Orange County Community College

Fall 2008 Catalog

Founded 1950

An institution of higher education established by authority of the State University of New York and sponsored by the County of Orange

Accredited by Middle States Association of Colleges and Schools

An Equal Opportunity/Affirmative Action College

www.sunyorange.edu
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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

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.

The College’s Goals
To fulfill its mission, the College has established the following goals:

- To provide courses in the arts, sciences, health professions, humanities, business and technology at the level of Associate degree programs; certificates, training and development programs to meet student needs for further education, employment and personal growth.

- To offer a comprehensive program of General Education so that students learn to communicate and reason effectively; make independent judgments; and develop an appreciation for learning, a respect for diverse cultures and individuals and a desire for self and societal improvement.

- To implement technological delivery systems in Academic, Student and Administrative Services.

- To serve as a resource for economic development to business, industry, government and the community.

- To enrich the life of the community by providing cultural, educational and recreational events and access to College resources for appropriate community activities.

- To provide access for a diverse student population.

- To provide comprehensive academic, student development and auxiliary support services so that each student has the opportunity to perform at his/her highest level.

- To offer students the opportunity to learn with a diverse and highly qualified faculty and staff committed to excellence in teaching and service to students.

- To provide a clean, safe, attractive and accessible College.

- To expand funding sources of the College through revenue generating initiatives.
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 in the county’s endeavor 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, for business and professional people, and by special arrangement with nearby universities for graduate students.

More than 450,000 people have enrolled in a wide range of credit and non-credit classes at the Middletown campus, the Newburgh Extension Center 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 several co-curricular and leadership opportunities that serve to complement the academic experience.

In addition to offering formal instruction to students in both 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 house 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 instructional space for chemistry and geology.

Expansion over the years has infused the campus with significant additional educational space. Hudson Hall, Harriman Hall and the Bio-Medical Technology buildings contain classrooms, lecture halls, laboratories and faculty offices. The Sarah Wells building houses faculty offices and child care services. 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 compact disc collections.

The George F. Shepard Student Center houses a cafeteria and dining room, the College bookstore and nearly every student support function at the College. The Physical Education building 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 and tennis courts.

The College recently opened the Gilman Center for International Education, which features renovated interior space in the Library that is accessible via a new entryway on the Library’s north side. The Center 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 50 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 and visual communications. In addition, computer and tutorial laboratories are easily accessible.
About SUNY Orange

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 Library features a large computer lab as well as the new “Information Commons” where students have ready access to computers replete with internet access and software programs.

Newburgh Extension Center

Accessibility is a key component of SUNY Orange’s mission as a community college, and the College has expanded county residents’ access to programs and services through the development of the Newburgh Extension Center and satellite locations throughout the county.

At the Newburgh Extension Center, SUNY Orange fulfills the many educational needs of the citizens of eastern Orange County. Located at One Washington Center, the Extension Center is equipped with 20 classrooms, as well as four computer labs; two technology training labs; centers for reading and writing assistance; two science labs used for biology, chemistry and physics; a dedicated English as a Second Language (ESL) classroom; a tutorial center; a library; dining services; and a breathtaking view of the Hudson River.

Presently, a wide array of courses and services are available at the Center, and that roster continues to expand. Nearly 200 course sections are now offered each semester and "one-stop" registration provides students with the convenience of meeting with an academic advisor and completing the entire registration process on-site. Many of the support services provided on the campus in Middletown are also offered to students on-site in Newburgh, including counseling, advising, financial aid assistance and tutoring. Though students may fulfill many of their degree requirements at the Center, they must complete at least one course at the College’s Middletown campus. Free daytime shuttle bus service is available between the Middletown and Newburgh campuses during the fall and spring semesters.

In addition to an impressive listing of credit offerings, the Newburgh Extension Center 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 English as a Second Language, all under the direction of the College’s Continuing and Professional Education Department.

The Extension Center is also home to the Center for Youth Development funded through the New York State Education Department, offering academic support services, counseling, workforce preparation, mentoring, cultural enrichment and parental involvement activities to junior and high school youths attending the Newburgh Enlarged City School District and Enlarged City School District of Middletown.

Satellite Locations

Credit and non-credit courses are also 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, early childhood education, physical education, business, criminal justice, art, 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.

Committed to Student Success

Students enter SUNY Orange with a variety of goals, including: seeking an associate 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 of 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.

On average, 17 percent of full-time first-time students graduated in three years and ten percent of the graduates transferred to a four year SUNY institution. Additionally, approximately ten percent of students transfer to a SUNY institution before receiving a degree from SUNY Orange.

(Data Source: Attrition/Retention of Full-Time, First-Time Students Associate Degree Programs, State University of New York (SUNY) Cohorts Entering in Fall 2002 through Fall 2005)

Alumni Association

Not only do SUNY Orange students forge a bond with faculty, staff and fellow students during their time on campus, they develop a special attachment to the College as well. SUNY Orange wants that relationship to continue long after the students have moved on to future endeavors, and the Alumni Association remains the students’ connection to the College.
State University of New York

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

SUNY’s 64 statewide campuses bring educational opportunity within commuting distance of virtually all New York citizens and comprise the nation's largest, centrally managed system of public higher education.

When founded in 1948, SUNY consolidated 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.

SUNY now offers 3,600 academic programs at its Educational Opportunity Centers, two-year colleges, four-year campuses, and university and medical centers. Degree opportunities range from two-year associate programs to doctoral studies offered at 12 senior campuses.

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."

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 38 academic programs that are designed for transfer and career preparation.

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

NEWBURGH EXTENSION CENTER
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.

In accordance with Federal regulations, the New York State Human Rights Law and Section 504 of the Rehabilitation Act of 1973, Orange County Community College does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender or sexual orientation in employment or in the educational programs and activities which it operates.
Admissions Procedures and Requirements

Admission to SUNY Orange is open to all graduates of an accredited and/or registered high school. Accreditation is awarded by one of several regional accrediting agencies, such as Middle States. A high school may also be registered with the state department of education where it is located. 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. Upon admission, students will be assigned an academic advisor and gain priority in registering for courses at an early date. 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

Following are application deadlines for all SUNY Orange programs. All dates listed occur during the previous academic semester (or earlier in some instances). Application forms, all related transcripts and documentation must be received prior to the date listed in order for full consideration to be given to a prospective student. For information on application guidelines specific to a particular program, review the Admission Process section immediately following this listing of deadlines.

### Fall Semester

- **Feb. 1:** Dental Hygiene, Medical Laboratory Technology, Nursing, Occupational Therapy Assistant, Physical Therapist Assistant and Radiologic Technology
- **May 1:** Honors program
- **June 1:** International students
- **Two weeks prior to the start of the semester:**
  - All other degree and certificate programs

### Spring Semester

- **Dec. 1:** Honors Program
- **Oct. 1:** International Students
- **Two weeks prior to the start of the semester:**
  - All other degree and certificate programs

There is no specific deadline for the Spring semester for Health Professions programs as those sequences begin in the Fall semester only. Students are welcome to enroll in the Spring to take all essential prerequisite courses and non-clinical coursework.

### Summer Sessions

- **May 1:** Honors Program (for all sessions)
- **Two weeks prior to the start of each session:**
  - All other degree and certificate programs

Students wishing to enroll for summer classes who also want to be considered for Health Professions programs in the Fall must submit their application for the Fall semester and meet the Feb. 1 deadline listed above.

## The Admission Process

### The Application

Students may apply for admission on a full-time or part-time basis. First-time and transfer students are welcome. There are several ways to apply for admission. Students may apply online at www.sunyorange.edu (click the “Prospective Students” link), or may request an application and accompanying College Viewbook by phone, through the mail or in person by contacting the Admissions Office at:

- **Middletown Campus**
  - 115 South Street
  - Middletown, NY 10940
  - (845) 341-4030

- **Newburgh Extension Center**
  - One Washington Center
  - Newburgh, NY 12550
  - (845) 562-2454

Students in Orange County may also contact their high school guidance counselor for access to a SUNY Orange Viewbook and application. To consider an application, the Admissions Office must also receive an official copy of the student’s high school transcript.

### Application Fees

Admission applications from prospective full-time, part-time, first-time and transfer students must be accompanied by a $30 non-refundable check made payable to Orange County Community College. Students applying for readmission must submit a $20 non-refundable fee.
Admissions Procedures and Requirements

The College Placement Assessment

All students who are accepted as degree-seeking students are required to take the College Placement Assessment or to obtain an Assessment waiver, prior to registering for courses. The Placement Assessment gauges college-level skills in reading, writing and mathematics. Placement Assessment results assist the College in placing students in courses at the appropriate level of skill and is mandatory.

There is a $25 fee to take the Assessment. If students then register for courses, the $25 fee will be applied toward tuition (upon enrollment).

The College Placement Assessment is computerized, and untimed (except for the essay portion). Students may only take the Assessment once. Students with disabilities may make special arrangements to take the Assessment by contacting the College's Office of Disability 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 Assessment to be eligible for financial aid.

If a student’s Placement Assessment results indicate a need for additional growth in reading, writing and/or math, advisement and counseling concerning specific course selection and programming will be provided.

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 College’s Health Services Office, 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 Health Services at 341-4870.

Health Professions Applicants

Students interested in applying for admission to one of SUNY Orange's Health Professions programs are subject to 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. For additional information on a particular Health Professions program, see the following list:

- Dental Hygiene—page 84
- Medical Laboratory Technology—page 122
- Nursing—page 126
- Occupational Therapy Assistant—page 130
- Physical Therapist Assistant—page 136
- Radiologic Technology—page 138

Application Process for Health Professions

Upon receipt of a student's application to one of the Health Professions programs, the College will forward an admission packet for your program choice, which includes all of the requirements, paperwork and instructions on how to proceed. For additional information, students may access the College web site at www.sunyorange.edu, or attend an Admissions Group Information Session.

Physical Examination Requirements

All students accepted into a Health Professions program must successfully complete an annual physical examination which includes a Tuberculosis screening. A ten-panel drug test is also required once the student has been accepted. Information about this requirement will be distributed to students at the department orientation in the spring/summer after acceptance.

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 College Health Services Office within the timeframe stated on the form for each program. Note: the timeframe for completion and submission of your physical varies according to the program in which you are enrolled. Physicals which are submitted to the Health Services Office after the stated deadline for your program will be subject to a $25 late fee. Upon receipt of your complete physical the nurse in Health Services 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.

Any questions regarding the specific health requirements for your program should be directed to the Chair of that department. You should contact the College Health Services Office at 845-341-4870 if you have any other questions regarding the completion of your physical.

### 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. Students in these programs have the opportunity to gain confidence as they integrate into the college setting, enhance their chances for acceptance into another college or university, and helps save the student and their families tuition money.

#### College Experience Program (CEP)

The College Experience Program allows students to take credit courses on the SUNY Orange campus in Middletown, at the Newburgh Extension Center or at one of the College’s other 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 admission interview is required for both the applicant and parent/guardian as part of the admission decision. All interviews are done at the Middletown campus Admissions Office.

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 and must register in the Admissions Office on the Middletown campus.

### 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 eight credits or less (one to two courses) per semester and up to 3-4 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 (80 in Math B) 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 (85 in Math B) 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

Following are the steps required to apply for the College Experience Program:

- Fill out, and submit to, the Admissions Office, 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. It is NOT necessary for a parent/guardian to come after the first interview.
- Request from your guidance counselor an official high school transcript and a letter of recommendation indicating your ability to do college work (to be submitted with application).
- 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:
Admissions Procedures and Requirements

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Important Program Information

- Students must follow the same application procedures for every semester they wish to attend (parent interview excluded).
- Applications and interviews for the College Experience Program will be handled in Middletown only.
- If you take six credits or more, you must provide proof of immunity to measles, mumps and rubella to the campus Health Services Center. Any questions, call 341-4870.
- Applicants to the College Experience Program should not take the College Placement Assessment.
- Courses failed in high school, and 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 will be unable to receive financial aid, whether they carry a full or part-time load of credits within the program.
- Students will be assigned an academic advisor in the Admissions Office in Middletown. The advisor assists in course selection and registration and provides other advisement or help as needed.
- Enrollment in specific courses will depend 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 for that semester.
- If you are physically and/or learning disabled, please contact the Office of Disability 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 (degree-seeking admission) by filing a regular admission application during their senior year.

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 on their own high school campus. For more information please refer to page 14 in this Catalog.

24 Credit Hour Program (GED)

The 24 Credit Hour Program allows students to earn their high school equivalency diploma (GED) and then use all or most of those credits toward a 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.

Once they acquire their GED, students may apply those 24 credits toward completion of a degree or certificate program at SUNY Orange.

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 for GED; be 17 years of age or older; and be a member of a high school class that has graduated or been officially withdrawn from high school for one year. There is a mandatory admissions interview to explain the program and ability to benefit; a requirement students must meet to be eligible for financial aid.

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 in Middletown or the Newburgh Extension Center.

Home Schooled Students

If you have been home schooled, the NYS Department of Education has identified ways you can obtain a high school diploma, or the equivalent, so that you have the credentials to apply to college. Home schooled students who wish to gain admission to, and enroll at, SUNY Orange must meet one of the criteria listed below:

Home Schooled Students Criteria and Credentials

- If you have submitted quarterly reports and curriculum plans to the school district in which you reside, you may have completed the
Admissions Procedures and Requirements

Substantial equivalent of a four-year high school course as certified in a letter by the district’s superintendent of schools. This letter would serve as the equivalent of a high school diploma.

- You may have previously earned, and been granted, a degree from a college or university accredited by one of the six regional accrediting agencies.* If so, you have what New York State would consider the equivalent of a high school diploma and would then be able to apply for admission to SUNY Orange.

- You may have a High School Equivalency Diploma.

- You may be accepted by the College to complete The 24 Credit Hour Program as a recognized candidate for a college-level degree or certificate.

- You may have passed and completed all requirements for the following five Regents examinations: Regents comprehensive examination in English, Regents examination in mathematics, Regents examination in United States history and government, Regents examination in science; and Regents examination in global history and geography.

*Regional accrediting agencies include: The Middle States Association of Colleges and Schools; The New England Association of Colleges and Schools; The North Central Association of Schools and Colleges; the Northwest Association of Schools, Colleges and Universities; the Southern Association of Colleges and Schools; and the Western Association of Schools and Colleges.

We encourage home schooled students to call the Admissions Office at 341-4030 to discuss your application as 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 in a country other than the United States, you must submit original records of your secondary school credentials, including mark sheets. These credentials must be translated into English by your national consulate or an official translation agency. A list of these agencies is available in the Admissions Office. If you are from a country other than the United States, do not send your application to your secondary school.

- If you want to transfer university credits earned outside of the United States, you must have your credentials evaluated by an authorized credentials agency. A course-by-course report from World Education Services (WES) is recommended. WES can be contacted via telephone at (800) 937-3895 or by visiting their website 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 Packet. You may obtain the packet from the Admissions Office either in person, by mail, or by visiting our website at www.sunyorange.edu.

- 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 an official copy of transcripts from all previous college(s) from which credits are to be considered. 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 will be accepted.

High School Equivalency Diploma (GED)

Applicants who have earned a High School Equivalency Diploma (GED) must forward a notarized 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.
Admissions Procedures and Requirements

Readmission to SUNY Orange

Former SUNY Orange students who were previously enrolled but have not attended the College for one semester or more are required to complete a new application. Be sure to check off the “Degree-Seeking Readmission” box.

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 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 campus in Middletown, at the Newburgh Extension Center 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.

For an appointment to discuss your educational plans, call the Admissions Office or visit the College website at www.sunyorange.edu.

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 and Foreign Languages 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 and Foreign Languages 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 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. However, students who have not applied for admission to a degree program are unable to apply for financial aid.

Full-time or part-time degree-seeking students who have been formally admitted receive priority in course registration, as well as the assistance of a faculty advisor.

Multiple Degrees

Students may earn more than one degree at SUNY Orange, as long as they meet the following criteria:

- The areas in which the degrees are earned are determined to be separate and distinct by relevant department chairpersons and approved by the College’s vice president for academic affairs.
- A minimum of 15 credits not required by, nor applied to, the first degree are completed at SUNY Orange.

Students can earn multiple Associate in Science degrees, or multiple Associate in Applied Science degrees, or an Associate in Arts degree and an Associate in Science degree. However, only one Associate in Arts degree may be awarded because of
its separate and distinct nature from other programs. The Associate in Arts in International Studies may be awarded as a second Associate in Arts degree.

General education courses with a grade of D-minus or better from the first degree apply toward any additional degree. Effective from Fall 1992, grades from courses transferred from the first degree are applied to the additional degree and are included in the cumulative grade point average. Grades from transfer courses are not calculated in the cumulative grade point average.

Students enrolled in an additional degree program prior to Fall 1992 may petition the vice president for academic affairs for permission to apply grades from the first degree to the current degree.

As many additional associate degrees as desired may be earned. However, students are encouraged to discuss career and transfer options with advisors or counselors before beginning progress toward an additional associate degree.

**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 your admissions acceptance packet.

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**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: articulation agreements, Center for Youth Development, Career Pathways in Tech Prep Program, Community College in the High School Program, faculty collaborations, satellite centers, and the SMART Summer Program. For more information on these College partnerships, please contact:

Office of Educational Partnerships
Morrison Hall—115 South Street
Middletown, NY 10940
(845) 341-4765

**Center for Youth Development**

Through a series of innovative strategies, the Center for Youth Development develops and implements a comprehensive array of pre-collegiate programs that prepare youths in grades 6-12 for successful transition into post-secondary education and entry-level careers. Originating from the Newburgh Extension Center, 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 Partnership Program, NYS Math & Science Summer Grant and 21st Century Grants. The Liberty Partnership Program, 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 the middle and senior high schools in Newburgh and Middletown. Funded through the City of Newburgh 21st Century Community Learning Centers grant, the Center For Youth Development is a Community Learning Center host site, which is an educational after-school program whose focus is to provide expanded academic enrichment activities that include technology, literacy, art and music educational programs; recreation and field trips; and activities for parents and families of youth being served in the after-school program.

**Career Pathways in Tech Prep Program**

SUNY Orange’s Career Pathways in Tech Prep Program is a collaborative effort by College, high school and industry personnel to meet the training needs of high school students so they may achieve
Higher-wage employment in an advanced technological society.

Additionally, funds are provided for intensive professional development for secondary teachers, counselors and post-secondary faculty, counselors, admissions officers and career center staff. The goal of this training is to provide each participating school with local expertise to assure long-term program success. Other services provided through Tech Prep include: field trips to high-tech businesses and industry, industry mentors for the secondary school, and a summer bridge program which stresses those criteria that will enhance students' employability and academic success.

Satellite Centers

The Office of Educational Partnerships oversees the College's three satellite locations. Credit and non-credit courses are also 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, early childhood education, physical education, business, criminal justice, art, 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 Extension Center or at one of the College's other 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 on their own high school campus. This program can lead to a smooth transition from high school to college, challenges academically qualified students and helps shorten the time it takes to complete a college degree. For more information on this program see your high school guidance counselor or SUNY Orange's Office of Educational Partnerships 341-4765.

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: graphic arts/printing, etc.

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 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.
Alfred University, College of Business and Administration
   A.S. Business Administration
Cazenovia College
   A.A.S. Visual Communications
   A.S. Business Administration
      (With specializations in Business Management and Sport Management)
Clarkson College, School of Management
   Comprehensive Agreement
College of Health Sciences, Roanoke, VA
   A.A.S. Physical Therapy Assistant
Columbia University
   A.A. and A.S. Degrees
Dominican College of Blauvelt
   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 Therapist 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; Social Sciences; Social Work)
Empire State College
   Comprehensive Agreement
Fairleigh Dickinson University
   A.A.S. Dental Hygiene
Forsyth School for Dental Hygienists/Northeastern University
   A.A.S. Dental Hygiene
Franklin University, OH
   Comprehensive Agreement
      (Business; Computer; Technical Majors)
Hartwick College
   Comprehensive Agreement
John Jay College of Criminal Justice
   A.S. Criminal Justice
Manhattan College
   A.A.S. Dental Hygiene
   A.A.S. Massage Therapy
   A.A.S. Medical Laboratory Technology
   A.A.S. Nursing
   A.A.S. Occupational Therapy Assistant
   A.A.S. Physical Therapist Assistant
   A.S. Exercise Studies
   Comprehensive Agreement in Radiologic Technology
Marist College
   A.A. Liberal Arts International Study
   A.A. or A.S. Liberal Arts
   A.A.S. Criminal Justice
   A.A.S. Medical Laboratory Technology
   A.S. Business
   A.S. Computer Science
Marymount College of Fordham University
   Comprehensive Agreement
Mount Saint Mary College
   Comprehensive Agreement, including A.A.S. Nursing
New York University
   A.A.S. Nursing
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 (Corrections; Police)
   A.S. Criminal Justice
   A.S. Liberal Arts & Science
      (Mathematics & Natural Science emphasis)
Pace University, Lienhard School of Nursing
   A.A.S. Nursing
Pace University, Lubin School of Business Administration
   Selected Courses
Pennsylvania College of Technology/Pennsylvania State University
   A.A.S. Dental Hygiene
Ramapo College
   Comprehensive Agreement
Rockland Community College
   Comprehensive Agreement
   (Medical Laboratory Technology; Respiratory Care)
St. Thomas Aquinas College
   Comprehensive Agreement for AA or AS Degrees
SUNY Albany
   Comprehensive Agreement
SUNY Brockport
   Political Science/International Studies
SUNY Cortland
   A.A. International Studies
SUNY New Paltz
   Comprehensive Agreement
      Jointly Registered Teacher Education Program
SUNY Oswego
   Comprehensive Agreement
SUNY Purchase
   A.A.S. Performing Arts: Music
The Sage Colleges (Russell Sage College or Sage College of Albany)
   A.A.S. Nursing
Western New England College
   A.S. Engineering Science
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 Business Solutions/Professional Development Department provides a wide array of courses, seminars, workshops and customized training programs. Programs include: Management, Leadership, Supervisory Skills, Service Excellence, Business Communications and Computer Training. All programs can be customized to meet the training and development needs of businesses, hospitals, educational institutions and other organizations located in Orange County. The Business Solutions/Professional Development Department offers information technology training and industry certification programs, as well as web design and development courses.

Institute for Nonprofit Leadership and Management

The Institute for Nonprofit Leadership and Management offers a series of specialized courses that strengthen the specific needs and necessary skills of folks who are working in, or are planning to work in, the nonprofit sector. Courses address the relevant issues facing these organizations, allowing them to become more proficient and successful in reaching their goals. Topics include: Legal Responsibilities of Boards, Strategic Planning, Public Relations, Grant Writing, Accounting Basics, Marketing Events and Fund Development. The College awards a Certificate in Nonprofit Leadership and Management after students complete any six courses.

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:

- Youth Program: Enrichment and recreational courses are offered both on- and off-campus.
- Over 60 Program: New York State law provides that people over 60 years of age may audit college credit courses, where possible, at no cost to participating senior citizens. Full classroom participation is encouraged although grades and credit are not awarded. Non-credit courses are not included in the Over 60 Program. Students interested in the Over 60 Program should register through the Community Enrichment Office.

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.

Drinking Driver Program

The College cooperates with the New York State Department of Motor Vehicles’ Drinking Driver Program by offering these courses on- and off-campus. Additionally, pre-licensing, defensive driving, and credentialed alcoholism and substance abuse counselor training courses are offered.

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 Extension Center.
Tuition and Fees 2008-2009*

Tuition*
New York State residents: (per semester)
Full-time students (12 or more credits/units) . . . .1,650.00
Part-time students (per credit hour/unit) . . . . . . . .138.00

Out-of-state and foreign residents: (per semester)
Full-time students (12 or more credits/units) . . . .3,300.00
Part-time students (per credit hour/unit) . . . . . . . .276.00

Advance deposit (non-refundable)
for Dental Hygiene, Med Lab Tech, Nursing,
Occupational Therapy Asst, Physical Therapist
Asst, Radiologic Technology . . . . . . . . . . . . . . . .50.00

College Fees*
Admission application fee (non-refundable) . . . .30.00
Readmission application (non-refundable) . . . .20.00

Insurance Fee:
(contact Health Services for coverage details)
Full-time students (non-refundable)
accident and sickness, per semester . . . . . . . . . . . .9.00
Part-time students (non-refundable)
accident only, per semester . . . . . . . . . . . . . . . . . . . .2.00

Technology Fee:
Full-time students (non-refundable)
per semester . . . . . . . . . . . . . . . . . . . . . . . . . . . . .115.00
Part-time students (non-refundable)
per semester . . . . . . . . . . . . . . . . . . . . . . . . . . . . .75.00

Graduation Fee . . . . . . . . . . . . . . . . . . . . . . . . . . . . .40.00

Tutorial Fee** . . . . . . . . . . . . . . . . . . . . . . . . . . . . .30.00

Assessment Fee*** (non-refundable) . . . . . . . . . . . .25.00

Fees for Special Services

Late Registration Fees:
Full-time students . . . . . . . . . . . . . . . . . . . . . . . .25.00
Part-time students, per course . . . . . . . . . . . . . . .10.00
with maximum of $25.00

Transcript fee, each . . . . . . . . . . . . . . . . . . . . . . . .5.00

Malpractice insurance (non-refundable)
for Dental Hygiene, Med Lab Tech, Nursing,
Occupational Therapy Asst, Physical Therapist
Asst, Radiologic Technology per semester . . . . . . . . . .7.50

Laboratory fee (non-refundable)
per applicable course . . . . . . . . . . . . . . . . . . . . . . . .30.00

Distance Learning fee (non-refundable)
per applicable course . . . . . . . . . . . . . . . . . . . . . .50.00

Returned check fee, per check . . . . . . . . . . . . . . . .25.00

Foreign check handling fee, per check plus any
additional bank fees . . . . . . . . . . . . . . . . . . . . . . . . .10.00
Pre-Licensure Diagnostic Test . . . . . . . . . . . . . . . . . .40.00

Student Activity/Athletic Fees (per semester)
.5-11.5 credit/unit, cost per credit hour . . . . . . . . . .4.00
12 plus credit/unit . . . . . . . . . . . . . . . . . . . . . . . . . .50.00

Note:
1. Tuition and fees must be fully paid by the deadline
set by the Bursar Office. In the event that all sums
are not paid when due, the student will be
responsible for all costs of collection.

2. A student who registers for 12 or more credits per
semester is classified as full-time; all others are
classified as part-time.

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 fees are correct as of this catalog's
publication date.
**See tutorial page
***Fee applicable towards tuition
Refund Policies

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 semester: . . . . . . 100%
During the first week: . . . . . . . . . . . . . . . . . . 75%
During the second week: . . . . . . . . . . . . . . . . . .50%
During the third week: . . . . . . . . . . . . . . . . . . .25%
After the third week: . . . . . . . . . . . . . . . . . . . . . 0%

HALF SEMESTER CLASSES
(Eight week term or less):
Prior to the start date of the semester: . . . . . . 100%
During the first week: . . . . . . . . . . . . . . . . . . .25%
During the second week: . . . . . . . . . . . . . . . . . . .0%

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 class: . . . .100% refund of tuition and fees
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. Refund payments are not immediate. Allow approximately six weeks for processing and mailing during fall/spring semesters and four weeks during summer/winter sessions.
3. 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.
4. A course cancelled by the College will be refunded all tuition and fees relative to the cancelled course.
5. Inquiries regarding refund policy exceptions should be directed in writing to the Business Office, Refund Review Board. Refund request forms can be obtained in the Bursar Office or the Business Office. All refund requests must be received within one year of the semester end date.

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.
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.

A resident is a person who has resided in New York State for a period of at least one year and in the county for a period of at least six months, both immediately preceding the first day of class.

In accordance with New York State Education Law, section 6301, each student residing in New York and attending SUNY Orange must submit proof of residence along with payment to the Bursar Office at the time of registration. Please follow the instructions listed below. The application for Certificate of Residence can be obtained from the Bursar Office or the Admissions Office. It is also included in all registration material and is available on the College web site.

1. Orange County Residents: Complete the Application for Certificate of Residence, have it notarized and submit the completed form to the College at registration, by mail or in person.

A new application must accompany all address changes within Orange County.

2. New York State Residents from counties other than Orange County: Complete Application for Certificate of Residence and turn it in to your County Treasurer. You will receive a Certificate of Residence from the treasurer which will be valid for one year from the date of issue. Submit this form to the College at registration by mail or in person. Students who fail to submit a valid certificate will be charged double tuition.

3. New York State residents who have lived in more than one county during the past six months must complete an Application for Certificate of Residence for each county in which they have resided and proceed as indicated in steps (1) and (2) of these instructions.

4. Non-residents of New York State (living less than one year in the state) are charged out-of-state tuition and do not need to submit proof of residence at registration.

5. All foreign students who have not held a permanent resident alien card for one year are classified as out-of-state residents and are charged the out-of-state tuition rate. (See “Tuition and Fees”)

6. Active duty service members of the U.S. Armed Forces and their dependents may be waived from the residency requirement by submitting PCS orders to the Bursar Office, second floor, George F. Shepard Student Center.

Withdrawal from Course

To formally withdraw from a credit or non-credit course, a student must complete a withdrawal form and return it to the Records and Registration Office. 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.

Stop/Holds

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

A variety of financial aid programs are available to SUNY Orange students. Eligibility for these programs depends on the student's academic progress, family income and assets. Due to the length of processing time, applicants are encouraged to submit necessary paperwork as early as possible for financial aid consideration. Please do not wait to be formally accepted at SUNY Orange before applying for aid.

The SUNY Orange Financial Aid Office is available to assist students in researching and applying for financial aid. Financial aid workshops are offered throughout the year on the campus in Middletown and at the Newburgh Extension Center. Students may also schedule an individual appointment with the Financial Aid Office if they have questions.

The Middletown office is located on the third floor of the George F. Shepard Student Center (845) 341-4190, while the Newburgh office is in Room 127 of the Extension Center, (845) 341-4518/

General Eligibility Requirements

To be eligible for financial aid at SUNY Orange, a student must:

• be officially admitted
• be an American citizen or permanent resident
• meet the minimum academic criteria specified for each financial aid program (see “Academic Progress” in this section)
• not be in default of any prior student loan or owe monies to the Federal Pell Grant, Federal SEOG or Tuition Assistance Program (TAP)
• be enrolled in an eligible degree or certificate program

For federal financial aid programs, an applicant must meet one of the following conditions in order to be considered an independent for the 2008-09 academic year:

• be born before January 1, 1985
• be a veteran of the U.S. Armed Forces
• be married
• be an orphan or a ward of the court, or have been a ward of the court until age 18
• have legal dependents (other than a spouse or children) who receive more than one-half their support from you
• is currently serving on active duty in the U.S. Armed Forces
• have children who receive more than one-half of their support from you

How to Apply

In order to apply for financial aid, a student must file a Free Application for Federal Student Aid (FAFSA). Students must file the FAFSA electronically by visiting www.fafsa.ed.gov. There is no fee with this application. Early Fall semester applicants with need, who file before May 1, will receive first consideration for campus-based aid programs, which are subject to funding limitations. Late applications are placed on a waiting list throughout the year. A student may receive one source of aid or a combination of federal and state aid. However, the amount of aid received is limited by the student’s educational cost, family contribution and aid availability. If selected for verification, the student and family must provide documentation of all 2007 taxable income (signed copies of 1040, 1040A or 1040EZ; with W-2’s) and non-taxable income (social security benefits, social services, child support, etc.). All non-taxable income information provided should be representative of the last calendar year (2007 for the 2008-09 aid year).

College Costs at SUNY Orange

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

<table>
<thead>
<tr>
<th></th>
<th>Full</th>
<th>Spring</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition*</td>
<td>$1,650</td>
<td>$1,650</td>
<td>$3,300</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>9</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>115</td>
<td>115</td>
<td>230</td>
</tr>
<tr>
<td>Student Activity Fee</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>Books and Supplies*</td>
<td>500</td>
<td>500</td>
<td>1,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$2,324</td>
<td>$2,324</td>
<td>$4,648</td>
</tr>
</tbody>
</table>

Additional indirect educational costs that students should consider:

<table>
<thead>
<tr>
<th></th>
<th><strong>Commuter</strong></th>
<th>*<strong>Non-Commuter</strong></th>
<th>**<strong>Out of State</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Student Cost</td>
<td>$4,648</td>
<td>$4,648</td>
<td>$7,948</td>
</tr>
<tr>
<td>Room and Board</td>
<td>2,600</td>
<td>4,950</td>
<td>4,950</td>
</tr>
<tr>
<td>Transportation</td>
<td>1,350</td>
<td>1,350</td>
<td>1,350</td>
</tr>
<tr>
<td>Personal</td>
<td>925</td>
<td>1,075</td>
<td>1,075</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$9,523</td>
<td>$12,023</td>
<td>$15,323</td>
</tr>
</tbody>
</table>

The above costs are approximate and are used by SUNY Orange to determine need for financial aid.

* Tuition for 2008-09 academic year.
** Commuter refers to a student living at home and commuting to campus.
*** Non-commuter refers to a student living away from home while attending college and/or single or married student with/without dependents.
**** Out-of-state residents and international students tuition charge is double.
Transfer Students

SUNY Orange encourages all transfer students to seek a credit evaluation of course work taken at prior institutions in order to determine if they’ve satisfied the necessary academic progress criteria to qualify for financial aid.

Summer Sessions

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

Regulations Governing Federal Assistance

Students who receive financial aid must attend all courses for which they are registered during a semester to receive funds. If the Financial Aid Office learns that a student never attended or stopped attending a particular course (or courses), that student’s financial aid may be affected.

Financial Aid Programs

Federal Pell Grant

The Federal Pell Grant provides grants ranging from *$400 to $4,731 per year to all eligible applicants. Students must file a Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov after Jan. 1, and prior to the College’s September registration. The application should list SUNY Orange (code 002876) as one of the colleges. The Financial Aid Office will receive the information electronically in order to determine eligibility for all Federal Aid. Although the federal government allows the FAFSA to be filed by June 30, 2009, the receipt of a valid result must be on file with the SUNY Orange Financial Aid Office by the student’s last day of class.

For students required to take developmental courses, federal aid funds will only pay for 30 credits attempted of developmental study. Financial aid (federal and state) will only pay for two credits of physical education course work (passing grades). Students holding baccalaureate degrees are ineligible for the Federal Pell Grant, but must file the FAFSA to receive other aid consideration.

* Subject to change.

New York State: Tuition Assistance Program (TAP)

New York State residents who are full-time students (12 credits or more) may be eligible for TAP grants depending upon their family’s New York State net taxable income. The deadline for the 2008-09 academic year is May 1, 2009. Students applying for TAP must file a Free Application For Federal Student Aid (FAFSA) at www.fafsa.ed.gov. Students must be enrolled in programs approved by the New York State Education Department for full-time study in order to receive TAP assistance.

In order to receive credit under TAP, a student must be formally admitted to a SUNY Orange degree program and be registered for 12 credits or more. AUDITED and repeats of previously PASSED course work that is/are part of a student’s credit enrollment can result in INELIGIBILITY of federal and/or state aid programs.

Evening Nursing students are not eligible to receive TAP.

Part-Time TAP

Students taking 6-11 credits who in the previous academic year have earned two consecutive semesters of 12 credits each (24 credits total) and maintained a “C” average may be eligible for TAP. Grants are available for students who have completed requirements as first-time freshman starting in the 2006-07 aid year.

Note: New York State Aid Program Requirements are subject to change.

Academic Progress Standards – TAP

Before being certified for a specific TAP payment, students must have accrued a minimum number of credits toward their degree while maintaining a minimum cumulative quality point average (CQPA). A student must also complete (receive a “pass” or “fail” grade) a certain amount of credits during the semester they receive TAP.

<table>
<thead>
<tr>
<th>Before being certified for this TAP payment:</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>You must have completed (passed or failed) this many credits since your last TAP payment</td>
<td>0</td>
<td>6</td>
<td>6</td>
<td>9</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>You must have accrued at least this many credits toward your degree</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>18</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>With at least this cumulative quality point average (CQPA)</td>
<td>0</td>
<td>.5</td>
<td>.75</td>
<td>1.3</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Completed credits is defined as receiving grades of A, B, C, D, F or P.

Note: First-time TAP recipients must be registered for at least three credits of college level course work. 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. New York State academic requirements are subject to change.
Financial Aid

Aid To Part-Time Study (APTS)

Part-time students (taking from six to 11.5 credits per semester) who are enrolled in an eligible degree-granting program may qualify for an Aid To Part-Time Study award. This program is subject to annual New York State budget approval. Due to funding limitations, coverage is limited to six credits. Applicants must demonstrate the ability to complete college coursework at an accredited institution.

Students who have completed at least three credits at SUNY Orange must have a minimum 2.0 CQPA. For consideration, the New York State net taxable income (NTI) of the family of a dependent student must be $50,550 or less, while the NTI of an independent student’s family must be $34,500 or less. Applications are available at the Financial Aid Office or the SUNY Orange website. Applicants must be New York State residents.

Students awarded New York State Aid to Part-Time Study must complete a minimum number of college credits (based on New York State academic regulations) and must maintain a 2.0 or higher GPA and CQPA in order to receive APTS the following semester.

The State Standards of Progress for state aid recipients (TAP, APTS etc.) are reviewed each semester and, unlike the Federal Policy, only one waiver may be granted. Other than these differences, the state appeal process is the same as the federal appeal process.

Veteran’s Tuition Award Supplement (VTA)

Veterans who served in Indochina for the U.S. Armed Forces between Dec. 22, 1961 and May 7, 1975, veterans who served in Persian Gulf hostilities beginning Aug. 2, 1990, and veterans who served in Afghanistan during hostilities on or after Sept. 11, 2001, may be eligible to receive a grant of up to $500 per semester as a part-time student or $1,000 per semester as a full-time student.

The necessary forms for first time applicants are available at the SUNY Orange Veteran’s Office, located on the third floor of the George F. Shepard Student Center. To receive a VTA award a student must also apply using the FAFSA. Students who have previously received a VTA Supplement must re-apply through the FAFSA web site. Students must meet New York State residency requirements.

Other Federal Financial Aid

Federal Perkins Loan

Students may also be eligible to receive a Perkins Loan. These loans range from $500 to $2,000 a year, at 5% interest with approximately 10 years to repay. New borrowers (as of 1987-88) have nine months after termination of their studies to begin repayment. Students must also submit a FAFSA form to be considered. Funding is limited.

Federal Supplementary Education Opportunity Grant (SEOG)

High-need students may be eligible to receive Federal SEOG grants ranging from $300 to $500 per year. Students who have earned a bachelor’s degree are not eligible. FAFSA is required and funding is limited.

Federal Academic Competitiveness Grant (ACG)

PELL recipients who graduated high school after January 2005 with a rigorous diploma may be eligible for the Academic Competitiveness Grant. This award, issued to U.S. citizens only, is based on year in college along with academic grades. FAFSA required.

Note: To view Academic Competitiveness Grant rigorous diploma requirements, visit our website at www.sunyorange.edu/financialaid.

Federal College Work-Study (FCWS)

Eligible students may work part-time while in college to help defray their educational cost. Salary starts at $8 per hour (subject to change) for 10 to 15 hours of work per week. All students awarded work-study are placed in the job by the College’s Career and Internship Services Office. FAFSA is required and funding is limited.

Federal Subsidized and Unsubsidized Stafford Loans

Students in their first year may borrow up to a maximum of $5,500 for dependent students and $9,500 for independent students per academic year. Students who are considered to be in their "sophomore" year may borrow up to a maximum of $6,500 for dependent students and $10,500 for independent students.

The amount for which a student is eligible is limited by the student’s educational costs minus other aid received. FAFSA is required.

Students who receive funds on or after July 1, 2006 will have a fixed interest rate of 6.0% (subject to change each July). An origination fee of 3% may be deducted by the bank for each loan received. An additional insurance fee of up to 1% may also be deducted by the bank.

Repayment begins six months after a student graduates, leaves school or drops below half-time, with approximately 10 years to repay the loan. All students seeking loans will be required to take a Federal Student Loan Test annually. In addition, regulations mandate
that an entrance interview be given to students prior to disbursement of loan funds and an exit interview be given before a student graduates, leaves school or drops below half-time study.

Should a Stafford Loan borrower's attendance drop below six credits, any subsequent loan disbursements will be cancelled. Students who later re-enroll will be required to reapply for further loan consideration.

Parent Loan for Undergraduate Students (PLUS)

Parents (of dependent students) may apply for a Federal Parent Loan for Undergraduate Students (PLUS) at a fixed interest rate of 8.5% for loans disbursed after July 1, 2008. Repayment begins 60 days after receipt of the loan check; however, deferral provisions are available. The maximum loan is based upon the cost of education minus any other aid received. FAFSA is required. Parents must submit a PLUS request form to the Financial Aid Office.

An origination fee of 3% is deducted proportionately from each loan disbursement. Note: An additional insurance fee of up to 1% may also be deducted. Checks are made co-payable to the parents and SUNY Orange.

Veterans Benefits

All certificate, degree programs and select continuing education courses are approved for members of the Selected Reserve, National Guard, veterans and eligible dependents. Those interested should inquire at the College’s Veterans Office, located on the third floor of the George F. Shepard Student Center.

Aid for Native Americans

Aid for Native Americans may be available through the Bureau of Indian Affairs, Washington, D.C., or a regional office. For more information, visit the bureau website at http://www.oiep.bia.edu/. Aid for Native Americans may be available through the New York State Education Department, located at http://www.emsc.nysed.gov/rss/natamer/home.html.

Academic Progress Standards – Federal Programs

The federal government has established satisfactory progress standards for the following Title IV federal student aid programs: Pell Grant, Perkins Loan, subsidized Stafford Loan, unsubsidized Stafford Loan, SEOG and college work-study.

Any SUNY Orange student who has failed to accumulate the number of credits listed in the box at the top of this page (second column), based upon the number of credits they have attempted (first column), or has not achieved the minimum CQPA (third column) will not be eligible for future federal financial aid. The satisfactory progress review for federal aid programs for students enrolled in associate degree programs occurs at the end of each academic year. Reviews for students enrolled in certificate programs are conducted at the end of each Fall and Spring semester.

<table>
<thead>
<tr>
<th>*Total Credits Attempted</th>
<th>**Minimum Credits Accumulated</th>
<th>***Minimum CQPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7-12</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>13-18</td>
<td>6</td>
<td>1.00</td>
</tr>
<tr>
<td>19-27</td>
<td>12</td>
<td>1.30</td>
</tr>
<tr>
<td>28-36</td>
<td>18</td>
<td>1.50</td>
</tr>
<tr>
<td>37-45</td>
<td>27</td>
<td>+2.00</td>
</tr>
<tr>
<td>46-57</td>
<td>36</td>
<td>2.00</td>
</tr>
<tr>
<td>58-69</td>
<td>48</td>
<td>2.00</td>
</tr>
<tr>
<td>70-84</td>
<td>60</td>
<td>2.00</td>
</tr>
<tr>
<td>85-99</td>
<td>72</td>
<td>++2.00</td>
</tr>
</tbody>
</table>

+Maximum Time/Certificate
++Maximum Time/Associate Degree

Students enrolled in certificate programs are allowed a total of 45 credits attempted.

Students enrolled in all associate degree programs are allowed a total of 99 credits attempted.

Students who do not complete their certificate or associate degree requirements within the maximum time frame stated above lose eligibility for federal aid.

* Total credits attempted is defined as all credits attempted at SUNY Orange after the drop/add period, including: developmental credits, withdrawals, repeated coursework, P.E.’s, holds, incompletes, failed courses, medical withdrawals and any transfer credits accepted toward your degree.

**Minimum credits accumulated is defined as all credits passed at SUNY Orange and any transfer credits accepted toward a degree.

***Developmental coursework, P.E.’s, and accepted transfer credits are not calculated in the CQPA.

Appeal Process/Reinstatement of Federal Aid Eligibility

Based upon mitigating circumstances, students may be granted two exceptions to the College’s satisfactory academic progress policy. To apply for an exception, students must:

• Complete the Request for Appeal of Satisfactory Progress Form detailing the mitigating circumstances
Financial Aid

- Submit documentation (doctor's note, police report, social services report, obituary, etc.) with their request

Students will be notified in writing if an exception has been granted or denied, and waivers cannot be granted to appeal maximum time limits.

We encourage students who are denied an exception or students who choose not to submit an appeal by the review date to enroll without receiving the benefit of financial aid because these students can have their appeal application reviewed again at their request.

Other State Financial Aid

Award for Children of Deceased or Disabled Veterans

Awards are provided for children of deceased or disabled veterans who attend a college or university full-time in New York State (this program is subject to annual New York State budget approval). The award is $450 per year. Students may apply through their high school or the New York State Higher Education Services Corporation. Applications can be obtained through the SUNY Orange Veteran’s Office, located on the third floor of the George F. Shepard Student Center.

The World Trade Memorial Scholarship

Following are the eligibility requirements for students to qualify for the World Trade Memorial Scholarship:

- The student must already be enrolled at a SUNY campus
- Covered incidents: the terrorist attacks of September 11, 2001 in New York City, the Pentagon and Pennsylvania
- Victims who were severely disabled in any of the terrorist attacks (limited to police officers, peace officers, firefighters and emergency medical service workers)
- Children or spouses of victims who died or were severely disabled (limited to police officers, peace officers, firefighters and emergency medical service workers)
- Required to be enrolled as a full-time undergraduate student in a program approved by the Commissioner of Education
- Scholarship recipients are not required to be New York State residents or U.S. citizens
- Applicants must complete applications for both the Free Application for Federal Student Aid (FAFSA) and Tuition Assistance Program (TAP)
- The student must follow the same standard academic progress chart as outlined by Higher Education Services Corporation (HESC) for the Tuition Assistance Program (TAP).

Volunteer Recruitment Service Scholarship

Students who are members of volunteer organizations may qualify for the Volunteer Recruitment Service Scholarship. Volunteer organizations include ambulance company (as defined in section three of the volunteer ambulance workers’ benefit law) or fire company (as defined in section three of the volunteer firefighters’ benefit law).

The volunteer organization may select one eligible candidate from its membership each year and submit a completed application on behalf of that student. For more information, contact NYSHEC at 1-888-NYSHEC, or visit www.hesc.com.

Local Financial Aid

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 Career Services Office. FAFSA is required.

SUNY Orange Scholarships

Through the efforts of its Educational Foundation and Alumni Association, SUNY Orange offers a variety of scholarships, grants-in-aid and awards that have been established for entering, returning and graduating students. See the accompanying grid for a complete listing of scholarships, grants and awards.

The College’s scholarships are awarded annually by the Scholarship and Financial Assistance Committee (except where noted). Recipients of these scholarships are selected based upon donor criteria which could include: demonstrated financial need, academic achievement, faculty recommendations and the availability of scholarship funds.

All scholarship forms (Entering Freshmen Scholarships, President’s Scholarships, Returning Student Scholarships, Graduate Scholarships for Continued Study) are available after Jan. 15 from the College website or the Financial Aid Office. Applicants are encouraged to apply for scholarships online at www.sunyorange.edu/scholarships.

A student needs only to file one application for a given category of scholarship (one application will submit the student’s name for consideration for all of the entering scholarships). Students awarded scholarships based upon recommendations of faculty departments and/or by the Committee on Scholarship and Financial Assistance will be notified in early May and recognized at either the College’s Spring Convocation (held each May for graduating students) or Fall Convocation (held each September for returning students).
Scholarship Opportunities 2008 - 2009

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Need Based</th>
<th>Grade Based</th>
<th>Student Classification</th>
<th>Student Type</th>
<th>Other Requirements</th>
<th>Name of Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>R</td>
<td>FT/PT</td>
<td>FT/PT</td>
<td>R</td>
<td>Judelson, Giordano and Siegel</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>R</td>
<td>FT</td>
<td>FT</td>
<td>R</td>
<td>Ripley (Harold)</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>G</td>
<td>FT/PT</td>
<td>FT/PT</td>
<td>G</td>
<td>Golub (Max)</td>
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</tr>
<tr>
<td>Accounting</td>
<td>G</td>
<td>FT/PT</td>
<td>FT/PT</td>
<td>G</td>
<td>Wahlen (Annette)</td>
<td></td>
</tr>
<tr>
<td>Allied Health</td>
<td>X</td>
<td>R</td>
<td>FT/PT</td>
<td>R</td>
<td>Female</td>
<td>Mokotoff (Gertrude and Reuben)</td>
</tr>
<tr>
<td>Alumni</td>
<td>E</td>
<td>FT/PT</td>
<td>FT/PT</td>
<td>E</td>
<td>Walts Alumni</td>
<td></td>
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<tr>
<td>Anthropology</td>
<td>G</td>
<td>FT</td>
<td>FT</td>
<td>G</td>
<td>Ehlers (William)</td>
<td></td>
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<tr>
<td>Architecture</td>
<td>G</td>
<td>FT/PT</td>
<td>FT/PT</td>
<td>G</td>
<td>Department recommendation</td>
<td>Excellence in Architecture</td>
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<tr>
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<td>G</td>
<td>FT/PT</td>
<td>FT/PT</td>
<td>G</td>
<td>Department recommendation</td>
<td>Large (George)</td>
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<td>FT/PT</td>
<td>G</td>
<td>Minden Architectural</td>
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<tr>
<td>Art</td>
<td>R</td>
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<td>FT/PT</td>
<td>R</td>
<td>Department recommendation</td>
<td>Skrobsanski-Kehm (Margaret)</td>
</tr>
<tr>
<td>Athletic</td>
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<td>FT/PT</td>
<td>FT/PT</td>
<td>E</td>
<td>Schmid Athletic</td>
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</tr>
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<td>Banking Management</td>
<td>G</td>
<td>FT/PT</td>
<td>FT/PT</td>
<td>G</td>
<td>Luft (John P.)</td>
<td></td>
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<tr>
<td>Biological Science</td>
<td>E</td>
<td>FT</td>
<td>FT</td>
<td>E</td>
<td>Abbott (Fred and Wava)</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>G</td>
<td>FT/PT</td>
<td>FT/PT</td>
<td>G</td>
<td>Mapes (Cortland)</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>X</td>
<td>R</td>
<td>FT</td>
<td>R</td>
<td>Involved in Community Service</td>
<td>Currier and Laizer</td>
</tr>
<tr>
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<td>E</td>
<td>FT/PT</td>
<td>FT/PT</td>
<td>E</td>
<td>Middletown Resident</td>
<td>Menter (Max)</td>
</tr>
<tr>
<td>Business</td>
<td>G</td>
<td>FT/PT</td>
<td>FT/PT</td>
<td>G</td>
<td>Menter (Max &amp; Herbert)</td>
<td>Reilly (Chaires)</td>
</tr>
<tr>
<td>Business or Accounting</td>
<td>X</td>
<td>R</td>
<td>FT/PT</td>
<td>R</td>
<td>Department recommendation</td>
<td>King (Russell)</td>
</tr>
<tr>
<td>Construction Technology</td>
<td>X</td>
<td>E</td>
<td>FT</td>
<td>E</td>
<td>Newburgh Resident</td>
<td>Advance Testing</td>
</tr>
<tr>
<td>Criminal Justice or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>International Studies</td>
<td>G</td>
<td>FT/PT</td>
<td>FT/PT</td>
<td>G</td>
<td>Minority Student</td>
<td>Medina (Ivan)</td>
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<tr>
<td>Dental Hygiene</td>
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<td>FT/PT</td>
<td>FT/PT</td>
<td>R</td>
<td>Godwin (Dr. Andrew)</td>
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<tr>
<td>Dental Hygiene</td>
<td>X</td>
<td>R</td>
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Visit our website for scholarship descriptions and requirements, applications and instructions. One application is sufficient for all scholarship opportunities.
## Scholarship Opportunities 2008 - 2009

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Visit our website for scholarship descriptions and requirements, applications and instructions. One application is sufficient for all scholarship opportunities.
**Scholarship Opportunities 2008 - 2009**

Type:  
- **E** = entering (new) student  
- **R** = returning student  
- **G** = graduating student  
- **FT** = full time (enrolled in 12 or more credits)  
- **PT** = enrolled in 11.5 credits or less

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Visit our website for scholarship descriptions and requirements, applications and instructions. One application is sufficient for all scholarship opportunities.
Academic Policies and Procedures

The Records and Registration Office maintains students’ records, oversees the registration process, sets the academic master schedule, distributes grades and administers academic policy.

Students should contact the Records and Registration staff for information ranging from: registrations and schedule changes; transcripts; grades, records, and access; verification of enrollment, attendance, or full- or part-time status for insurance, banks and employers; graduation applications; the course schedule each semester; the final exam schedule each semester; the list of graduates each semester; cancellation of classes with low enrollment; student records; changes of curriculum; registration calendars; attendance records; academic policies and the academic policy manual; and protection of students’ privacy rights and communication with parents and others regarding the Family Educational Rights and Privacy Act (FERPA).

Information regarding many of the Records and Registration regulations and policies can be found by visiting www.sunyorange.edu/academic_services.

Records and Registration Office
George F. Shepard Student Center, 3rd floor
115 South Street
Middletown, NY 10940
(845) 341-4140

Registration

Registration for credit classes at SUNY Orange is done either in person or online depending upon student eligibility criteria. Students are encouraged to complete the following steps in the credit registration process:

- Complete the admissions application form
- Take the Placement Assessment test in the Advising and Counseling Center (for all new students) or consult an academic advisor (for currently enrolled students)
- Visit the Financial Aid Office if you are seeking financial aid
- Submit immunization records to the Health Services Office
- See your assigned advisor to select courses
- Register for classes at the appropriate time (see current semester course schedule for details)
- Go to the Bursar Office to make payment or a payment arrangement

Academic Policies and Procedures

The degree requirements and academic regulations contained in the SUNY Orange Catalog affect all students who begin their study in 2008-2009. 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 or evening when hazardous driving conditions or similar 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 approximately 6 a.m. while cancellation of evening classes is usually announced at approximately 2 p.m. News regarding delays and cancellations is found on the College's website, broadcast over local radio stations, and announced on the College's main telephone number, (845) 344-OCCC.

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

Change of Curriculum

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. Forms are available at the Records and Registration Office. If a student wishes to change advisors, the request should be submitted to the Advising and Counseling Center after the change of curriculum form has been filed.

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 legal action. (Refer also to “Student Rights & Responsibilities” section of this catalog.)

Academic dishonesty, as defined in the Code of Student Conduct, includes, but is not limited to: cheating, including cybercheating; fabrication; facilitating academic dishonesty; plagiarism, including internet plagiarism; forgery; bribery; or multiple submission (submitting the same assignment to more than one instructor without the permission of the instructors).

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 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.

Placement Assessment

The Placement Assessment is a mandatory test to determine each student’s reading, writing and mathematical abilities. It must be taken after a student applies to the College but before that student may register for any classes.

Its purpose is to insure that each student has the necessary skills in each of these critical areas to begin college-level study. If the student needs more work in any area, he or she will begin at the developmental course level.

Developmental Course Placement

For students who have tested into two or more developmental courses in reading, writing or mathematics, the College has created the following academic policies and procedures to insure their success:

- Students who are placed on academic probation (less than 2.0 CumGPA) or receive an W, DVF, or DVH in a developmental course will receive a letter stating that the student’s records will be reviewed by the Developmental Education 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. Students will have the option of meeting with the Developmental Review Board to discuss their circumstances before decisions are made.

- Students who receive grades 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. If students do not successfully complete a particular developmental course by the third attempt, they will be separated from the college for one year. Upon their return to the college, students will be granted one attempt to successfully repeat the course(s). A grade of DVH or DVF would require another year separation. The appeals process will be available to those students who will be separated. The above applies to all students regardless of the number of developmental courses they are required to take.

- Any student who fails to obtain the minimum credits passed that are indicated below will be separated from the college for a period of one year.

<table>
<thead>
<tr>
<th>Total Credits Attempted</th>
<th>Minimum Credits Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>36</td>
<td>12</td>
</tr>
<tr>
<td>48</td>
<td>18</td>
</tr>
</tbody>
</table>

Credits attempted excludes courses where a student has received a grade of W, I, M or N. Developmental students who wish to appeal the decision of the Developmental Education Review Board may appeal to the appropriate associate vice president.

During the registration process, the academic advisor and the student create the student’s course schedule. The advisor will use the Placement Assessment results to insure 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.
Note: Students who place into developmental math courses must complete these courses even though there may not be a specific math requirement in their curriculum.

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 listed in the far right column of the course schedule or as a special notation connected with the course. A student without the appropriate prerequisites or waiver can be withdrawn from the course by the instructor. Refunds are issued according to the refund schedule published in the course schedule.

Course Outline/Syllabus

Course outlines and/or syllabi are distributed to students and appropriate department chairs at the beginning of each semester. Elements to 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, B, C, D, F, 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, although 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.

Field Trips

When students attend either group-sponsored or course-sponsored field trips, they must pay their own expenses.

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 the Records and Registration Office, 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 ½ to 11½ 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, (20 or more credits in a semester, or 9 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. Students 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:

Deadline for Schedule Changes

The time set aside by the College for students to change their schedules, usually referred to as the “drop/add period,” is the first week of a 15-week semester (Fall and Spring), or the equivalent during the summer sessions or accelerated course time periods. Students may register for open first and second half-semester courses through the second class meeting of the first week of the course.

During the drop/add period, students must secure the advisor's signature to enter a section with open seats. After the one week period or its equivalent, the signatures of the department chair, instructor and registrar are required (See specific deadlines for
Course Policies and Procedures

drop/add listed in the current course schedule). Only the student may make changes to his or her schedule, and all requests for changes must be done in writing.

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 in the Records and Registration Office.

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 appropriate course schedule. An exit interview with an Advising and Counseling Center staff member is required for all admitted (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 Office.

Medical Withdrawal

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

Since financial aid and future academic records may be affected, it is important that students follow the proper withdrawal procedures.

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 and privileged.

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. 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.

Medical Leave

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

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 in the Records and Registration Office and obtaining the advisor’s signature.

Note: After the drop/add period, the student may ask an instructor for an Instructor Withdrawal, but the instructor is not required to grant it. No record of the course appears on the student’s transcript if the course is dropped by the deadlines published in the appropriate course schedule. 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 acquire the permission of the appropriate administrator (associate vice president, registrar, coordinator of Learning Assistance Services), 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).

Withdrawal and Financial Aid Awards

Students who receive financial aid should check with the Financial Aid Office as withdrawal from either a single course or from all courses may affect current or future aid.
Grades and Grading

Grades, Quality Points and CumGPA

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 or A- = 4
- B+, B or B- = 3
- C+, C or C- = 2
- D+, D or D- = 1
- F = 0

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 x 3 = 12) and a C- (2 quality points) in Calculus I (4 credits) produces 8 quality points (2 x 4 = 8).

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).

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
- 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)

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.

Though plus and minus modifications are entered on the academic record, they do not affect academic average. All courses taken at the College are calculated into the CumGPA unless the student has been awarded a Fresh Start (see Fresh Start Policy). Transfer credits do not affect the CumGPA. The College accepts the credits, but not the grade.

In general, the meaning of letter grades are: A-, A = 90 – 100%; B-, B, B+ = 80-89%; C-, C, C+ = 70-79%; D-, D, D+ = 60-69%; and F = 0 – 59%.

### Academic Standing

#### Good Academic Standing

Students who have achieved a CumGPA (cumulative grade point average) of 2.0 or higher at the College are designated in good academic standing.

#### 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 an academic advisor or counselor.
Academic Standing / Fresh Start Policy

Dean's List

All full-time students who have earned a SemGPA (semester average) of 3.0, and who are not on academic probation, are placed on the Dean's List.

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 2000 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 2000 but who have taken semesters off should follow the catalog year in which they were first readmitted and attended after the Summer 2000 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 2000, unless otherwise notified in writing by the student.

The only students eligible to follow a pre-Fall 2000 catalog year are non-Health Professions students who have been in continuous attendance since prior to Fall 2000.

Academic Probation

Students who have achieved a CumGPA of less than 2.0 at the College are placed on academic probation. Students on academic probation may continue study, but may not enroll in more than 14 credits in a Fall or Spring semester or six credits in a summer session.

Academic Separation

Students who have attempted 30 credits or more at the college who have a CumGPA of less than 1.5 and a SemGPA (semester quality point average) of less than 2.0 are separated for a period of one year. However, students who have attained a SemGPA 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 (full-time, part-time, admitted and non-admitted students) except developmental students. Grades of W, I, M or N are not counted as credits attempted. Pass or fail grades earned in developmental courses are not counted as 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. The College Appeals Board meets each year in early January and June. Those students who are placed on academic probation and who desire to enroll in more than the maximum number of credits allowed may also request permission from the College Appeals Board.

The decision of the College Appeals Board may be appealed for final disposition to the appropriate associate vice president. Final appeals are due no later than noon on the Thursday before the start of the fall or spring semester. If an appeal is granted, students who receive financial aid should not assume that financial aid eligibility will be reinstated. Students who receive financial aid should contact the Financial Aid Office directly regarding the appeal process for reinstatement of aid.

Fresh Start Policy

This policy is intended to provide a “fresh start” for students with poor grades who want to change to a new program, or, having been away from the College for at least one year, want to resume their original plan of study.

Please note that this application will not be reviewed until at least four weeks into the returning semester. An eligible student will have his or her CumGPA re-computed by excluding final grades earned in courses taken at SUNY Orange that are not explicitly required in the student’s intended degree or certificate program. The student may apply at any time during his or her career. However, a Fresh Start will be awarded only once. If the application is denied by the registrar, a written appeal may be made to the vice president for academic affairs.

Application of the Fresh Start policy means:

- Grades will be omitted from the recalculation of a CumGPA until the CumGPA is 2.00 or the smallest possible number above 2.0. However, the original grade remains on the transcript.
- Courses and grades omitted from the recalculation will be identified on the transcript by the “X” symbol printed beside the recalculated course(s). No grades are ever removed from a transcript.

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

- Be admitted in a registered degree or certificate program at the College
- Have changed curriculum, or have been out of the College for at least one calendar year
Final Examination Policy

Final examinations are not required in all courses. During the Fall semester, for the mandatory 15th week, and in the Spring semester, during the optional 16th 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 in the Records and Registration Office and the graduation fee of $40 must be paid to the Bursar by the deadline, as outlined in the appropriate course schedule. 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 June must file for graduation in the Records and Registration Office during the February prior to June graduation. Students who complete their graduation requirements at the end of the fall semester, or during the summer sessions, are invited to participate in the commencement ceremony the following June. See the academic calendar for filing deadlines.

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. In addition, a student must have completed no less than three credits at the Middletown campus. These credits must be required by a degree or certificate; they may not include developmental courses or credits that are not included in the calculations for a degree or certificate. No more than two credits in physical education courses may be applied to this requirement.

Graduation with Honors

In addition to the diploma, graduates who have attained a CumGPA (cumulative average) of 3.20 to 3.59 receive a certificate of Graduation with Honors at commencement. Those students who achieve a CumGPA of 3.60 to 4.0 receive a Certificate of Graduation with High Honors at commencement.

Faculty Honors Award

All graduates who achieve a 4.0 cumulative average, or the graduate who achieves the highest average if there are no 4.0’s, receive(s) an engraved Faculty Honors Award.
Transfer Credits

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 by the Records and Registration Office, and it is done in writing. Since each educational institution has its own credit acceptance policies, you may not receive the same transfer credits from each institution to which you apply.

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 qualify for one and one-half (1 1/2) physical education credits. 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

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 $5 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 Advising and Counseling Center. If students plan to transfer, they should take advantage of SUNY Orange transfer days and visitations by four-year college transfer representatives.

Students who plan to transfer should select their courses at SUNY Orange with care, consult their advisor or counselor and use the transfer library and microfiche college catalog collection in the Advising and Counseling Center.

Student Records

Attendance

Attendance is required in all courses. Students must make up work missed during any absence, regardless of the reason for the absence (see course syllabi for details). Instructors are authorized to lower grades for class absences and may withdraw students from non-developmental courses for excessive absences.
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.

Instructors shall not lower grades for absences for religious observance nor, provided the instructor’s permission is given in advance, for participation in athletics or other college-sponsored events. If illness, accident or similar circumstances make it impossible for a student to attend classes for three or more consecutive days, it is the student’s responsibility to notify the Records and Registration Office immediately.

The Records and Registration Office will then notify each instructor. However, it is the student’s responsibility to contact each instructor to make up missed work. Current or future awards of financial aid may be affected if a student does not attend classes for which he or she is registered.

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

Students who require official certifications from the Records and Registration Office regarding enrollment/attendance or full-time/part-time status should submit signed written requests allowing release of such information in accordance with the Family Education Rights and Privacy Act (FERPA).

Certifications of Full-Time/Part-Time Status are done on a first-come, first-served basis. Certifications of Enrollment/Attendance are not sent until after the end of the third week of classes. If receipt by the requesting agency is needed by a specific deadline, students should state this in their requests. 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.

No 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 Rights and Responsibilities booklet.

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
Student Records / Student Rights and Responsibilities

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/description 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.

When the student is a tax dependent of parents/guardians, it is important that both parties discuss how they will communicate. Academic progress is reported to students with the expectation that this information will be part of on-going discussions with parents/guardians.

If said discussions are not taking place with the student, 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 in the Records and Registration Office.

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.

Student Grievance Procedure

SUNY Orange has implemented the following procedures for any student who feels that his or her rights or freedoms have been violated. Students should remember that if they do have a grievance, there are people on campus who they can approach to discuss their problem and who can provide guidance and advice with respect to the grievance procedures. These people include their advisors and college counselors. The student is encouraged to contact the Advising and Counseling Center for assistance. In pursuing the grievance, the student may be accompanied by an advocate once the grievance reaches the vice presidential level.

Academic Grievance: When a student believes that his or her academic rights or freedoms have been violated, that student may attempt to redress that violation.

Time Frame: An informal grievance must be concluded and a formal grievance, if any, must be submitted 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 a formal grievance, if any, no later than 30 days into the following Fall semester.

Procedure: When a student believes that his or her academic rights or freedoms have been violated, the student may attempt to redress that violation as follows:
Informal Stage

• Meet with the faculty member to discuss the issue.
• If the grievance is not resolved in a reasonable amount of time, the student should meet with the department chairperson to discuss the issue.
• If the grievance is still not resolved in a reasonable amount of time, the student should meet with the divisional associate vice president to discuss the matter.

Formal Stage

• If the grievance has not been resolved informally, the student may file a formal, written grievance (including documentation if appropriate) with the divisional associate vice president. The associate vice president will inform the faculty member and department chair of the grievance and will have 10 working days to investigate and render a written decision, including a rationale. (Submission of additional documentation, information or claims by the student will cause the 10 working day countdown to begin again.)
• Within 10 working days of receipt of the divisional associate vice president's decision, if the grievance is not settled, the student may file a written grievance with the vice president for academic affairs. The student should indicate whether he or she wants the vice president for academic affairs to render a decision immediately or if he or she wants the Committee for Student Grievances to hear the complaint first.
• If the grievance is to be heard immediately by the vice president for academic affairs, he/she will have 10 working days to render a written decision including a rationale. (The submission of additional documentation, information or claims by the student will cause the 10 working day countdown to begin again.)
• Final Appeal - The decision of the vice president for academic affairs may be appealed for final disposition to the President of the College within 10 working days. The decision of the President of the College is final.
• If the grievance is to go to the Committee for Student Grievances, the vice president for academic affairs will request that the vice president for student services appoint the Committee for Student Grievances and convene it within 20 working days.
• The Committee for Student Grievances is an ad hoc committee which shall consist of:
  • Two students appointed by the Student Senate
  • One full-time faculty from the same discipline in which the grievance occurred
  • One full-time faculty from a different discipline
  • One representative from the appropriate administrative office
• The Committee for Student Grievances 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 the 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 Committee for Student Grievances will have 10 working days to complete its deliberation. The recommendations of the committee are to be presented in writing to the vice president for academic affairs within five 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 Committee for Student Grievances within five days.
• Final Appeal - The decision of the vice president may be appealed for final disposition to the President of the College within 10 working days. The decision of the President of the College is final.

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
Student Rights and Responsibilities

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 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.

Sexual Assault

In response to Public Law 101-542, Sec. 201 "Crime Awareness and Campus Security Act of 1990," SUNY Orange provides workshops, prevention information programs and linkage to direct services and resources in the area. The majority of campus assaults, nationwide, fall into the category of date rape or acquaintance rape. Date or acquaintance rape may be defined as an interaction between two individuals in the context of a social event or gathering that ends with one partner forcing the other to participate in sexual activity against his or her will. While forced sex may not necessarily involve deception, direct threats of physical harm or violence can occur between strangers or acquaintances. Lack of consent, however, determines that forced sex is rape.

No person or persons will, by coercion or physical force, engage in sexual acts with any member of the college community. No person or persons shall engage in forced sex with a person who is physically helpless, incapacitated, unconscious or otherwise incapable of communicating unwillingness or giving consent.

Rape is a criminal offense and will be prosecuted under local and state laws. If any person has been a victim of this crime, he or she should report it to the Health Services Office, Advising and Counseling or Campus Security immediately. Assistance with counseling and/or referrals to the Orange County Rape Crisis Program is available.
SUNY Orange 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.

Student Services is comprised of the following areas: admissions, career and internship services, advising and counseling, financial aid, health services, student activities, records and registration, and student support services. Student Services offices are located in the George F. Shepard Student Center and at the College's Newburgh Extension Center.

The Advising and Counseling Center

The Robert J. Miner Advising and Counseling Center at SUNY Orange assists students in deriving maximum benefit from their college experience and in developing the full range of their educational, personal and social potential. The Center is staffed by professionals who help students clarify their goals, identify behavioral and social obstacles, and explore available resources for achieving those goals.

The Advising and Counseling Center offers services at both the Middletown campus and Newburgh Extension Center:

George F. Shepard Student Center
115 South Street, Middletown, NY 10940
(845) 341-4070

Hours of Operation
Monday – Thursday: 8 a.m. to 8 p.m.
Friday – 8 a.m. to 5 p.m.
Summer hours vary

Newburgh Extension Center, 1st Floor
One Washington Center, Newburgh, NY 12550
(845) 562-2454

Hours of Operation
Monday – Thursday: 8 a.m. to 7:30 p.m.
Friday – 8 a.m. to 4:30 p.m.
Summer hours vary

Academic Advising

In conjunction with its academic departments, SUNY Orange boasts a thorough advising program that is coordinated by the Advising and Counseling Center. The College recognizes that access to academic guidance is vital to the educational process and a student's success. Based on a student’s area of study, an advisor or counselor is assigned to assist the student in developing and meeting his or her academic goals.

Following is a broad sampling of the College’s academic advising support:

- Undeclared Students: By group and individual appointments, a counselor will guide students in developing academic and career goals
- Developmental Students: Individualized attention is provided to students who, based on the assessment test, are taking courses to prepare them for their major course of study
- Individual Studies Students: The individual studies degree is designed for the student whose goals are not adequately addressed by one of the College’s other programs. The student will work closely with the individual studies advisor to prepare a program of study for approval by the College's academic affairs department.
- Returning Adult Students: Because the needs of the adult student are often unique, the College has a variety of services and programs to meet those needs. A non-credit course, Adult Re-Entry, is offered every semester for adults who would like assistance in developing a personalized life and career plan.

Personal/Supportive Counseling

The Advising and Counseling Center offers short-term personal counseling to students needing assistance in adjusting to college life. Counselors will work with students to develop their own insights into the decision-making process through a healthy, growth-oriented interpersonal relationship.

Information related to counseling services is confidential unless disclosure is necessary during situations where a student or someone else is in imminent danger. When disclosure is required, only information that is essential will be shared and the student will be informed of such disclosure to the best extent possible.

Referrals to community resources are available and will be made when requested or deemed necessary, but follow through is at the discretion of the student.

Consultations are also available for faculty and students who would like advice on how to handle a difficult situation involving a student who may need to be put in touch with the Advising and Counseling Center.
Transfer Counseling

As members of the New York State Transfer and Articulation Association, the College’s counselors have 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 to helping SUNY Orange counselors guide students through the transfer process. Careful planning with a counselor can streamline the student’s transfer process to their college of choice. The Advising and Counseling Center will assist the student with this process through the selection of courses, academic major/program, transfer colleges and completion of application materials.

In addition, the Center sponsors College Transfer Days in the fall semester, inviting approximately 90 public and private college and university representatives to campus to discuss their programs.

Assessment Center

All degree-seeking students are required to participate in an assessment of their English and math skills prior to registering for classes, unless a waiver of the test is granted. This assessment is designed to ensure that students are placed into the appropriate classes based on their abilities.

Advisors and counselors are available to discuss how the results of the assessment test fit into the student’s academic and career goals. For further information, please call 341-4045.

Students who do not have a high school diploma from an accredited and registered high school, or a high school equivalency diploma, but wish to apply for financial aid must meet minimum score requirements on the Placement Assessment/Ability to Benefit Test to be academically eligible for financial aid.

The Advising and Counseling Center also offers computer-based College Level Entrance Examinations (CLEP) tests, which allow the student the opportunity to earn college credits in various subject areas based on the results of the test. Students should consult with an advisor/counselor prior to taking a CLEP exam in order to discuss applicability and transferability of credits to a degree program. For further information, please call 341-4073.

Veterans Affairs

The College’s Veterans Affairs representative, located in the Advising and Counseling Center, provides support services to meet the needs of students with military educational benefits. For further information, please call 341-4071.

Workshops/Classes/Programs/Facilities

The Student Success Center, located on the second floor of the George F. Shepard Student Center, serves as a multipurpose venue for workshops, classes and programs coordinated through the Advising and Counseling Center. From study and life skills to career planning and financial aid workshops, the Center is dedicated to providing an array of opportunities to enhance the student’s college experience. When not being utilized for scheduled programs, the Student Success Center is available as an open computer lab for students’ academic needs.

Other Student Services

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 and Internship Services has a number of resources available for students to assist them in the career decision making and job search process. Students can 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 job listings for part-time and full-time jobs and makes these available to our students. 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 at both the Middletown campus and the Newburgh Extension Center:

**In Middletown:**
George F. Shepard Student Center, Room #227  
(845)341-4444  
Email: careers@sunyorange.edu  
Website: www.sunyorange.edu/careers  
Hours of Operation:
Monday, Tuesday, Thursday, Friday: 8:30am-5:00pm  
Wednesday: 8:30am-7:30pm

**In Newburgh:**
Newburgh Extension Center  
Room #123  
(845)341-4444  
Email: careers@sunyorange.edu  
Website: www.sunyorange.edu/nec/services/career  
Hours of Operation: vary. Please call ahead.

**Student Support Services Program**

The Student Support Services (TRIO/SSS) program provides low-income, first-generation and disabled students with academic support services, including academic advisement, workshops on test taking, study skills and time management. The TRIO/SSS program may also provide grant aid to current SSS participants who are receiving Federal Pell Grants.

TRIO/SSS is designed to increase the college retention and graduation/transfer rates of its participants and facilitate successful student transition from one level of higher education to the next. The SSS Office is located on the third floor of the George F. Shepard Student Center. Contact the coordinator of Support Services at 341-4642 for more information.

**Office of Disability Services**

The Office of Disability Services (ODS) 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, course accommodations, sign language interpreters, readers/audio taping services, scribes and peer note-takers.

Students are responsible for identifying themselves to the ODS office and provide 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 Disability Services serves as a national voter registration site. The staff in ODS is happy to assist any student in filling out or submitting an application to vote.

For more information, contact the ODS office at 341-4077. The office is located in Room 301 of the George F. Shepard Student Center.

**Kindercollege—Campus-Based Childcare**

To help alleviate childcare concerns that may become obstacles for students wishing to continue their education, Kindercollege provides child care and learning experiences for children of SUNY Orange students. Children of staff and faculty 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.

Kindercollege is located in the Sarah Wells Building on the Middletown campus and is licensed by the New York State Office of Children and Family Services. Kindercollege accommodates children 18 months through five years of age.

**Health Services**

The Health Services office, located in the George F. Shepard Student Center, is designed to promote wellness on campus. Primary nursing and emergency care, physical and mental health assessment with referral, health education programs and workshops are provided on campus by registered nurses.

All students are eligible for these services at no additional cost.
All students are covered by an accident insurance policy, and all full-time students are covered by an additional sickness benefit (see College fees). Insurance information, brochures and claim forms are available in the Health Services Office. All accidents should be reported to the Health Services Office so that an accident report can be completed. For more information, call 341-4870, or e-mail: healthservices@sunyorange.edu.

Bookstore

The SUNY Orange Bookstore, located on the second floor of the George F. Shepard Student Center, stocks textbooks and supplies for courses as well as gift items, clothing and other items. The Bookstore accepts cash, personal checks, MasterCard, Visa and Discover cards for payment. Gift Certificates are also available.

George F. Shepard Student Center
115 South Street, Middletown, NY 10940
(845) 341-4815
www.sunyorangebookstore.com

Hours of Operation (when classes are in session):
Mondays, Tuesdays & Thursdays 8:30 a.m.-4 p.m.
Wednesdays 8:30 a.m.-7:30 p.m.
Fridays 8:30 a.m.-Noon

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 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.

Newburgh Extension Center Bookstore Service

This service makes textbooks available in Newburgh at the start of each term for classes that are offered at that location.

Other Student Services / Student Activities

- 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 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.
- 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
- 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. to 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. to 7 p.m. and each Friday from 8 a.m. to 2 p.m.

Food service is available on Level B of the Newburgh Extension Center weekdays from 7:30 a.m. to 2 p.m.
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 Extension Center.

**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.

**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 at the Student Activities Office. 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 the Bursar's office in the George F. Shepard Student Center.

**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. The second floor is also the site of the Bookstore, Bursar's office and student lounges. A game room and offices for student government are located on the first floor.

**Clubs**

The wide variety of student clubs and organizations are active and open for membership at SUNY Orange. Whether it is the Biology Club, Campus Watch Club, Film 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/studentlife.

**Athletics**

The College schedules intercollegiate competition for men in tennis, basketball, baseball, soccer and golf, and for women in volleyball, tennis, 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 3.49 after completion of a least 15 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.

**Lyceum**

The ancient Greek word from which Lyceum is derived means a place for or an association providing a forum for ideas and presentations through lectures, entertainment and concerts. Throughout the academic year, Cultural Affairs at SUNY Orange presents Lyceum programming that is diverse and meant to broaden the educational and academic opportunities of the College community, as well as provide enriching experiences to the community-at-large.

Each semester, Lyceum presents a schedule of events covering a wide range of social, cultural, educational, ethnic and artistic themes. Events include lectures; theatre; children's theatre; film; music; dance; poetry readings; master classes and workshops; and art or other timely exhibits.

For more information about the Lyceum Series, or an updated schedule of events, visit the SUNY Orange website at www.sunyorange.edu/lyceum or call (845) 341-4891.
Learning Assistance Services

SUNY Orange is committed to providing every student the opportunity to develop the learning skills necessary to achieve their academic, career and life goals. The College’s Learning Assistance Services are provided through a combination of academic development programming that includes individualized and group learning assistance, tutoring, specialized workshops and outreach.

Students participating in Learning Assistance Services 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

Library, 2nd Floor
115 South Street
Middletown, NY 10940
(845) 341-4171

When to contact Learning Assistance Services

Students should contact the Learning Assistance Services Office to ask questions about the College’s academic support 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 Assessment 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 before enrolling in the College’s credit programs. Students must follow specific academic policies related to these courses.

The reading, writing and math assessment 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 director of Advising and Counseling.

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 reading courses must be enrolled in these courses during every semester of attendance until they receive a grade of “DVP” in these courses. This passing grade must be received in these courses prior to having attempted a total of 16 non-developmental credits from the time of assessment.

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) 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

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<th>Students registered in <strong>English as a Second Language</strong>, WRT 020, are permitted to take the following courses*:</th>
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*Assuming other prerequisites for these courses, if any, have been met.

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*Assuming other prerequisites for these courses, if any, have been met.
Students registered in Basic Writing 2, WRT 040, are permitted to take the following courses*:

**ACC 101** Accounting Principles 1  
**ACC 102** Accounting Principles 2  
**ACC 111** Personal Finance  
**ACC 205** Accy Microcomputer Applications  
**ACC 211** Federal Income Tax Procedures  
**ARC 101** Architect Graphics  
**ARC 105** Building Materials and Methods I  
**ART 101** Intro to Art  
**ART 103** Drawing 1  
**ART 104** Drawing 2  
**ART 107** Design 1  
**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 123** Visual Communication & Graphic Design 1  
**ART 131** History of Animation  
**BIO 110** Introduction to Biology  
**BIO 123** Prehistoric Life  
**BIO 125** Nutrition  
**BIO 141** Diversity of Life  
**BUS 101** Business Math  
**BUS 103** Intro to Business  
**BUS 105** Business and Society  
**BUS 111** E-Business  
**BUS 201** Business Law 1  
**BUS 205** Business Statistics  
**CAD 101** Intro to CAD  
**CIT 101** Microcomputer Applications  
**CIT 103** Management Information Systems  
**CIT 111** Internet and HTML  
**CSS 100** Career Planning  
**CSS 101** College Success Seminar  
**CSS 102** College Life Skills  
**COM 107** Television Production  
**CRJ 101** Criminal Justice  
**ECO 201** Macroeconomics  
**ECO 202** Microeconomics  
**EDU 105** Preparing to Teach Young Children  
**EDU 107** Mandated Training-Child Abuse  
**EDU 111** Childhood Health, Safety & Nutrition  

**EET 110** Computer Applications and Graphics  
**GEO 101** Elements of Phys Geography  
**MUS 121** Fundamentals of Music  
**MUS 123** Basic Musicianship 1  
**MUS 131** Elementary Piano 1  
**MUS 132** Elementary Piano 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 Improv 1 & 2  
**MUS 167** Jazz/Commercial Guitar 1  
**MUS 170** Private Instruction  
**MUS 231** Intermediate Piano 1  
**MUS 232** Intermediate Piano 2  
**MUS 233** Advanced Piano 1  
**MUS 234** Advanced Piano 2  
**OFT 103** Medical Coding  
**OFT 106** Keyboarding  
**OFT 107** Elementary Computer Keyboarding  
**OFT 108** Intermediate Computer Keyboarding  
**OFT 201** Records Management  
**OFT 208** Computer Fund. for the Office  
**OFT 209** Microsoft Word and PowerPoint  
**PED ___** Skills Courses  
**PED 100** Introduction to Physical Education  
**PED 111** Substance Abuse and Health  
**PED 112** Contemporary Health  
**PED 114** Stress Management  
**PED 150** First Aid and Safety  
**PED 151** Lifeguard Training  
**PED 152** Water Safety Instructor  
**PED 155** CPR  
**PED 156** Infant and Child First Aid and CPR  
**PES ___** Physical Education  
**PSC 125** Physical Science: Physical World  
**PSC 140** Physical Science: Environment  
**THE 109** Stage Make-up

*Assuming other prerequisites for these courses, if any, have been met.
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*:

- ART 101 Intro to Art
- ART 103 Drawing 1
- ART 104 Drawing 2
- ART 107 Design 1
- ART 111 Color
- ART 113 Painting 1
- ART 114 Painting 2
- ART 117 Figure Drawing 1
- ART 118 Figure Drawing 2
- CIT 111 Internet and HTML
- CCS 100 Career Planning
- CCS 102 College Life Skills
- EET 110 Computer Applications and Graphics
- OFT 106 Keyboarding
- OFT 107 Elem. Computer Keyboarding
- PED ___ Skills Courses
- PED 106 CPR
- PED 112 Contemporary Health
- PED 114 Stress Management
- PED 150 First Aid and Safety
- PED 151 Lifeguard Training
- PED 152 Water Safety Instructor
- PED 156 Infant and Child First Aid and CPR
- PES ___ Physical Education
- THE 105 Improv for Theater
- THE 109 Stage Make-up

*Assuming other prerequisites for these courses, if any, have been met.

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

- ACC 101 Accounting Principles 1
- ART 101 Intro to Art
- ART 103 Drawing 1
- ART 104 Drawing 2
- ART 107 Design 1
- 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
- B1O 110 Introduction to Biology
- B1O 123 Prehistoric Life
- B1O 125 Nutrition
- B1O 141 Diversity of Life
- BUS 103 Introduction to Business
- BUS 105 Business and Society
- CIT 101 Microcomputer Applications
- CIT 111 Internet and HTML
- CCS 100 Career Planning
- CCS 101 College Success Seminar
- CCS 102 College Life Skills
- COM 107 Television Production
- CRJ 101 Criminal Justice
- EDU 105 Preparing to Teach Young Children
- EDU 107 Mandated Training
- EDU 111 Childhood Health, Safety & Nutrition
- EET 110 Computer Applications and Graphics
- MUS 121 Fundamentals of Music
- MUS 170 Private Instruction
- OFT 106 Keyboarding
- OFT 107 Elem. Computer Keyboarding
- OFT 108 Intermed. Computer Keyboarding
- PED ___ Skills Courses
- PED 100 Introduction to Physical Education
- PED 101 Intro to Exercise Science
- PED 111 Substance Abuse and Health
- PED 112 Contemporary Health
- PED 114 Stress Management
- PED 150 First Aid and Safety
- PED 151 Lifeguard Training
- PED 152 Water Safety Instructor
- PED 155 CPR
- PED 156 Infant and Child First Aid and CPR
- PES ___ Physical Education
- PSC 125 Physical Science: The Phys World
- PSC 140 Physical Science: The Environment
- THE 105 Improv for Theater
- THE 109 Stage Make-up

*Assuming other prerequisites for these courses, if any, have been met.
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:

- BUS 103 Intro to Business
- BUS 105 Business and Society
- BUS 111 E-Business
- BUS 201 Business Law 1
- BUS 203 Business Communications
- CIT 101 Microcomputer Applications
- CIT 103 Management Info Systems
- CIT 111 Internet and HTML
- CCS 101 College Success Seminar
- CCS 102 College Life Skills
- EDU 105 Preparing to Teach Young Children
- EDU 107 Mandated Training-Child Abuse
- EDU 111 Childhood Health, Safety & Nutrition
- EET 110 Computer Graphics
- MKT 101 Principles of Marketing
- MKT 201 Principles of Advertising
- MKT 202 Salesmanship
- OFT 103 Medical Coding
- OFT 106 Keyboarding
- OFT 107 Elementary Computer Keyboarding
- OFT 108 Intermediate Computer Keyboarding
- OFT 109 Advanced Computer Keyboarding
- OFT 201 Records Management
- OFT 207 Transcription Skills
- OFT 208 Computer Fund. for the Office
- PED ___ Skills Courses
- PED 100 Intro to Physical Education
- PED 111 Substance Abuse and Health
- PED 112 Contemporary Health
- PED 114 Stress Management
- PED 151 Lifeguard Training
- PED 152 Water Safety Instructor
- PED 156 Infant and Child First Aid & CPR
- PES ___ Physical Education

*Assuming other prerequisites for these courses, if any, have been met.

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:

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

*Assuming other prerequisites for these courses, if any, have been met.
The SUNY Orange Library is designed to function as both a traditional environment of quiet study space and as a state-of-the-art information commons. The two-story library houses a variety of study spaces, including carrels for individual study, tables for group work and designed quiet-study areas.

The Information Commons is a busy, centrally located area on the first floor where students can access academic and technology resources necessary to support their learning and research. Within the Commons, the Library provides traditional research tools 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. A Help Desk located adjacent to the Commons is 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, policies and instructional materials, including tip sheets designed to assist students with their research needs. For questions or reference assistance, students may call 341-4855 or 341-4260.

The College also offers Library services at the Newburgh Extension Center. The NEC Library is located in Room 123 on the first floor of the Center.

Scheduled tutoring is available, upon request, for all credit students of the College and can be arranged through the Tutorial Center, located on the second floor of the Library. Students must have instructor approval to receive scheduled tutoring. Students must pay a $30 processing fee for each semester in which tutoring is requested.

Tutoring sessions are typically scheduled for one hour, twice per week per course, but not to exceed five hours in total. Scheduling depends on tutor and student availability. Tutors also staff specialty labs on campus to assist students on a drop-in basis. There is no fee for this service.

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 or Key 122. 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
Bio-Tech 155  Key 123
341-4156  341-4504

The Mathematics Department has two Math Resource Labs that are open to any student enrolled in a mathematics course. It is completely free to students. Just drop in and someone will be happy to help you with your questions. The Math Resource Room hours are posted each semester. Math Resource Rooms are located in Middletown (Harriman Hall, Room 305) and Newburgh (Tower Building, Room 107).

The Education Curriculum Resource Area is located on the second floor of the Library. It houses books and periodicals for use by students, including textbooks, fiction and non-fiction titles and Caldecott and Newbury Medal Winners.

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 (Harriman Hall Room 109) and Newburgh (Tower Building, Room 215).
The Writing Consultancy Project

SUNY Orange’s Writing Consultancy Project’s goal is to help students master their occupational and professional writing and to promote writing across all academic disciplines. Sponsored by the English Department, the project provides writing consultants to specific academic and career programs. The consultant works with the instructor and the students in applying and transferring key writing skills learned in Freshman English 1 to their program-specific and professional writing situations. These consultants teach the students through program-specific technical writing modules, special workshops and individualized conferences. Students are provided a computer-equipped classroom/lab facility (Technical Writing Lab, Bio-Tech Room 260) where much of the individualized instruction takes place. This lab is the site for required course-related work and for drop-in use by students in Writing Consultancy-related courses.

Participating programs and departments whose students earn academic credit by taking ENG 160 and ENG 161 Technical Writing Modules are:

- Telecommunications
- Human Services
- Occupational Therapy Assistant
- Laboratory Technology

In addition, the Writing Consultancy offers special instructional services to other programs such as nursing, with its new nursing and writing courses, dental hygiene, criminal justice, and anatomy and physiology. The Writing Consultancy also conducts special writing workshops for any instructor and class requesting them.

A nationally recognized, award-winning interdisciplinary program, the Writing Consultancy Project was selected as an Outstanding College Occupational Education Program in New York State. It is also featured in the Jossey-Bass publication, “Writing Across the Curriculum in Two Year College Vocational/Career Programs: New Directions for Community Colleges.”

English as a Second Language

For incoming students whose primary language is not English and who demonstrate the need to improve their English, the College offers: Course WRT 020, English as a Second Language.

Through the formal placement process, students may be required to take WRT 020 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.
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

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**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.

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**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 an overall "C" average (CQPA of 2.00)
- 30 of the total number of required credits must be taken at SUNY Orange

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.

Students who take most of their courses at an extension center must complete a minimum of one course on the Middletown campus in order to be eligible for graduation. An online learning course cannot be substituted for this. Students may complete no more than 30 of their credits online, as the College does not offer any complete degrees 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.
## Recommended Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td>ENG 101 Freshman English 1</td>
<td>3</td>
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<tr>
<td></td>
<td>Restricted SUNY Elective*</td>
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<td></td>
<td>OFT 106 Keyboarding***</td>
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<tr>
<td></td>
<td>ACC 153 Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>BUS 161 Computer Applications for Business****</td>
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<td></td>
<td>PES 100 Concepts of Physical Wellness</td>
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<tr>
<td><strong>Second Semester</strong></td>
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<td></td>
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<td></td>
<td>MAT ___ Math Course **</td>
<td>3/4</td>
</tr>
<tr>
<td></td>
<td>ECO 201 Macro-Economics</td>
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<tr>
<td></td>
<td>ACC 154 Managerial Accounting</td>
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<td>PES ___ Physical Education</td>
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<tr>
<td><strong>Third Semester</strong></td>
<td>ECO 202 Micro-Economics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SUNY Natural Science list</td>
<td>3/4</td>
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<tr>
<td></td>
<td>BUS 201 Business Law 1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ACC 205 Accounting w/ Micro. Appl. or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BUSINESS 205 Business Statistics</td>
<td>3</td>
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<tr>
<td></td>
<td>ACC 201 Intermediate Accounting 1</td>
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<td><strong>Fourth Semester</strong></td>
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<tr>
<td></td>
<td>MKT 101 Marketing or MGT 201 Principles of Management</td>
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<tr>
<td></td>
<td>BUS 202 Business Law 2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ACC 202 Intermediate Accounting 2</td>
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<td>BUS 203 Business Communications</td>
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<tr>
<td></td>
<td>ACC 220 Accounting Internship+</td>
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</tbody>
</table>

Total Credits: 67-70

* Select from three different SUNY lists; do not duplicate: American History, Western Civilization, Other/World Civilization, Arts, Foreign Language.
** 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.
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 Association of Collegiate Business Schools and Programs (ACBSP)

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

## Recommended Course Sequence

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 101 Freshman English 1</td>
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</tr>
<tr>
<td>MAT ___ Mathematics</td>
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<tr>
<td>BUS 101 Business Math</td>
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<td>BUS 103 Introduction to Business</td>
<td>3</td>
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<tr>
<td>ACC 101 Accounting Principles 1</td>
<td>4</td>
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<td>OFT 106 Keyboarding*</td>
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<tr>
<td>PES 100 Concepts of Physical Wellness</td>
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</table>

<table>
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<th>Second Semester</th>
<th>Credits</th>
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<tr>
<td>ENG 102 Freshman English 2</td>
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<tr>
<td>MAT ___ Mathematics</td>
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<td>BUS 161 Computer Applications for Business***</td>
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<tr>
<td>BUS 105 Business &amp; Society</td>
<td>3</td>
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<tr>
<td>ACC 102 Accounting Principles 2</td>
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<td>PES ___ Physical Education</td>
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<th>Third Semester</th>
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<tr>
<td>Social Science Elective</td>
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<tr>
<td>BUS 201 Business Law 1</td>
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<tr>
<td>BUS 203 Business Communications</td>
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<td>ACC 211 Income Tax Procedures</td>
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<td>ACC 205 Accounting with Microcomputer Applications</td>
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<th>Fourth Semester</th>
<th>Credits</th>
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<td>Social Science Elective</td>
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<tr>
<td>BUS 202 Business Law 2</td>
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<td>ACC 214 Accounting Practice**</td>
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<td>Liberal Arts Elective</td>
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<tr>
<td>ACC 111 Personal Finance or ACC 220 Accounting Internship</td>
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</table>

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.
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

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

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**

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

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.
Architectural Technology
Degree Awarded: Associate in Applied Science

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.

Careers
• 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 Association of Collegiate Business Schools and Programs
(ACBSP) 7007 College Boulevard, Suite 420, Overland Park, KS, 66211

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<tr>
<td>COM 101 Foundations of Communication</td>
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<tr>
<td>MAT ___ Selected Math Courses*</td>
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<td>MKT 101 Principles of Marketing</td>
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<tr>
<td>ACC 153 Financial Accounting</td>
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<tr>
<th>Second Semester</th>
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<tbody>
<tr>
<td>OFT 106 Keyboarding***</td>
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<tr>
<td>ENG 102 Freshman English 2</td>
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</tr>
<tr>
<td>_______ Restricted SUNY Elective**</td>
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<tr>
<td>ACC 154 Managerial Accounting</td>
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<tr>
<td>MGT 201 Principles of Management</td>
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<tr>
<td>BUS 205 Business Statistics</td>
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<td>BUS 201 Business Law 1</td>
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<td>MGT 205 Human Resource Management</td>
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<td>PES 100 Concepts of Physical Wellness</td>
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<td>ECO 202 Micro-Economics</td>
<td>3</td>
</tr>
<tr>
<td>_______ SUNY Natural Science list</td>
<td>3/4</td>
</tr>
<tr>
<td>BUS 161 Computer Applications for Business*****</td>
<td>3</td>
</tr>
<tr>
<td>_______ Restricted SUNY Elective****</td>
<td>3</td>
</tr>
<tr>
<td>BUS 207 International Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 202 Business Law 2</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 68-72

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

**SUNY American History, Western Civilization or Other/World Civilization or Arts or Foreign Language 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.
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
Recommended Course Sequence

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English 1</td>
<td>3</td>
</tr>
<tr>
<td>_______ Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>_______ Math or Liberal Arts Science</td>
<td>3</td>
</tr>
<tr>
<td>BUS 101 Business Math</td>
<td>3</td>
</tr>
<tr>
<td>BUS 103 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>OFT 106 Keyboarding*</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102 Freshman English 2</td>
<td>3</td>
</tr>
<tr>
<td>_______ Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>_______ Math or Liberal Arts Science</td>
<td>3</td>
</tr>
<tr>
<td>BUS 105 Business and Society</td>
<td>3</td>
</tr>
<tr>
<td>MKT 101 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>PES 100 Concepts of Physical Wellness</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 101 Accounting Principles 1</td>
<td>4</td>
</tr>
<tr>
<td>BUS 161 Computer Applications in Business***</td>
<td>3</td>
</tr>
<tr>
<td>BUS 203 Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>BUS 201 Business Law 1</td>
<td>3</td>
</tr>
<tr>
<td>MGT 205 Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>PES ______ Physical Education</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 102 Accounting Principles 2</td>
<td>4</td>
</tr>
<tr>
<td>MGT 201 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 202 Business Law 2</td>
<td>3</td>
</tr>
<tr>
<td>MGT 203 Entrepreneurship or</td>
<td>3</td>
</tr>
<tr>
<td>MGT 220 Internship: Business**</td>
<td>3</td>
</tr>
<tr>
<td>_______ Liberal Arts Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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.
Business Management
Degree Awarded: Associate in Applied Science

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
Business Studies

Degree Awarded: Certificate

Recommended Course Sequence

<table>
<thead>
<tr>
<th>SUNY Orange Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 201  Macro Economics or</td>
<td>3</td>
</tr>
<tr>
<td>ECO 202  Micro-Economics</td>
<td></td>
</tr>
<tr>
<td>ACC 153  Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACC 154  Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>MKT 101  Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MGT 201  Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>CSC 101  Computer Science 1 or</td>
<td>3</td>
</tr>
<tr>
<td>CIT 107  C Programming</td>
<td></td>
</tr>
<tr>
<td>MAT 205  Calculus 1</td>
<td>4</td>
</tr>
<tr>
<td>Remaining 10 credits (3 courses)</td>
<td></td>
</tr>
<tr>
<td>taken at SUNY New Paltz</td>
<td></td>
</tr>
<tr>
<td>Total: 34</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>New Paltz Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>33207  Macro-Economics or</td>
<td>3</td>
</tr>
<tr>
<td>33206  Micro-Economics</td>
<td></td>
</tr>
<tr>
<td>20201  Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>20202  Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>20325  Marketing</td>
<td>3</td>
</tr>
<tr>
<td>20252  Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>Computer Program Elective</td>
<td>3</td>
</tr>
<tr>
<td>64245  Basic Calculus</td>
<td>4</td>
</tr>
<tr>
<td>20341  Fund. of Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>20309  Stats. for Bus. &amp; Econ. 1</td>
<td>3</td>
</tr>
<tr>
<td>20311  Stats. for Bus. &amp; Econ. 2</td>
<td>4</td>
</tr>
</tbody>
</table>

Program Description

The Business Studies certificate program is a joint venture between SUNY Orange and SUNY New Paltz. It offers course work that enables students with non-business undergraduate degrees to enter SUNY New Paltz's Master of Science in Business program.

The objective of this partnership is to provide the citizens/students of the Mid-Hudson Valley Region a quality, cost-effective, geographically convenient education for those non-business students desiring entrance into a graduate business program.

Students take courses in economics, accounting, marketing, management, computer science, and calculus.

Admission Criteria

Students must have completed a non-business baccalaureate degree.
Student Learning Outcomes

Students will:

• articulate all course content into the M.S. degree at SUNY New Paltz.
• be able to apply for finance, international business or other options in the master’s program at SUNY New Paltz.

Career Opportunities

Career paths for this certificate are based upon opportunities after the completion of the master’s degree at SUNY New Paltz.

Transfer Opportunities

To learn more about transfer options, contact the School of Business, SUNY New Paltz.

Contact Information

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

Degree Awarded: Certificate

Recommended Course Sequence

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFT 108 Intermediate Computer</td>
<td></td>
</tr>
<tr>
<td>Keyboarding or</td>
<td></td>
</tr>
<tr>
<td>OFT 109 Advanced Computer</td>
<td>3</td>
</tr>
<tr>
<td>Keyboarding</td>
<td></td>
</tr>
<tr>
<td>OFT 208 Computer Fundamentals</td>
<td></td>
</tr>
<tr>
<td>for the Office or</td>
<td></td>
</tr>
<tr>
<td>_____ Business Elective</td>
<td>3</td>
</tr>
<tr>
<td>OFT 209 Microsoft Word and PowerPoint</td>
<td>3</td>
</tr>
<tr>
<td>_____ Business Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OFT 109 Advanced Computer</td>
<td></td>
</tr>
<tr>
<td>Keyboarding or</td>
<td></td>
</tr>
<tr>
<td>_____ Business Elective</td>
<td>3</td>
</tr>
<tr>
<td>BUS 203 Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>OFT 201 Records/Information Management</td>
<td>3</td>
</tr>
<tr>
<td>OFT 207 Transcription Skills</td>
<td>3</td>
</tr>
<tr>
<td>OFT 214 Microsoft Excel and Access</td>
<td>3</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English 1</td>
<td>3</td>
</tr>
<tr>
<td>MAT ___ College Algebra or higher</td>
<td>3</td>
</tr>
<tr>
<td>CIT 103 Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>CIT 107 Introduction to C++ Programming</td>
<td>3</td>
</tr>
<tr>
<td>CIT 105 Data Communic. &amp; Networking</td>
<td>3</td>
</tr>
<tr>
<td>CIT 100 Computer Literacy</td>
<td>3</td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102 Freshman English 2</td>
<td>3</td>
</tr>
<tr>
<td>MAT ___ College Trigonometry or higher</td>
<td>3</td>
</tr>
<tr>
<td>CIT 112 Computer Hardware and Maint.</td>
<td>4</td>
</tr>
<tr>
<td>CIT 116 Networking 1</td>
<td>6</td>
</tr>
<tr>
<td>PES 100 Concepts of Physical Wellness</td>
<td>1</td>
</tr>
</tbody>
</table>

**Third Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>CIT ___ Systems Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CIT 225 Database Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CIT ___ Unix/Linux</td>
<td>3</td>
</tr>
<tr>
<td>CIT 203 Networking 2</td>
<td>4</td>
</tr>
<tr>
<td>PES ___ Physical Education</td>
<td>1</td>
</tr>
</tbody>
</table>

**Fourth Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>CIT ___ Systems Design</td>
<td>3</td>
</tr>
<tr>
<td>CIT 206 Network Security</td>
<td>3</td>
</tr>
<tr>
<td>CIT 230 Internship</td>
<td>3</td>
</tr>
<tr>
<td>_____ Restricted Elective*</td>
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</tr>
</tbody>
</table>

Total Credits: 67

*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 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
- SUNY Institute of Technology

**Contact Information**

Applied Technologies
Department Chair
341-4523
Admissions Office
(845) 341-4030

www.sunyorange.edu

Fall 2008
## Program Description

The Associate in Applied Science degree program in CIT–Web Development prepares students for job entry in the field of Internet Systems. 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 to prepare for CIW certifications. The primary focus of this degree program is in the area of Installation and configuring web server services and programs. The degree course work introduces students to basic web systems and builds on theoretical and technical knowledge and skills to develop a strong understanding of web technologies including the implementation of client and server sided web pages. Classes are designed to provide students with 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–Web Development internship. Students are encouraged to discuss their future career and/or transfer goals with a CIT–Web Development 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.) Students should place into ENG 101 and MAT 121.)

---

### Recommended Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td>ENG 101</td>
<td>Freshman English 1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MAT ___</td>
<td>College Algebra or higher</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CIT 103</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CIT 100</td>
<td>Computer Literacy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CIT 111</td>
<td>Internet and HTML</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PES 100</td>
<td>Concepts of Physical Wellness</td>
<td>1</td>
</tr>
<tr>
<td><strong>Second Semester</strong></td>
<td>ENG 102</td>
<td>Freshman English 2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MAT ___</td>
<td>College Trigonometry or higher</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BUS 111</td>
<td>E-Business Principles</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CIT 217</td>
<td>Unix/Linux</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CIT 108</td>
<td>Web Page Programming 1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PES ___</td>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td><strong>Third Semester</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Science Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CIT 105</td>
<td>Data Comm. &amp; Intro to Networking</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CIT 211</td>
<td>Systems Analysis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CIT 225</td>
<td>Database Funds. and Design</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CIT 205</td>
<td>Web Page Programming 2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Fourth Semester</strong></td>
<td>Social Science Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CIT 208</td>
<td>Flash Programming</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CIT 230</td>
<td>Internship (E-Commerce Practicum)</td>
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<tr>
<td></td>
<td>CIT 212</td>
<td>Systems Design</td>
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<tr>
<td></td>
<td>CIT 215</td>
<td>Web Site Management</td>
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</tr>
<tr>
<td></td>
<td>CIT 216</td>
<td>Internet Security</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 65
Student Learning Outcomes

Students will:

• summarize how Web Servers, Browsers, XHTML, and Scripting Languages contribute to the Internet resource known as the Web.
• analyze an existing system and determine appropriate systems design implementation strategies.
• create and implement a Web site development cycle.
• create a Web page that utilizes XHTML, JavaScript, Flash, Dynamic HTML.
• identify and summarize security issues and then program a secure application for the internet.
• identify and discuss general quality assurance principles.
• create client sided Web page programs.
• create server-sided Web page programs.

Career Opportunities

• Web Development Company
• small businesses
• corporations
• advertising agencies
• medical offices
• government agencies
• 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
• SUNY Institute of Technology
• SUNY Delhi

Contact Information

Applied Technologies
Department Chair
341-4523
Admissions Office
(845) 341-4030
**Recommended Course Sequence**

### First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English 1</td>
<td>3</td>
</tr>
<tr>
<td>_____ SUNY Social Science list</td>
<td>3</td>
</tr>
<tr>
<td>CSC 101 Computer Science 1</td>
<td>4</td>
</tr>
<tr>
<td>MAT 205 Calculus 1</td>
<td>4</td>
</tr>
<tr>
<td>COM 101 Foundations of Communication</td>
<td>3</td>
</tr>
<tr>
<td>PES 100 Concepts of Physical Wellness</td>
<td>1</td>
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</table>

### Second Semester

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ENG 102 Freshman English 2</td>
<td>3</td>
</tr>
<tr>
<td>HIS _____ Restricted History Elective*</td>
<td>3</td>
</tr>
<tr>
<td>MAT 206 Calculus 2</td>
<td>4</td>
</tr>
<tr>
<td>CSC 102 Computer Science 2</td>
<td>4</td>
</tr>
<tr>
<td>EET 104 Digital Electronics 1</td>
<td>4</td>
</tr>
<tr>
<td>PES _____ Physical Education</td>
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### Third Semester

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>PHY 101 General Physics 1** or</td>
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</tr>
<tr>
<td>PHY 105 General Physics 1 w/calculus</td>
<td>4</td>
</tr>
<tr>
<td>MAT 211 Linear Algebra</td>
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<tr>
<td>CSC 201 Data Structures</td>
<td>3</td>
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<tr>
<td>_____ Restricted SUNY Elective***</td>
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### Fourth Semester

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PHY 102 General Physics 2** or</td>
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</tr>
<tr>
<td>PHY 106 General Physics 2 w/calculus</td>
<td>4</td>
</tr>
<tr>
<td>MAT 125 Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 136 Discrete Mathematics</td>
<td>3</td>
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<tr>
<td>CSC 204 Computer Organization &amp; Assembly Language Prog.</td>
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</tr>
<tr>
<td>_____ Electives</td>
<td>2/4</td>
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</tbody>
</table>

**Total Credits:** 65-67

---

**Program Description**

The Associate in Science degree program in Computer Science is designed for students of mathematics and science who wish to pursue a B.S. 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.)

---

*SUNY American History or Western Civilization or Other/World Civilization.

**Consult catalog of the college to which you intend to transfer. Some require the General Physics with calculus.

***SUNY Arts or Foreign Language lists or any list not selected from in Second Semester SUNY History Elective above.
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)
- 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
Recommended Course Sequence

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English 1</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 101 Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 105 Police Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 107 Industrial/Private Security or CRJ 106 Patrol Operations</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 215 Criminal Investigation 1</td>
<td>3</td>
</tr>
<tr>
<td>PES 100 Concepts of Physical Wellness</td>
<td>1</td>
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</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 102 Freshman English 2</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 111 Criminology</td>
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</tr>
<tr>
<td>MAT ___ College Algebra (MAT 121) or higher*</td>
<td>3/4</td>
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<tr>
<td>CRJ 213 Police Organization Admn.</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 216 Criminal Investigation 2</td>
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<tr>
<td>PES ___ Physical Education</td>
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**Third Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSY 101 General Psychology 1 or SOC 120 Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 109 Critical Issues in Law Enforcement3</td>
<td>3</td>
</tr>
<tr>
<td>____ SUNY Natural Science list</td>
<td>3/4</td>
</tr>
<tr>
<td>CRJ 226 Criminalistics</td>
<td>3</td>
</tr>
<tr>
<td>____ Restricted SUNY Elective**</td>
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**Fourth Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 101 Foundations of Communication</td>
<td>3</td>
</tr>
<tr>
<td>____ Restricted SUNY Elective**</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 103 Understanding the Juvenile Offender</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 211 Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>____ Elective</td>
<td>3</td>
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</table>

**Total Credits: 62-64**

* Students must complete MAT 121 (or higher). MAT 102 can be counted as an elective.

** Select two from SUNY Western Civilization or Other/World Civilization or Arts or Foreign Language or American History lists. Do not duplicate category.

---

**Program Description**

The Associate in Science degree program 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. It is designed to facilitate the acquisition of technological and critical thinking skills that are essential for success in the criminal justice field. Graduates of this degree program will have both the general educational background as well as the criminal justice expertise to pursue careers in the many diverse criminal justice areas of study.

The program is regularly reviewed to insure that course content is current with contemporary issues that impact the criminal justice system, such as homeland security, terrorism, cyber security, technological advancements, diversity and ethics. The program courses explore contemporary criminal justice issues such as the nature and causes of crime, crime as a public policy issue, racial profiling and global issues such as transnational terrorism. There are specific courses devoted to the institutional treatment of the adult and juvenile offender 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 related work environment. This program assures the students of a solid foundation to pursue higher education and rewarding careers in criminal justice.

**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 critical thinking skills and apply these skills in discussing complex issues in criminal justice.

• identify common concepts relevant to the understanding of the criminal justice system and be able to critically assess and debate these issues.

• develop problem solving skills and be able to apply these skills to issues that impact the diverse areas of the criminal justice system.

• develop an understanding of our legal system, constitutional law, procedural law and substantive law.

• be able to understand and discuss the complex issues of diversity and ethics and their impact on the criminal justice system.

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 transfer institutions include:

• John Jay College of Criminal Justice
• Pace University
• State University of New York (SUNY)

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

<table>
<thead>
<tr>
<th>Course Sequence</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td></td>
</tr>
<tr>
<td>ENG 101 Freshman English 1</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 101 Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 105 Police/Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 107 Industrial &amp; Private Security</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 215 Criminal Investigation 1</td>
<td>3</td>
</tr>
<tr>
<td>PES 100 Concepts of Physical Wellness</td>
<td>1</td>
</tr>
<tr>
<td><strong>Second Semester</strong></td>
<td></td>
</tr>
<tr>
<td>ENG 102 Freshman English 2</td>
<td>3</td>
</tr>
<tr>
<td>PSY___ Psychology Course</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 111 Criminology</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 106 Patrol Operations</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 216 Criminal Investigation 2</td>
<td>3</td>
</tr>
<tr>
<td>PES ___ Physical Education</td>
<td>1</td>
</tr>
<tr>
<td><strong>Third Semester</strong></td>
<td></td>
</tr>
<tr>
<td>SOC 120 Social Problems or</td>
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</tr>
<tr>
<td>SOC 101 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 103 Understanding the Juvenile Offender</td>
<td>3</td>
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<tr>
<td>_______ Math or Liberal Arts Science</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 213 Police Organization &amp; Administration</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 226 Criminalistics</td>
<td>3</td>
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<tr>
<td><strong>Fourth Semester</strong></td>
<td></td>
</tr>
<tr>
<td>COM 101 Foundation of Communication</td>
<td>3</td>
</tr>
<tr>
<td>POL 102 U.S. Gov't-State &amp; Local</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 211 Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>_______ Math or Liberal Arts Science</td>
<td>3</td>
</tr>
<tr>
<td>_______ Elective*</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits: 62</td>
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</table>

* Recommend taking CRJ 109 Critical Issues in Law Enforcement

Program Description

The Associate in Applied Science degree program in Criminal Justice–Police provides the student with the necessary credits required to apply for employment in one of the many local, state or federal criminal justice agencies. The overall program design is to prepare the student for a career path in law enforcement, security, law, probation, parole, juvenile justice and investigation. The coursework provides study and practice in the necessary critical thinking and technological skills the student will need to function effectively in the law enforcement field. The program offers courses on criminal investigations that cover all aspects of an investigation, including interviewing techniques, rights of the accused, search warrant requirements and wiretapping. It also includes a complete course of criminalistics which focuses on fingerprinting and fingerprint classification and identification, blood analysis and crime scene photography. Contemporary law enforcement issues are examined, including searching without a warrant, automobile stops, racial profiling, transnational terrorism and police-community relations are thoroughly discussed and critically evaluated. All classes emphasize interactive critical assessment of contemporary policing issues as well as hands-on practical application of skills. All instructors, in addition to their advanced educational backgrounds, are experienced practitioners in the fields of law enforcement, courts and corrections.

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 critical thinking skills and apply these skills in discussing complex issues that confront police administrators.
- be able to identify the origins of policing systems and be able to assess problems that confront modern policing systems.
- be able to identify relevant issues of constitutional, procedural and substantive law.
- be able to understand and critically discuss the complex issues involving diversity and ethics as they relate to professional policing.
- be able to understand the importance of crime scene protection and be able to demonstrate the proper methods of gathering and presenting evidence properly.

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
- State University of New York (SUNY)
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

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 101 Freshman English 1</td>
<td>3</td>
</tr>
<tr>
<td>BIO 115 Human Biology</td>
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<tr>
<td>CHM 110 General and Biological Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>DNT 101 Preventive Oral Health Services</td>
<td>5</td>
</tr>
<tr>
<td>DNT 103 Maxillofacial Anatomy and Oral Histology</td>
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<table>
<thead>
<tr>
<th>Second Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102 Freshman English 2</td>
<td>3</td>
</tr>
<tr>
<td>DNT 102 Preventive Oral Health Services 2</td>
<td>5</td>
</tr>
<tr>
<td>DNT 104 Dental Radiology</td>
<td>3</td>
</tr>
<tr>
<td>DNT 106 Oral Health Education</td>
<td>2</td>
</tr>
<tr>
<td>DNT 108 Pharmacology</td>
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<tr>
<td>MLT 106 Microbiology for Health Professionals</td>
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<table>
<thead>
<tr>
<th>Summer Session 1</th>
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<tbody>
<tr>
<td>DNT 110 Pain Management in Dentistry</td>
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<table>
<thead>
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<tbody>
<tr>
<td>BIO 125 Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>DNT 201 Preventive Oral Health Services III</td>
<td>5</td>
</tr>
<tr>
<td>DNT 203 Oral Pathology</td>
<td>2</td>
</tr>
<tr>
<td>DNT 205 Periodontology</td>
<td>2</td>
</tr>
<tr>
<td>DNT 207 Dental Bio-Materials and Advanced Functions</td>
<td>3</td>
</tr>
<tr>
<td>PES 100 Concepts of Physical Wellness</td>
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</table>

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 101 Foundations of Communication</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101 General Psychology 1</td>
<td>3</td>
</tr>
<tr>
<td>SOC 101 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>DNT 202 Preventive Oral Health Services IV</td>
<td>5</td>
</tr>
<tr>
<td>DNT 206 Community Dental Health</td>
<td>2</td>
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<tr>
<td>PES ___ Physical Education</td>
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</tbody>
</table>

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. Upon initial entrance into the program, a negative 10-panel drug test will 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:
- High school diploma or GED.
- Eligible to take or have completed Freshman English 1 or equivalent.
- Eligible to take Intermediate Algebra or equivalent, or have completed Elementary Algebra or equivalent with a 2.0 or higher.
- Completed high school AP Biology (score of 3, 4 or 5), Introduction to Biology or General Biology, Human Biology or Anatomy & Physiology 1, or higher, with a grade of 2.0 or better (within 5 years of program entry).
- Completed high school Regents Chemistry with a grade of 75 or better; or a college Chemistry course (with a lab) with a grade of 2.0 or better (within 5 years of program entry).
- Students must attain a minimum GPA of 2.5.

Department Specific Requirements:
- Dental Hygiene observation (16 hour min. with documentation)
- Attendance at a Dental Hygiene department pre-admission orientation where students will receive and sign off on information pertaining to health forms and criminal policies

Note: All Dental Hygiene Admissions Eligibility Requirements must be completed before February 1 in order for a student to be considered for acceptance into the program for the fall semester. Priority in admission to all Health Professions programs goes to currently enrolled Orange County Community College students who are legal Orange County residents. Meeting the admission requirements for a Health Professions program does not guarantee admission into the program.

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 client 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 client 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 have successfully transferred to:
- Manhattan College
- Northeastern University
- 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

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English 1</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101 General Psychology 1</td>
<td>3</td>
</tr>
<tr>
<td>EDU 105 Preparing to Teach Young Children</td>
<td>2</td>
</tr>
<tr>
<td>EDU 101 Child Development 1++</td>
<td>3</td>
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<tr>
<td>EDU 111 Childhood Health and Safety</td>
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<td>EDU 107 Mandated Training</td>
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<tr>
<td>PES 100 Concepts of Physical Wellness</td>
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<tr>
<td><strong>Total Credits: 64</strong></td>
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<table>
<thead>
<tr>
<th>Second Semester</th>
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<tbody>
<tr>
<td>ENG 102 Freshman English 2</td>
<td>3</td>
</tr>
<tr>
<td>EDU 102 Child Development 2++#</td>
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<tr>
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<tr>
<td>MAT ___ SUNY Math*</td>
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<td>EDU 208 Home, School, Community#</td>
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<tr>
<td>COM 101 Foundations of Communication</td>
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<tr>
<td>EDU 109 Fundamentals of Early Childhood Language Arts</td>
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<tr>
<td>EDU 203 Child Care Curriculum Development 1++</td>
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<tr>
<td>EDU 201 Observation &amp; Assessment++</td>
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<tr>
<td>_____ SUNY Gen Ed Elective**</td>
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<table>
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<tbody>
<tr>
<td>PED 156 Infant/Child First Aid &amp; CPR</td>
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<td>EDU 202 Infant and Toddler Care++#</td>
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<td>EDU 204 Child Care Curriculum Development 2++#</td>
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<tr>
<td>EDU 206 Administration and Management##+</td>
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<tr>
<td>_____ SUNY Gen Ed Elective**</td>
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<td><strong>Total Credits: 64</strong></td>
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</table>

++ 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 Category 2 (Natural Sciences), 4 (American History), 5 (Western Civilization), 6 (Other World Civilizations), 8 (Arts), 9 (Foreign Languages), with at least ONE from either Category 4, 5 or 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. 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. Students will experience 235 hours of such “hands-on” occasions.

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.)
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
341-4354
Admissions Office
(845) 341-4030
# Early Childhood Development and Care

Degree Awarded: Certificate

## Recommended Course Sequence

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English 1</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101 General Psychology 1</td>
<td>3</td>
</tr>
<tr>
<td>EDU 105 Preparing to Teach Young Children</td>
<td>2</td>
</tr>
<tr>
<td>EDU 101 Child Development 1++</td>
<td>3</td>
</tr>
<tr>
<td>EDU 107 Mandated Training</td>
<td>1</td>
</tr>
<tr>
<td>EDU 201 Observation &amp; Assessment++</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 102 Freshman English 2</td>
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<tr>
<td>EDU 102 Child Development 2++#</td>
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<tr>
<td>PED 156 Infant/Child First Aid &amp; CPR</td>
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<td>EDU 111 Child Health and Safety</td>
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<tr>
<td>EDU 202 Infant/Toddler Care+++#</td>
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<tr>
<td>EDU 206 Admin &amp; Management# or EDU 208 Home, School, and Community#</td>
<td>3</td>
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</tbody>
</table>

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
341-4354
Admissions Office
(845) 341-4030
**Recommended Course Sequence**

**First Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<td>ENG 160</td>
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<td>PHY 111</td>
<td>Applied Physics 1</td>
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<tr>
<td>MAT 121</td>
<td>College Algebra</td>
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<td>EET 101</td>
<td>Electric Circuits</td>
<td>4</td>
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<tr>
<td>EET 110</td>
<td>Computer Appl. and Graphics</td>
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<tr>
<td>PES 100</td>
<td>Concepts of Physical Wellness</td>
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**Second Semester**

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<tr>
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<tr>
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<td>_____</td>
<td>Social Science Elective</td>
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<tr>
<td>MAT 122</td>
<td>College Trigonometry</td>
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<td>EET 106</td>
<td>Telecommunications 1</td>
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<td>EET 104</td>
<td>Digital Electronics</td>
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**Third Semester**

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<th>Course Code</th>
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<td>ENG 161</td>
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<td>EET 201</td>
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<td>EET 107</td>
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<tr>
<td>PES _____</td>
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**Fourth Semester**

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<th>Course Code</th>
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<tr>
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<tr>
<td>EET 202</td>
<td>Electronics 2</td>
<td>4</td>
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<td>EET 204</td>
<td>Digital Electronics 2</td>
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</tr>
<tr>
<td>EET 230</td>
<td>Internship-Technology</td>
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Total Credits: 64

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**Program Description**

The Associate in Applied Science degree program in Electrical Technology–Telecommunications prepares graduates to succeed in a variety of technical fields such as telecommunications, health care, utilities, manufacturing and other related electronic occupations.

In the course curriculum, students learn the basics of DC and AC electrical circuits. They build and test digital, analog electronic and telecommunications circuits. Students research, build and present a wireless communications project. Most courses in the program are a combination of lecture and lab. The lecture covers the theoretical aspect of the curriculum, while the lab provides hands-on experience, as well as reinforcing the concepts.

A new state-of-the-art telecommunications lab, coupled with courses teaching current technology and internships, will provide students with a well-rounded education and jobs with highly competitive salaries.

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. (See pages 7 through 13 for more details on the admission process for all applicants.)
Student Learning Outcomes
Students will:
• develop logical techniques for designing, implementing and maintaining advanced telecommunications and electronic systems.
• learn the practical skills required to design and troubleshoot telecommunications and electronic systems.
• develop techniques to reason out new concepts.
• develop methods to maintain currency in the technology fields.
• utilize mathematics and computer software as the basic tools for design and analysis of complex telecommunications and electronic systems.
• develop the ability to communicate effectively in both a written and oral format.
• promote and develop teamwork and team building as an effective tool for increased productivity.
• Mimic and develop standard workplace competencies.

Career Opportunities
Students successfully completing the program should be qualified for entry level careers in the telecommunications field and other related fields in electronics.

Graduates of the program are currently working at:
• Time Warner Cable
• Citizens/ Frontier Communications
• Verizon Communications
• Orange Regional Medical Center
• Orange and Rockland
• Con Edison
• IBM
• and in a variety of technical positions requiring a telecommunications and electronics background

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

If a student plans to pursue a four-year degree program, he or she should see the department chair or a faculty advisor as soon as possible.

SUNY Orange students have successfully transferred to:
• Fairleigh Dickinson University
• New York Institute of Technology
• Rochester Institute of Technology
• SUNY Farmingdale
• SUNY Utica

Contact Information
Applied Technologies
Department Chair
341-4523
Admissions Office
(845) 341-4030
Recommended Course Sequence

<table>
<thead>
<tr>
<th>First Semester</th>
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<td>CHM 105 General Chemistry 1</td>
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<tr>
<td>PHY 103 Physics for Science &amp; Eng. 1</td>
<td>4</td>
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<tr>
<td>MAT 205 Calculus 1</td>
<td>4</td>
</tr>
<tr>
<td>EGR 101 Engineering 1</td>
<td>3</td>
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<tr>
<td>PES 100 Concepts of Physical Wellness</td>
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<th>Second Semester</th>
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<tr>
<td>ENG 102 Freshman English 2</td>
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<td>PHY 104 Physics for Science &amp; Eng. 2</td>
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<tr>
<td>CHM 106 General Chemistry 2</td>
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<td>MAT 206 Calculus 2</td>
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<td>EGR 102 Engineering 2</td>
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<td>PES ____ Physical Education</td>
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<td>MAT 207 Calculus 3</td>
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<td>MAT 214 Differential Equations &amp; Series</td>
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<tr>
<td>EGR 206 Mechanics 2</td>
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<td>_______ Elective</td>
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Total Credits: 72-73

Note: Students must take a minimum of three courses (eight credits) from the following Engineering elective options: Modern Physics (PHY 204), Circuit Theory (EGR 222), Solid Mechanics (EGR 220), Thermodynamics (EGR 214), Engineering Computations (EGR 216), Materials Science (EGR 218), Organic Chemistry I (CHM 201), Organic Chemistry II (CHM 202), Linear Algebra (MAT 209), depending upon their area of specialization. Students majoring in chemical, biological or environmental engineering should plan to take Organic Chemistry I and II. Organic Chemistry II may be substituted for Mechanics II with the permission of the department chair. Computer Engineering majors should take Computer Science II (CSC 102) and Data Structures (CSC 201). 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 B.S. Degree in Engineering. As such, the program provides the 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

Core courses in calculus, chemistry, engineering physics and engineering science constitute the nucleus of this program for students planning to specialize in one of the above engineering fields at their intended four-year college or university. Selected courses in the liberal arts support and enhance this central core. To begin the program, students must be at the mathematical level of Calculus 1 (MAT 205) or must have completed either College Trigonometry (MAT 108) or Pre-Calculus Mathematics (MAT 109).

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.
**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
Recommended Course Sequence

First Semester  Credits
ENG 101  Freshman English 1  3
       SUNY Social Science list  3
BIO 111  Anatomy & Physiology 1  4
PED 100  Introduction to Physical Education  2
       Elective*  3

Second Semester  Credits
ENG 102  Freshman English 2  3
       Intermediate Algebra (MAT 102) or higher  3
BIO 112  Anatomy & Physiology 2  4
PED 201  Introduction to Bio-Mechanics of Human Movement  3
PED 112  Contemporary Health  3

Third Semester  Credits
COM 101  Foundations of Communication  3
BIO 125  Nutrition  3
PED 150  First Aid  2
PED 202  Basic Exercise Physiology  3
       Restricted SUNY Elective***  3

Fourth Semester  Credits
PED 155  CPR  1
PED 111  Substance Abuse  3
PED 203  Physical Fitness and Exercise Prescription  3
       Restricted History Elective**  3
       Restricted SUNY Elective***  3

Total Credits: 62

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.

*Students are encouraged to take PED 101 Introduction to Exercise Science
**SUNY American History or Western Civilization or Other/World Civilization
***SUNY Arts or Foreign Languages list or any list not selected from the Restricted History elective
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
Program Requirements

**A.A. Degree**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
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<td>3 credits Honors Social Science</td>
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<td>3 credits Honors Humanities</td>
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<tr>
<td>MAT 205 Calculus 1 *</td>
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<td>HON 201H Honors Seminar</td>
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<tr>
<td>HON 120H Service Learning (1 cr) freshman year</td>
<td></td>
</tr>
<tr>
<td>HON 288H Honors Capstone: Planning &amp; Research</td>
<td></td>
</tr>
<tr>
<td>HON 289H Honors Capstone: Writing &amp; Presentation</td>
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**A.S. Degree**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>6 credits Honors English: ENG 101H and ENG 102H</td>
<td></td>
</tr>
<tr>
<td>6 credits Honors Social Science</td>
<td></td>
</tr>
<tr>
<td>MAT 205 Calculus 1 *</td>
<td></td>
</tr>
<tr>
<td>HON 201H Honors Seminar</td>
<td></td>
</tr>
<tr>
<td>HON 120H Service Learning (1 cr) freshman year</td>
<td></td>
</tr>
<tr>
<td>HON 288H Honors Capstone: Planning &amp; Research</td>
<td></td>
</tr>
<tr>
<td>HON 289H Honors Capstone: Writing and Presentation</td>
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**A.A.S. Degree**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>6 credits Honors English: ENG 101H and ENG 102H</td>
<td></td>
</tr>
<tr>
<td>6 credits Honors Social Science or 3 credits Honors Social Science and 3 credits Honors Humanities *</td>
<td></td>
</tr>
<tr>
<td>MAT 205 Calculus 1 *</td>
<td></td>
</tr>
<tr>
<td>HON 201H Honors Seminar</td>
<td></td>
</tr>
<tr>
<td>HON 120H Service Learning (1 cr) freshman year</td>
<td></td>
</tr>
<tr>
<td>HON 288H Honors Capstone: Planning &amp; Research</td>
<td></td>
</tr>
<tr>
<td>HON 289H Honors Capstone: Writing and Presentation</td>
<td></td>
</tr>
</tbody>
</table>

* 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 121 College Algebra
- MAT 125 Introduction to Statistics
- MAT 131 Pre-Calculus

**Lab Science:**
- PHY 101 General Physics 1
- CHM 105 General Chemistry 1
- BIO 101 General Biology 1

**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.
- must 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.
- must 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.

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
- Clemson University
- Rensselear Polytechnic University (RPI)
- Vassar
- Emerson University
- American 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

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#### Recommended Course Sequence

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>3</td>
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<tr>
<td>COM 101</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101</td>
<td>3</td>
</tr>
<tr>
<td>SOC 120</td>
<td>3</td>
</tr>
<tr>
<td>HMS 101</td>
<td>3</td>
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<tr>
<td>PES 100</td>
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**Second Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102</td>
<td>Freshman English 2</td>
<td>3</td>
</tr>
<tr>
<td>____________</td>
<td>___________</td>
<td></td>
</tr>
<tr>
<td>PSY 102</td>
<td>General Psychology 2</td>
<td>3</td>
</tr>
<tr>
<td>____________</td>
<td>___________</td>
<td></td>
</tr>
<tr>
<td>PES ________</td>
<td>Physical Education</td>
<td>1</td>
</tr>
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</table>

**Third Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<td>____________</td>
<td>___________</td>
<td></td>
</tr>
<tr>
<td>____________</td>
<td>___________</td>
<td></td>
</tr>
<tr>
<td>SOC 101</td>
<td>Intro to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>MAT 125</td>
<td>Intro to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>HMS 201</td>
<td>Human Services Field Exp 1</td>
<td>2</td>
</tr>
<tr>
<td>ENG 160</td>
<td>Technical Writing</td>
<td>1.5</td>
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**Fourth Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
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<td>____________</td>
<td>___________</td>
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<tr>
<td>____________</td>
<td>___________</td>
<td></td>
</tr>
<tr>
<td>SOC 231</td>
<td>Family</td>
<td>3</td>
</tr>
<tr>
<td>PSY ________</td>
<td>Psychology Elective</td>
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</tr>
<tr>
<td>HMS 202</td>
<td>Human Services Field Exp 2</td>
<td>2</td>
</tr>
<tr>
<td>ENG 161</td>
<td>Technical Writing</td>
<td>1.5</td>
</tr>
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</table>

Total Credits: 63-64

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#### 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. Students may seek tuition assistance through the Coalition for Direct Care Providers.

#### 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

Psychology/Sociology
Department Chair
(845) 341-4344
Admissions Office
(845) 341-4030
## International Studies

**Degree Awarded:** Associate in Arts

### Recommended Course Sequence

<table>
<thead>
<tr>
<th><strong>First Semester</strong></th>
<th><strong>Credits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English 1</td>
<td>3</td>
</tr>
<tr>
<td>COM 101 Foundations of Communication</td>
<td>3</td>
</tr>
<tr>
<td>MAT ____ SUNY Math (MAT 102 or higher)</td>
<td>3/4</td>
</tr>
<tr>
<td>GEO 102 Human Geography or Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>POL 220 Comparative Governments</td>
<td>3</td>
</tr>
<tr>
<td>PES 100 Concepts of Physical Wellness</td>
<td>1</td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th><strong>Credits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102 Freshman English 2</td>
</tr>
<tr>
<td>PSY 101 General Psychology 1</td>
</tr>
<tr>
<td>___ SUNY Natural Science</td>
</tr>
<tr>
<td>POL 221 International Relations</td>
</tr>
<tr>
<td>HIS 121 World History to 1500</td>
</tr>
<tr>
<td>PES ___ Physical Education</td>
</tr>
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</table>

**Third Semester**

<table>
<thead>
<tr>
<th><strong>Credits</strong></th>
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</thead>
<tbody>
<tr>
<td>ENG 203/4 World Literature</td>
</tr>
<tr>
<td>HIS 122 World History Since 1500</td>
</tr>
<tr>
<td>___ SUNY Art</td>
</tr>
<tr>
<td>___ Foreign Language (Elementary 2 or above)</td>
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<tr>
<td>ECO 201DL Macro-Economics</td>
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**Fourth Semester**

<table>
<thead>
<tr>
<th><strong>Credits</strong></th>
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<tbody>
<tr>
<td>ENG 225 International Literature</td>
</tr>
<tr>
<td>___ General Elective</td>
</tr>
<tr>
<td>___ Liberal Arts Science or Math (MAT 113 or higher)</td>
</tr>
<tr>
<td>___ Restricted Elective*</td>
</tr>
<tr>
<td>___ Restricted Elective*</td>
</tr>
</tbody>
</table>

Total Credits: 62-64

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### 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.)

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**Students should choose a 200-level English course which includes literature from a foreign country.**

**12 hours of social science or 12 hours of humanities or 12 hours of business electives from lists found below, according to the emphasis in the program chosen by the student.**

**Social Science Emphasis Electives:** Macro-Economics, Micro-Economics, Economic Development, Introduction to Political Science, Comparative Governments, Introduction to Sociology, Human Evolution, Archaeology and Prehistory, Cultural and Social Anthropology, Cultural/ Historical Seminar, Field Studies, International Relations and all history and area studies courses.

**Humanities Emphasis Electives:** 200-level English, Foreign Language, Philosophy, Religion, Music, Art, Speech or Theater courses.

**Business Emphasis Electives:** Introduction to International Business (a requirement) plus three others from this group: Financial Accounting, Managerial Accounting, Business Law 1, Principles of Marketing and Principles of Management.

**Either POL 221 (Fall) or POL 220 (Spring) is required, not both.
International Studies
Degree Awarded: Associate in Arts

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
www.sunyorange.edu

Fall 2008
**Recommended Course Sequence**

### JRTEP A.A. — B-2 English

#### First Semester Credits

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENG 101</td>
<td>Freshman English 1</td>
<td>3</td>
</tr>
<tr>
<td>COM 101</td>
<td>Foundations of Communication</td>
<td>3</td>
</tr>
<tr>
<td>HIS 101</td>
<td>US History to 1865 or</td>
<td>3</td>
</tr>
<tr>
<td>HIS 102</td>
<td>US History since 1865</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology 1</td>
<td>3</td>
</tr>
<tr>
<td>MAT 111</td>
<td>Foundations of Elementary School Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>PES 100</td>
<td>Concepts of Physical Wellness</td>
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#### Second Semester

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENG 102</td>
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</tr>
<tr>
<td>PSY 221</td>
<td>Child Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 120</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>__________</td>
<td>SUNY Natural Science (GE 2)</td>
<td>3/4</td>
</tr>
<tr>
<td>EDU 103</td>
<td>Introduction to Early Childhood/Childhood Education++</td>
<td>3</td>
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#### Third Semester

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENG___</td>
<td>Restricted English Elective*</td>
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<tr>
<td>ENG___</td>
<td>Restricted English Elective#</td>
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<td>ENG___</td>
<td>Restricted English Elective**</td>
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<tr>
<td>__________</td>
<td>Elementary Language 1 or</td>
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<td>__________</td>
<td>Intermediate Language 1</td>
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<tr>
<td>EDU 201</td>
<td>Observation/Assessment++</td>
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<tr>
<td>PES ___</td>
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#### Fourth Semester

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<tr>
<td>ENG___</td>
<td>Restricted English Elective**</td>
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<tr>
<td>GEO 101</td>
<td>Elements of Physical Geography</td>
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<tr>
<td>HIS 122</td>
<td>World History to 1500 or</td>
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<tr>
<td>__________</td>
<td>World History since 1500</td>
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<td>SUNY Western Civilization (GE 5)</td>
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<td>__________</td>
<td>Elementary Language 2 or</td>
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<tr>
<td>EDU 202</td>
<td>Infant/Toddler Development++***</td>
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**Total Credits:** 65-66

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### Program Description

The Associate in Arts 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 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.

### 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 beginning their coursework, JRTEP students must choose an age level: birth to second grade (B-2), first to sixth grade (1-6), or seventh to twelfth grade (7-12). These are NYS Teaching Certification age level categories and determine course sequences at SUNY Orange.

Then, students must choose an educational concentration:

- English (available in B-2 or 1-6 or 7-12) OR
- History (available in B-2 or 1-6 or 7-12) OR
- Spanish (available in B-2 or 1-6 or 7-12) OR
- Biology (available in 1-6 or 7-12) OR
- Math (available in 1-6 or 7-12)
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 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) 341-4354
Admissions Office
(845) 341-4030

Transfer Criteria:

To transfer, SUNY Orange JRTEP students must:

• meet all entry criteria for SUNY Orange.
• declare their intent to be in JRTEP at or prior to registration for proper advice/courses.
• complete the courses outlined in their academic concentration.
• complete SUNY-mandated General Education Requirements.
• maintain a minimum cumulative GPA of 2.75 (some courses have higher GPA requirements). SUNY New Paltz recommends a GPA of 3.25.
• complete the A.A. or A.S. degree.
• complete separate application and/or procedures for SUNY New Paltz or another SUNY school.

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.
## Jointly Registered Teacher Education Program (JRTEP)

**Degree Awarded:** Associate in Arts

### JRTEP A.A. — B-2 History

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English 1</td>
<td>3</td>
</tr>
<tr>
<td>COM 101 Foundations of Communication</td>
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<tr>
<td>HIS 133 Modern Europe or HIS 131 Medieval/Renaissance Europe</td>
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<tr>
<td>PSY 101 General Psychology</td>
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<tr>
<td>MAT 111 Foundations of Elementary School Mathematics</td>
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<tr>
<td>PES 100 Concepts of Physical Wellness</td>
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<tr>
<td>ENG 102 Freshman English 2</td>
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<tr>
<td>PSY 221 Child Psychology</td>
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<tr>
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<tr>
<td>EDU 103 Introduction to Early Childhood/Childhood Education++</td>
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<td>_______ SUNY Arts (GE 8)</td>
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<tbody>
<tr>
<td>ENG ___ 200-Level English</td>
<td>3</td>
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<tr>
<td>GEO 101 Elements of Physical Geography</td>
<td>3</td>
</tr>
<tr>
<td>HIS 101 US History to 1865</td>
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</tr>
<tr>
<td>ANT 101 Social/Cultural Anthropology</td>
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<tr>
<td>_______ Foreign Language&lt;</td>
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<tr>
<td>EDU 201 Observation/Assessment++</td>
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<tbody>
<tr>
<td>ENG__ 200-Level English</td>
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<tr>
<td>HIS 102 US History since 1865</td>
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<tr>
<td>HIS 220 China and Japan or HIS 221 India and Southeast Asia</td>
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<td>POL 103 US Government National</td>
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<td>_______ Foreign Language&lt;</td>
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<tr>
<td>EDU 202 Infant/Toddler Development++***</td>
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**Total Credits:** 68-69

< 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.

***Spring semester only.

### JRTEP A.A. — B-2 Spanish

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<tr>
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<td>COM 101 Foundations of Communication</td>
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<td>HIS 101 US History to 1865 or HIS 102 US History since 1865</td>
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<tr>
<td>PSY 101 General Psychology</td>
<td>3</td>
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<td>SPN 201 Intermediate Spanish 1</td>
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<td>EDU 107 Mandated Training</td>
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<tbody>
<tr>
<td>ENG 102 Freshman English 2</td>
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</tr>
<tr>
<td>HIS 123 Latin American Heritage &amp; History</td>
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<tr>
<td>MAT 111 Foundations of Elementary School Mathematics</td>
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<tr>
<td>SPN 202 Intermediate Spanish 2</td>
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<tr>
<td>EDU 103 Introduction to Early Childhood/Childhood Education++</td>
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<tr>
<td>PES 100 Concepts of Physical Wellness</td>
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<table>
<thead>
<tr>
<th>Third Semester</th>
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<tbody>
<tr>
<td>_______ SUNY Western Civilization (GE 5)</td>
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<tr>
<td>PSY 221 Child Psychology</td>
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<tr>
<td>_______ SUNY Natural Science (GE 2)</td>
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<tr>
<td>SPN 203 Spanish Conversation and Composition</td>
<td>3</td>
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<tr>
<td>EDU 201 Observation and Assessment++</td>
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<td>PES ___ Physical Education</td>
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<th>Fourth Semester</th>
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<tbody>
<tr>
<td>SOC 120 Social Problems</td>
<td>3</td>
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<tr>
<td>_______ Approved Math (MAT 102 or higher) or Science</td>
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<tr>
<td>SPN 204 Introduction to Spanish Literature</td>
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<tr>
<td>EDU 207 Social and Philosophical Foundations of Education++</td>
<td>3</td>
</tr>
<tr>
<td>EDU 202 Infant/Toddler Development++***</td>
<td>3</td>
</tr>
<tr>
<td>_______ SUNY Arts (GE 8)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits:** 66-68

++Local observations beyond college classroom required.

***Spring semester only.
### JLTP A.A. 1-6 English

**First Semester**
- 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
- MAT 111 Foundations of Elementary School Mathematics 3
- Foreign Language< 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
- Foreign Language< 3
- EDU 103 Introduction to Early Childhood/Childhood Education++ 3
- PES ___ Physical Education 1

**Third Semester**
- ENG ___ Restricted English Elective* 3
- ENG ___ Restricted English Elective# 3
- ENG ___ Restricted English Elective** 3
- PSY 221 Child Psychology 3
- SOC 120 Social Problems 3

**Fourth Semester**
- ENG ___ Restricted English Elective+ 3
- ENG ___ Restricted English Elective** 3
- GEO 101 Elements of Physical Geography 3
- HIS 121 World History to 1500 or
- HIS 122 World History since 1500 or
- SUNY Western Civilization (GE 5) 3

Total Credits: 62-63

*ENG 207 or ENG 208
+ENG 211 or ENG 212

**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 must be taken. If a student takes Intermediate Language 1 as the first foreign language in this sequence, he or she must either take the next level of the same language or a non-developmental three-credit academic course to replace the credits.

++Local observations beyond college classroom required.

### JLTP A.A.—1-6 History

**First Semester**
- ENG 101 Freshman English 1 3
- COM 101 Foundations of Communication 3
- HIS 133 Modern Europe 3
- PSY 101 General Psychology 1 3
- MAT 111 Foundations of Elementary School Mathematics 3
- PES 100 Concepts of Physical Wellness 1

**Second Semester**
- ENG 102 Freshman English 2 3
- HIS 131 Medieval/Renaissance Europe 3
- SUNY Natural Science (GE 2) 3/4
- EDU 103 Introduction to Early Childhood/Childhood Education++ 3
- SUNY Arts (GE 8) 3
- PES ___ Physical Education 1

**Third Semester**
- ENG ___ 200-Level English 3
- GEO 101 Elements of Physical Geography 3
- HIS 101 US History to 1865 3
- ANT 101 Social/Cultural Anthropology 3
- Foreign Language< 3

**Fourth Semester**
- ENG ___ 200-Level English 3
- HIS 102 US History since 1865 3
- HIS 220 China and Japan or
- HIS 221 India and Southeast Asia 3
- POL 103 US Government National 3
- PSY 221 Child Psychology 3
- Foreign Language< 3

Total Credits: 65-66

<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. If completed Intermediate Language 1 of the same language, no other language need be taken.

++Local observations beyond college classroom required.
## Jointly Registered Teacher Education Program (JRTEP)

**Degree Awarded:** Associate in Arts

### JRTEP A.A. 1 - 6 Spanish

<table>
<thead>
<tr>
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<tr>
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<td>COM 101 Foundations of Communication</td>
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</tr>
<tr>
<td>HIS 101 US History to 1865 <strong>or</strong> HIS 102 US History since 1865</td>
<td>3</td>
</tr>
<tr>
<td>MAT 111 Foundations of Elementary School Mathematics</td>
<td>3</td>
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<tr>
<td>SPN 201 Intermediate Spanish 1</td>
<td>3</td>
</tr>
<tr>
<td>PES 100 Concepts of Physical Wellness</td>
<td>1</td>
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</table>

**Second Semester**

| ENG 102 Freshman English 2 | 3 |
| PSY 101 General Psychology 1 | 3 |
| SPN 202 Intermediate Spanish 2 | 3 |
| EDU 103 Introduction to Early Childhood/Childhood Education++ | 3 |
| PES ___ Physical Education | 1 |

**Third Semester**

| ENG ___ 200-Level English | 3 |
| PSY 221 Child Psychology | 3 |
| SOC 120 Social Problems | 3 |
| SPN 203 Spanish Conversation and Composition | 3 |

**Fourth Semester**

| ENG ___ 200-Level English | 3 |
| GEO 101 Elements of Physical Geography | 3 |
| ____ Restricted SUNY World Civilization* | 3 |
| SPN 204 Introduction to Spanish Literature | 3 |
| ____ SUNY Arts (GE 8) | 3 |

**Total Credits:** 62-63

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### JRTEP A.A. — 7-12 English

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<tbody>
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<td>ENG 101 Freshman English 1#</td>
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<tr>
<td>COM 101 Foundations of Communication</td>
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</tr>
<tr>
<td>HIS 101 US History to 1865 <strong>or</strong> HIS 102 US History since 1865</td>
<td>3</td>
</tr>
<tr>
<td>MAT 102 Intermediate Algebra or Higher</td>
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<tr>
<td>____ Foreign Language&lt;</td>
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<tr>
<td>EDU 107 Mandated Training</td>
<td>1</td>
</tr>
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<td>PES 100 Concepts of Physical Wellness</td>
<td>1</td>
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</table>

**Second Semester**

| ENG 102 Freshman English 2# | 3 |
| ____ SUNY Arts (GE 8) | 3 |
| PSY 101 General Psychology 1 | 3 |
| ____ SUNY Natural Science (GE 2) | 3/4 |
| ____ Foreign Language< | 3 |
| PES ____ Physical Education | 1 |

**Third Semester**

| 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**

| ENG 208 English Literature: 19th and Early 20th Century | 3 |
| ENG 210 American Literature: 1865 to Present | 3 |
| ____ Restricted English Elective** | 3 |
| ____ SUNY Western Civilization (GE 5) | 3 |
| ____ SUNY Other World Civilization (GE 6) | 3 |
| ____ Approved Math (higher than MAT 102) or 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 Intermediate Language 1, no other language need be taken.

++Local observations beyond college classroom required

# Must earn grade of B or higher

---

*HIS 123, HIS 121 or HIS 122

++Local observations beyond college classroom required
## JRTEP A.A. — 7-12 Social Studies

<table>
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<td>PSY 101 General Psychology 1</td>
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<td>MAT ___ Math (higher than MAT 101)</td>
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<tr>
<td>_____ SUNY Natural Science (GE 2)</td>
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<td>EDU 107 Mandated Training</td>
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<tbody>
<tr>
<td>ENG 102 Freshman English 2#</td>
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<td>COM 101 Foundations of Communication</td>
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<td>HIS 102 US History since 1865</td>
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<td>PSY 222 Psychology of Adolescence</td>
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<tr>
<td>_____ SUNY Arts (GE 8)</td>
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<td>PES 100 Concepts of Physical Wellness</td>
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<tbody>
<tr>
<td>GEO 102 Human Geography</td>
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<tr>
<td>ECO 201 Introduction to Macroeconomics</td>
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<tr>
<td>HIS 131 Medieval and Renaissance Europe</td>
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<tr>
<td>_____ Foreign Language&lt;</td>
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<tr>
<td>EDU 207 Social and Philosophical Foundations of Education++</td>
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<td>PES ____ Physical Education</td>
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<tbody>
<tr>
<td>ECO 202 Introduction to Microeconomics</td>
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<td>HIS ____ Restricted SUNY Social Science**</td>
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<td>POL ____ Restricted SUNY Social Science*</td>
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<tr>
<td>_____ Approved Math (higher than MAT 102) or Science</td>
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<td>_____ Foreign Language&lt;</td>
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Total Credits: 66-68

* Choose from the following: POL 102, POL 103, POL 221

**Choose from the following: HIS 123, HIS 221, HIS 222

# Must earn grade of B or higher

### JRTEP A.A. — 7-12 Spanish

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<tr>
<td>ENG 101 Freshman English 1#</td>
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<td>COM 101 Foundations of Communication</td>
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<td>PSY 101 General Psychology 1</td>
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<td>SPN 201 Intermediate Spanish 1</td>
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<tr>
<td>ENG 102 Freshman English 2#</td>
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<tr>
<td>PSY 222 Psychology of Adolescence</td>
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<tr>
<td>_____ SUNY Natural Science (GE 2)</td>
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<td>SPN 202 Intermediate Spanish 2</td>
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<td>EDU 207 Social and Philosophical Foundations of Education++</td>
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<td>EDU 107 Mandated Training</td>
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<tr>
<td>ENG ____ Restricted English Elective**</td>
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<tr>
<td>_____ SUNY Western Civilization (GE 5)</td>
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<tr>
<td>SOC 120 Social Problems</td>
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<td>MAT 102 Intermediate Algebra or Higher</td>
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<td>SPN 203 Spanish Conversation and Composition</td>
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<td>PES 100 Concepts of Physical Wellness</td>
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<td>ENG ____ Restricted English Elective**</td>
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<td>HIS 123 Latin American Heritage &amp;History</td>
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<td>_____ SUNY Arts (GE 8)</td>
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<td>PES ____ Physical Education</td>
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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
# Jointly Registered Teacher Education Program (JRTEP)

Degree Awarded: Associate in Science

## Recommended Course Sequence

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<tr>
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<tbody>
<tr>
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<td>PSY 101 General Psychology 1</td>
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<td>BIO 101 General Biology 1</td>
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<td>MAT 121 College Algebra or Higher</td>
<td>3</td>
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<tr>
<td><strong>___ Restricted SUNY Elective</strong></td>
<td>3</td>
</tr>
<tr>
<td>PES 100 Concepts of Physical Wellness</td>
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</table>

**Second Semester**

| ENG 102 Freshman English 2 | 3 |
| PSY 221 Child Psychology | 3 |
| BIO 102 General Biology 2 | 4 |
| MAT 111 Foundations of Elementary School Mathematics | 3 |
| **___ Restricted SUNY Elective** | 3 |

**Third Semester**

| BIO 201 Genetics | 4 |
| **___ Approved Biology Elective** | 3 |
| **___ Foreign Language** | 3 |
| EDU 103 Introduction to Early Childhood/Childhood Education++ | 3 |
| **___ Restricted SUNY Elective** | 3 |

**Fourth Semester**

| COM 101 Foundations of Communication | 3 |
| GEO 101 Elements of Physical Geography | 3 |
| BIO 202 Comparative Vertebrate Anatomy | 4 |
| **___ Foreign Language** | 3 |
| **___ Restricted SUNY Elective** | 3 |
| PES ____ Physical Education | 1 |

Total Credits: 66

* Student must take one course from each of the following SUNY General Education Requirements: American History (Category 4); Western Civilization (Category 5); Other/World Civilizations (Category 6); and Arts (Category 8).

+ B10 146, B10 148 or B10 143
< 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.

## Program Description

The Associate in Science degree in this Jointly Registered Teacher Education program (JRTEP) is primarily for students who plan to transfer to SUNY New Paltz and become certified to teach in New York State in either early childhood, elementary or secondary education. Students may transfer to another SUNY school and should check transfer requirements with transfer school. Upon successful completion of the A.S. degree at SUNY Orange, with a minimum 2.75 grade point average, students who are accepted will transfer to SUNY New Paltz 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 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. SUNY Orange students are, at the same time, given priority status for admission consideration into The College at New Paltz.

## 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.)

### Department-Specific Requirements:

Before beginning their coursework, JRTEP students must choose an age level: birth to second grade (B-2), first to sixth grade (1-6), or seventh to twelfth grade (7-12). These are NYS Teaching Certification age level categories and determine course sequences at SUNY Orange.

Then, students must choose an educational concentration:

- English (available in B-2 or 1-6 or 7-12) OR
- History (available in B-2 or 1-6 or 7-12) OR
- Spanish (available in B-2 or 1-6 or 7-12) OR
- Biology (available in 1-6 or 7-12) OR
- Math (available in 1-6 or 7-12)
Student Learning Outcomes

Students will:

• acquire a broad base of knowledge in liberal arts.
• acquire and develop technological skills and/or laboratory skills.
• demonstrate an understanding of the scientific method: observation, hypothesis development, measurement and data collection, evaluation of data, mathematical analysis of data, and the ability to draw conclusions.
• 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.
• grow in professional and ethical standards, collaborative teamwork, self-confidence, confidentiality and personal achievement.

Transfer Criteria:

To transfer, SUNY Orange JRTEP students must:

• meet all entry criteria for SUNY Orange.
• declare their intent to be in JRTEP at or prior to registration for proper advice/courses.
• complete the courses outlined in their academic concentration.
• complete SUNY-mandated General Education Requirements.
• maintain a minimum cumulative GPA of 2.75 (some courses have higher GPA requirements); SUNY New Paltz recommends a GPA of 3.25.
• complete the A.A. or A.S. degree.
• complete separate application and/or procedures for SUNY New Paltz.

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)
• related education positions, such as school psychologist, 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) 341-4354
Admissions Office
(845) 341-4030

www.sunyorange.edu
Jointly Registered Teacher Education Program (JRTEP)

Degree Awarded: Associate in Science

### JRTEP A.S. — 1-6 Math

<table>
<thead>
<tr>
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</tr>
<tr>
<td>GEO 101 Physical Geography</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101 General Psychology 1</td>
<td>3</td>
</tr>
<tr>
<td>MAT 205 Calculus 1</td>
<td>4</td>
</tr>
<tr>
<td>______ Foreign Language&lt;</td>
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</table>

#### Second Semester

| ENG 102 Freshman English 2      | 3       |
| PSY 221 Child Psychology        | 3       |
| MAT 206 Calculus 2              | 4       |
| ______ Foreign Language<        | 3       |
| EDU 103 Introduction to Early Childhood/Childhood Education++ | 3 |
| PES 100 Concepts of Physical Wellness | 1 |

#### Third Semester

| PHY 101 General Physics 1       | 4       |
| MAT 125 Introduction to Statistics | 3     |
| CSC 101 Computer Science 1      | 4       |
| ______ Restricted SUNY Elective* | 3       |
| ______ Restricted SUNY Elective* | 3       |
| PES ______ Physical Education   | 1       |

#### Fourth Semester

| ______ Restricted SUNY Elective* | 3       |
| ______ Restricted SUNY Elective* | 3       |
| PHY 102 General Physics 2       | 4       |
| CSC 102 Computer Science 2 or CSC 130 Computers and Computing | 3/4 |
| MAT 111 Foundations of Elementary School Mathematics | 3 |

Total Credits: 70-71

* Students must take one course from each of the following:
  - SUNY General Education Requirements: American History (Category 4); Western Civilization (Category 5); Other/World Civilizations (Category 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.

### JRTEP A.S. — 7-12 Biology

<table>
<thead>
<tr>
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<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ENG 101 Freshman English 1#</td>
<td>3</td>
</tr>
<tr>
<td>______ Restricted SUNY Gen Ed Elective*</td>
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<tr>
<td>PSY 101 General Psychology 1</td>
<td>3</td>
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<tr>
<td>BIO 101 General Biology 1</td>
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<tr>
<td>MAT 205 Calculus 1</td>
<td>4</td>
</tr>
<tr>
<td>PES 100 Concepts of Physical Wellness</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Second Semester

| 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 Training       | 1       |

#### Third Semester

| ______ Restricted SUNY Gen Ed Elective* | 3       |
| BIO 201 Genetics                    | 4       |
| CHM 106 General Chemistry 2         | 4       |
| ______ Foreign Language<            | 3       |
| EDU 207 Social and Philosophical Foundations of Education++ | 3 |

#### Fourth Semester

| COM 101 Foundations of Communication | 3       |
| BIO 202 Comparative Vertebrate Anatomy | 4     |
| MAT 125 Introduction to Statistics  | 3       |
| ______ Foreign Language<            | 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 (Category 4); Western Civilization (Category 5); Other/World Civilizations (Category 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 Science

**JRTEP A.S. — 7-12 Math**

## First Semester

<table>
<thead>
<tr>
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<th>Title</th>
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<tr>
<td>ENG 101</td>
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<td>PSY 101</td>
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<td></td>
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<td>EDU 107</td>
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## Second Semester

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<thead>
<tr>
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<tbody>
<tr>
<td>ENG 102</td>
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<tr>
<td>PSY 222</td>
<td>Psychology of Adolescence</td>
<td>3</td>
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<tr>
<td>MAT 206</td>
<td>Calculus 2</td>
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<tr>
<td></td>
<td>Foreign Language&lt;</td>
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</tr>
<tr>
<td>EDU 207</td>
<td>Social and Philosophical Foundations of Education++</td>
<td>3</td>
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<tr>
<td>PES 100</td>
<td>Concepts of Physical Wellness</td>
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## Third Semester

<table>
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<td></td>
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<tr>
<td>PHY 105</td>
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<tr>
<td>MAT 211</td>
<td>Linear Algebra</td>
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## Fourth Semester

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<td>Restricted SUNY Gen Ed Elective*</td>
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<tr>
<td></td>
<td>Restricted SUNY Gen Ed Elective*</td>
<td>3</td>
</tr>
<tr>
<td>PHY 106</td>
<td>General Physics 2 with Calculus</td>
<td>4</td>
</tr>
<tr>
<td>CSC 130</td>
<td>Computers and Computing</td>
<td>3</td>
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<tr>
<td>PES ____</td>
<td>Physical Education</td>
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</table>

Total Credits: 69

* Students must take one course from each of the following SUNY General Education Requirements: American History (Category 4); Western Civilization (Category 5); Other/World Civilizations (Category 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

Fall 2008
Law Enforcement/Security

Degree Awarded: Certificate

Recommended Course Sequence

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>CRJ 101 Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 211 Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 106 Patrol Administration</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 107 Industrial &amp; Private Security</td>
<td>3</td>
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<tr>
<td>CRJ 215 Criminal Investigation 1</td>
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</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 102 U. S. Gov't-State &amp; Local</td>
<td>3</td>
</tr>
<tr>
<td>SOC 120 Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 105 Police-Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 111 Criminology</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 216 Criminal Investigation 2</td>
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</tbody>
</table>

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

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
Recommended Course Sequence

First Semester

<table>
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<tr>
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<tbody>
<tr>
<td>ENG 101 Freshman English 1</td>
<td>3</td>
</tr>
<tr>
<td>_______ SUNY Math</td>
<td>3/4</td>
</tr>
<tr>
<td>_______ Social Science (Cat. A)*</td>
<td>3</td>
</tr>
<tr>
<td>COM 101 Foundations of Communication</td>
<td>3</td>
</tr>
<tr>
<td>PES 100 Concepts of Physical Wellness</td>
<td>1</td>
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Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 102 Freshman English 2</td>
<td>3</td>
</tr>
<tr>
<td>_______ SUNY Natural Science list</td>
<td>3/4</td>
</tr>
<tr>
<td>_______ Social Science (Cat. B)</td>
<td>3</td>
</tr>
<tr>
<td>_______ Restricted SUNY Elective**</td>
<td>3</td>
</tr>
<tr>
<td>_______ Liberal Arts elective</td>
<td>3</td>
</tr>
<tr>
<td>PES ___ Physical Education</td>
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Third Semester

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>ENG ___ 200-level Advanced English</td>
<td>3</td>
</tr>
<tr>
<td>_______ Math/Liberal Arts Science***</td>
<td>3/4</td>
</tr>
<tr>
<td>_______ Social Science (Cat. C)</td>
<td>3</td>
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<tr>
<td>_______ Liberal Arts elective</td>
<td>3</td>
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<tr>
<td>_______ SUNY Arts list</td>
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Fourth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG ___ 200-level Advanced English</td>
<td>3</td>
</tr>
<tr>
<td>_______ Social Science (Cat D)</td>
<td>3</td>
</tr>
<tr>
<td>_______ Elective</td>
<td>3</td>
</tr>
<tr>
<td>_______ Elective</td>
<td>3</td>
</tr>
<tr>
<td>_______ Elective</td>
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</table>

Total Credits: 62-65

*Categories A-D must include a SUNY History and a SUNY Social Science.
**SUNY Humanities list or Foreign Language list-Elementary II level or above.
***MAT 102 or higher. Lab science not required.

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
**Recommended Course Sequence**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 101 Freshman English 1</td>
<td>3</td>
</tr>
<tr>
<td>______ Restricted SUNY Elective*</td>
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<tr>
<td>MAT___ Found. of Elementary School</td>
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<td>Math (MAT 111) or Higher</td>
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</tr>
<tr>
<td>______ Restricted SUNY History**</td>
<td>3</td>
</tr>
<tr>
<td>COM 101 Foundations of Communication</td>
<td>3</td>
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<tr>
<td>PES 100 Concepts of Physical Wellness</td>
<td>1</td>
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<table>
<thead>
<tr>
<th>Second Semester</th>
</tr>
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<tbody>
<tr>
<td>ENG 102 Freshman English 2</td>
</tr>
<tr>
<td>______ SUNY Humanities</td>
</tr>
<tr>
<td>______ SUNY Natural Science</td>
</tr>
<tr>
<td>______ SUNY Social Science</td>
</tr>
<tr>
<td>______ Concentration</td>
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<td>______ Physical Education</td>
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<th>Third Semester</th>
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<tbody>
<tr>
<td>______ Math/Science Elective***</td>
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<td>______ SUNY Social Science</td>
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<tr>
<td>______ Concentration</td>
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<table>
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<tbody>
<tr>
<td>______ Concentration</td>
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<tr>
<td>______ Concentration</td>
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<td>______ Restricted SUNY Elective****</td>
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<tr>
<td>______ Elective</td>
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<td>______ Elective</td>
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Total: 62-64

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**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.

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*SUNY Humanities, SUNY Arts, or Foreign Language  
** 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 or Foreign Language Elementary 2 or higher
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
### Recommended Course Sequence

<table>
<thead>
<tr>
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<th>Course Code</th>
<th>Course Title</th>
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<td>ENG 101</td>
<td>Freshman English 1</td>
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<td></td>
<td>______</td>
<td>MAT 113 Math for Liberal Arts or higher or Liberal Arts Science</td>
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<td></td>
<td>MAT 121</td>
<td>College Algebra or higher*</td>
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<td>MAT 121</td>
<td>College Algebra or higher or Liberal Arts Science</td>
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<td><strong>Third Semester</strong></td>
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<td>______</td>
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<td></td>
<td>Total Credits</td>
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<td>62-72</td>
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</table>

* SUNY American History or Western Civilization or Other World Civilization lists
** SUNY Arts or Foreign Language 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 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.
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

www.sunyorange.edu
Marketing

Degree Awarded: Associate in Applied Science

Accredited by the Association of Collegiate Business Schools and Programs (ACBSP)
7007 College Boulevard, Suite 420, Overland Park, KS, 66211

Recommended Course Sequence

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English 1</td>
<td>3</td>
</tr>
<tr>
<td>_______ Any Social Science</td>
<td>3</td>
</tr>
<tr>
<td>_______ Math or Liberal Arts Science</td>
<td>3</td>
</tr>
<tr>
<td>BUS 101 Business Math</td>
<td>3</td>
</tr>
<tr>
<td>BUS 103 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>OFT 106 Keyboarding**</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102 Freshman English 2</td>
<td>3</td>
</tr>
<tr>
<td>_______ Any Social Science</td>
<td>3</td>
</tr>
<tr>
<td>_______ Math or Liberal Arts Science</td>
<td>3</td>
</tr>
<tr>
<td>BUS 105 Business and Society</td>
<td>3</td>
</tr>
<tr>
<td>MKT 101 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>PES 100 Concepts of Physical Wellness</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 111 E-Business Principles or MKT 202 Salesmanship</td>
<td>3</td>
</tr>
<tr>
<td>ACC 101 Accounting 1</td>
<td>4</td>
</tr>
<tr>
<td>BUS 201 Business Law 1</td>
<td>3</td>
</tr>
<tr>
<td>MKT 203 Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 203 Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>PES ___ Physical Education</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 201 Advertising</td>
<td>3</td>
</tr>
<tr>
<td>BUS 161 Computer Applications for Business***</td>
<td>3</td>
</tr>
<tr>
<td>MKT 204 Problems in Marketing</td>
<td>3</td>
</tr>
<tr>
<td>_______ Business Elective*</td>
<td>3</td>
</tr>
<tr>
<td>_______ Liberal Arts Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

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.
Marketing
Degree Awarded: Associate in Applied Science

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 Technology

Degree Awarded: Associate in Applied Science

Accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
8410 W. Byrn Mawr Ave. Suite 670, Chicago IL 60631-3415

Recommended Course Sequence

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English 1</td>
<td>3</td>
</tr>
<tr>
<td>ENG 160 Technical Writing Module</td>
<td>1.5</td>
</tr>
<tr>
<td>CHM 103 Applied Chemistry 1</td>
<td>3</td>
</tr>
<tr>
<td>MAT ___ Math (Elementary Algebra or higher)</td>
<td>3</td>
</tr>
<tr>
<td>MLT 101 Fundamentals of Medical Physiology 1</td>
<td>4</td>
</tr>
<tr>
<td>MLT 105 Intro to Laboratory Science</td>
<td>2</td>
</tr>
<tr>
<td>MLT 103 Serology/Immunology</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102 Freshman English 2</td>
<td>3</td>
</tr>
<tr>
<td>ENG 161 Technical Writing Module</td>
<td>1.5</td>
</tr>
<tr>
<td>_______ Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>CHM 104 Applied Chemistry 2</td>
<td>3</td>
</tr>
<tr>
<td>MLT 102 Fundamentals of Medical Physiology 2</td>
<td>4</td>
</tr>
<tr>
<td>MLT 104 Hematology</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>_______ Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>MLT 203 Immunohematology</td>
<td>3</td>
</tr>
<tr>
<td>MLT 201 Instrumentation and Clinical Applications 1</td>
<td>1</td>
</tr>
<tr>
<td>MLT 207 Clinical Chemistry 1</td>
<td>3</td>
</tr>
<tr>
<td>MLT 209 General Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>MTL 251 Clinical Training 1</td>
<td>2</td>
</tr>
<tr>
<td>PES 100 Concepts of Physical Wellness</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MLT 202 Instrumentation and Clinical Applications 2</td>
<td>1</td>
</tr>
<tr>
<td>MLT 208 Clinical Chemistry 2</td>
<td>3</td>
</tr>
<tr>
<td>MLT 212 Clinical Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>_______ Elective*</td>
<td>3</td>
</tr>
<tr>
<td>MLT 252 Clinical Training 2</td>
<td>2</td>
</tr>
<tr>
<td>PES ____ Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>______ Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 69

* MLT 216 Histology strongly suggested

Program Description

The Associate in Applied Science degree program in Medical Laboratory Technology 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 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 Technology 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, immunohematology 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 Technology.

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 exam, drug test and TB test. 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

The Medical Laboratory Technology Program is a selective program requiring specific prerequisites for consideration in the admission process. Students who meet the following criteria are eligible to apply for admission to the program:

**Academic Requirements**

- High school diploma or GED.
- Eligible to take or have completed Freshman English 1 or equivalent.
- Eligible to take or have completed Elementary Algebra or equivalent with a 2.0 or higher.
- GPA: students must attain a minimum GPA of 2.0.
- Number of acceptable credits completed towards the degree: 26 - 23 completed = 3 pts; 22 – 18 completed = 2 pts; 17 – 12 completed = 1 point; < 12 completed = 0 pts).

**Department-Specific Requirements:**

Attendance at a pre-admission orientation where the student will receive and sign off on information pertaining to health forms, criminal record and drug screening policies. To be accepted into the MLT program, the student must have medical clearance which would include a completed physical form and a negative drug screen.

Note: All admission eligibility requirements must be completed before February 1 in order for a student to be considered for acceptance into the program for the fall semester. Priority in Admissions to all Health Professions Programs goes to currently enrolled Orange County Community College students who are legal Orange County residents. Meeting the Admissions requirements for a Health Professions program does not guarantee admission into the program.

**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 examinations given by the National Credentialing Agency for Laboratory Personnel, Inc. (NCA) and/or the American Society of Clinical Pathologists (ASCP).
- 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

Laboratory Technology Department Chair
(845) 341-4136
Admissions Office
(845) 341-4030
Recommended Course Sequence

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English 1</td>
<td>3</td>
</tr>
<tr>
<td>_______ Math or Liberal Arts Science</td>
<td>3</td>
</tr>
<tr>
<td>OFT 108 Intermediate Computer Keyboarding*</td>
<td>3</td>
</tr>
<tr>
<td>BUS 103 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>MLT 110 Fundamentals of Medical Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PES 100 Concepts of Physical Wellness</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

**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       |
| **Total**        | **36**  |

**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       |
| **Total**        | **33**  |

**Fourth Semester**

| OFT 103 Medical Coding | 3       |
| _______ Liberal Arts Elective | 3       |
| OFT 220 Office Internship | 3       |
| OFT 201 Records/Information Management | 3       |
| OFT 214 Excel and Access** | 3       |
| **Total**        | **33**  |

* 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.

**Total Credits: 62**

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 confidentially.

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.
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

www.sunyorange.edu

125
# Nursing

**Degree Awarded:** Associate in Applied Science  
**Accredited by the National League for Nursing Accrediting Commission**  
61 Broadway, New York, NY, 10006 (800) 669-1656 ext. 153

## Recommended Course Sequence for Full-Time Study

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 101</td>
<td>Freshman English 1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BIO 111</td>
<td>Anatomy and Physiology 1</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>MLT 106</td>
<td>Microbiology for Health Prof.</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>NUR 101</td>
<td>Nursing 1: Fundamentals</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td><strong>Second Semester</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 102</td>
<td>Freshman English 2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BIO 112</td>
<td>Anatomy &amp; Physiology 2</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>NUR 102</td>
<td>Nursing 2: Fundamentals</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td><strong>Third Semester</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 100</td>
<td>Psychology of Adjustment</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CHM 120</td>
<td>Elements of Chem. &amp; Physics</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>NUR 201</td>
<td>Nursing III: Caring for the Growing Family</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PES 100</td>
<td>Concepts of Physical Wellness</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Fourth Semester</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Science Elective*</td>
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<tr>
<td>NUR 202</td>
<td>Nursing IV: Physical and Mental Illness</td>
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<td>9</td>
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<tr>
<td>NUR 203</td>
<td>Nursing V: Transition to Practice</td>
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</tr>
<tr>
<td></td>
<td>Elective</td>
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</tr>
<tr>
<td>PES</td>
<td>Physical Education</td>
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</tbody>
</table>

**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. 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.

Graduates of the program will have the necessary theoretical background and technical skills for an entry level nursing position. They will value the pursuit of lifelong learning. Graduates of the program are eligible to take the National Council Licensure Examination (NCLEX) for Registered Professional Nurse (RN) and will demonstrate the ability to pass the examination at a rate equal to or exceeding the mean for New York State.

## Student Learning Outcomes

Students will:

- utilize a reasoning process to resolve clinical and professional problems.
- listen, speak and write to promote the client’s well being.
- follow accepted standards of nursing practice to provide safe and appropriate care.
- through professional role development, provide age appropriate care to clients in diverse healthcare settings.
Admission Criteria

Admission to the Nursing program is selective. In addition to an application to the College, students must apply for acceptance into the nursing 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 before February 1 in order for a student to be considered for acceptance into the Nursing program for the Fall semester.

Academic Requirements:

- high school diploma or GED
- eligible to take or have completed Freshman English 1 or equivalent
- eligible to take Intermediate Algebra or equivalent, or have completed Elementary Algebra or equivalent with a 2.0 or better
- completed High School AP Biology (score of 3, 4, or 5) or Introduction to Biology or General Biology: or Anatomy & Physiology 1, or higher with a grade of 2.0 or better or a passing grade in the Biology CLEP examination (within 5 years of applying)
- GPA: students must attain a minimum GPA of 2.5

Department-Specific Requirements:

- Attendance at a pre-admission orientation where student will receive and sign off on information pertaining to health forms and program standards.
- Applicants for the Nursing program will be required to take the Test of Essential Academic Skills (TEAS). Students may be required to take remedial courses in Nursing based on test results. Test times will be announced.
- A valid Cardio-Respiratory Certification (CPR) for the Healthcare Professional from the American Heart Association is required while enrolled in nursing courses and must be valid for 2 years. A physical examination with required immunizations & negative drug screening results are to be on file in the College Health Office prior to enrollment in Nursing. Some clinical sites may require background checks prior to clinical rotation at their facility.
- Nursing Department will review transcripts of those students who have been enrolled in a nursing program at SUNY Orange or another college.

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.

- Hartwick College
- Mount St. Mary College
- New York University
- Pace University
- Russell Sage College
- SUNY New Paltz

Contact Information

Nursing Department
(845)-341-4107
Admissions Office
(845) 341-4030

www.sunyorange.edu
### Admission Process for Licensed Practical Nurses

LPN’s may receive advance standing in the AAS in nursing program if they are participating in the NYS LPN to RN articulation model. Orange County Community College grants Licensed Practical Nurses 14 credits toward completion of the Associate of Applied Science degree in Nursing, based on successful completion of the LPN to RN Transition Course, Non-Credit, N3031 and seat availability. Credit for Nursing I and Nursing III will be granted based on the following criteria: Credit for Nursing I will be granted after successful completion of Nursing II with a grade of C (2.0) or higher. Credit for Nursing III will be granted after successful completion of Nursing IV and V with a grade of C (2.0) or higher. Minimum passing grade in all core nursing courses is 75. Nursing II and IV are offered in the Spring semesters. The offering of these courses out of sequence is never guaranteed and at the discretion of the nursing department based on enrollment and clinical placement availability.

Students will be considered for acceptance into the Nursing Program based on the following criteria:

- Application to Orange County Community College and any other college transcripts on file in the Admissions Office
- Graduate of an approved LPN Program with Transcript (Official) on file in the registrar’s office
- Letter requesting admission consideration to the Department of Nursing by December 15
- Certificate of completion of the LPN to RN Transition Course offered through the continuing education department. Individuals eligible to take this course must hold, or be eligible to hold, a current LPN registration in the United States or its jurisdictions. Information regarding this course can be obtained through the continuing education department at 845-341-4380.
- Completion of Freshman English I (ENG101) or equivalent.
- Completion of Elementary Algebra (MAT 101) or equivalent.
- Completion of Anatomy & Physiology I (BIO111) & Microbiology with a grade of 2.0 or higher (within 5 years of applying).
- GPA: students must attain a minimum GPA of 2.5.
- Completion of a Nursing Bridge Course (N3029) and satisfactory performance of select nursing skills.
- Grade of 80% on Clinical Calculations Skill Examination Level I (This examination will be given at the conclusion of the Nursing Bridge Course and a grade of 90% on Clinical Calculations Skill Examination level III, to be given prior to enrollment in Nursing IV).

### Recommended Course Sequence for Part-Time Study

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English 1</td>
<td>3</td>
</tr>
<tr>
<td>BIO 111 Anatomy and Physiology 1</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102 Freshman English 2</td>
<td>3</td>
</tr>
<tr>
<td>BIO 112 Anatomy &amp; Physiology 2</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLT 106 Microbiology for Health Prof.</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100 Psychology of Adjustment</td>
<td>3</td>
</tr>
<tr>
<td>PES 100 Concepts of Physical Wellness</td>
<td>1</td>
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<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHM 120 Elements of Chem. &amp; Physics</td>
<td>3</td>
</tr>
<tr>
<td>___ Elective</td>
<td>3</td>
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<tr>
<td>PES ___ Physical Education</td>
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<table>
<thead>
<tr>
<th>Fifth Semester</th>
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<tbody>
<tr>
<td>NUR 101 Nursing 1: Fundamentals</td>
<td>7</td>
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<tr>
<td>___ Elective*</td>
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<table>
<thead>
<tr>
<th>Sixth Semester</th>
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</thead>
<tbody>
<tr>
<td>NUR 102 Nursing 2: Fundamentals</td>
<td>10</td>
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<table>
<thead>
<tr>
<th>Seventh Semester</th>
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<tr>
<td>NUR 201 Nursing III: Caring for the</td>
<td>7</td>
</tr>
<tr>
<td>Growing Family</td>
<td></td>
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<tr>
<td>___ Social Science Elective</td>
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<table>
<thead>
<tr>
<th>Eighth Semester</th>
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<tbody>
<tr>
<td>NUR 202 Nursing IV: Physical and Mental Illness</td>
<td>9</td>
</tr>
<tr>
<td>NUR 203 Nursing V: Transition to Practice</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits: 68

* Refer to Guide for Social Science Requirement and select from group A, C or D.
• Beginning in the Fall 2008, completion of the TEAS (entrance test for nursing).

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. Elements of Chemistry and Physics and Psychology of Adjustment must be taken prior to Nursing 4. Registration for nursing courses is always dependent on a space available basis. If there are more interested eligible students than space availability, students will be selected on a priority ranking using the following criteria:
1) Orange County Residency.
2) Completion of the mandatory criteria
3) Highest combination of CQPA and credits completed toward degree.

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. 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. 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. Prior to readmission, students are required to successfully complete a special bridge course.

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.

- Hartwick College
- Mount St. Mary College
- New York University
- Pace University
- Russell Sage College
- SUNY New Paltz

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, 4720 Montgomery Lane, PO Box 31220, Bethesda, MD 20824-1220. (301) 652-AOTA

Recommended Course Sequence

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English 1</td>
<td>3</td>
</tr>
<tr>
<td>ENG 160 Technical Writing Module</td>
<td>1.5</td>
</tr>
<tr>
<td>PSY 101 General Psychology 1</td>
<td>3</td>
</tr>
<tr>
<td>BIO 111 Anatomy &amp; Physiology 1</td>
<td>4</td>
</tr>
<tr>
<td>OTA 101 Fund. of Occupational Therapy 1</td>
<td>3</td>
</tr>
<tr>
<td>OTA 103 Occupational Performance 1</td>
<td>1</td>
</tr>
<tr>
<td>OTA 107 Principles of OT in Geriatrics &amp; Gerontology</td>
<td>2</td>
</tr>
<tr>
<td>PES 100 Concepts of Physical Wellness</td>
<td>1</td>
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<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 102 Freshman English 2</td>
<td>3</td>
</tr>
<tr>
<td>PSY 220 Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 112 Anatomy &amp; Physiology 2</td>
<td>4</td>
</tr>
<tr>
<td>OTA 102 Fund. of Occupational Therapy 2</td>
<td>3</td>
</tr>
<tr>
<td>OTA 104 Occupational Performance 2</td>
<td>1</td>
</tr>
<tr>
<td>OTA 106 Medical Conditions</td>
<td>3</td>
</tr>
<tr>
<td>PES ___ Physical Education</td>
<td>1</td>
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</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 101 Foundations of Communication</td>
<td>3</td>
</tr>
<tr>
<td>ENG 161 Technical Writing Module</td>
<td>1.5</td>
</tr>
<tr>
<td>PSY 230 Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC ___ Sociology Elective</td>
<td>3</td>
</tr>
<tr>
<td>OTA 201 Principles of OT in Pediatrics &amp; Developmental Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>OTA 203 Clinical Reasoning Skills</td>
<td>1</td>
</tr>
<tr>
<td>OTA 205 Principles of Occupational Therapy in Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>OTA 207 Principles of Occupational Therapy in Physical Disabilities</td>
<td>3</td>
</tr>
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<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTA 217 Clinical Practice 1</td>
<td>7.5</td>
</tr>
<tr>
<td>OTA 218 Clinical Practice 2</td>
<td>7.5</td>
</tr>
</tbody>
</table>

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

Applicants are required to complete the OTA Admissions Eligibility Form to be considered for acceptance into the OTA program. The form can be obtained from the SUNY Orange Admissions office. Candidates for admission to the OTA program are required to:

**Academic Requirements:**
- High school diploma or GED.
- Eligible to take or have completed Freshman English 1 or equivalent.
- Eligible to take Elementary Algebra or equivalent.
- GPA: students must attain a minimum GPA of 2.0 but will receive more points for a higher GPA (4.0 – 3.75 = 5 pts; 3.74 - 3.50 = 4 pts; 2.49 – 3.25 = 3 pts; 3.24 – 3.00 = 2 pts; 2.99 – 2.50 = 1 pt.)
- Number of acceptable credits (located on the back of this form) completed towards the degree:(31 - 25 completed = 3 pts; 24 – 18 completed = 2 pts; 18 – 12 completed = 1 pt.; < 12 completed = 0 pts.)
- Completed High School AP Biology (score of 3, 4, or 5); Introduction to Biology; or General Biology; or Anatomy & Physiology 1, or higher with a grade of 2.0 or better (within 5 years of applying)

**Department-Specific Requirements:**
- Occupational Therapy practitioner observation (15 hour minimum with documentation)
- Attendance at a pre-admission orientation (includes interview with department chair; problem-solving activity and discussion). At this orientation, student will receive and sign off on information pertaining to health forms and criminal record policies.

All Admissions requirements must be completed before February 1 in order for a student to be considered for acceptance into the program for the fall semester. Priority in admission to all Health Professions programs goes to currently enrolled Orange County Community College students who are legal Orange County residents. Meeting the admission requirements for a Health Professions program does not guarantee admission into the program.

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,
- Misericordia College

Contact Information

Occupational Therapy Assistant Department Chair
341-4323
Admissions Office
(845) 341-4030

Fall 2008 www.sunyorange.edu 131
Office Technologies

Degree Awarded: Associate in Applied Science

Accredited by the Association of Collegiate Business Schools and Programs (ACBSP)
7007 College Boulevard, Suite 420, Overland Park, KS, 66211

Recommended Course Sequence

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English 1</td>
<td>3</td>
</tr>
<tr>
<td>______ Math/Liberal Arts Science</td>
<td>3</td>
</tr>
<tr>
<td>OFT 108 Intermed. Computer Keyboarding*</td>
<td>3</td>
</tr>
<tr>
<td>BUS 103 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>______ Emphasis Credits</td>
<td>3</td>
</tr>
<tr>
<td>PES 100 Concepts of Physical Wellness</td>
<td>1</td>
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</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102 Freshman English 2</td>
<td>3</td>
</tr>
<tr>
<td>______ Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>ACC 101 Accounting Principles 1</td>
<td>4</td>
</tr>
<tr>
<td>OFT 201 Records/Information Management</td>
<td>3</td>
</tr>
<tr>
<td>______ Emphasis Credits</td>
<td>3</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 203 Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>OFT 209 Microsoft Word</td>
<td>3</td>
</tr>
<tr>
<td>MGT 205 Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>______ Emphasis Credits</td>
<td>3</td>
</tr>
<tr>
<td>______ Emphasis Credits</td>
<td>3-4</td>
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<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFT 220 Office Internship</td>
<td>3</td>
</tr>
<tr>
<td>OFT 214 Excel and Access**</td>
<td>3</td>
</tr>
<tr>
<td>______ Emphasis Credits</td>
<td>3</td>
</tr>
<tr>
<td>______ Emphasis Credits</td>
<td>3</td>
</tr>
<tr>
<td>______ Liberal Arts Elective</td>
<td>2-3</td>
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<tr>
<td>PES ______ Physical Education</td>
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Total Credits: 62-64

Emphasis Areas:

Legal Office Assistant (18 credits)

<table>
<thead>
<tr>
<th>First Semester</th>
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<tbody>
<tr>
<td>BUS 201 Business Law 1</td>
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<table>
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<tr>
<th>Second Semester</th>
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</thead>
<tbody>
<tr>
<td>BUS 202 Business Law 2</td>
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<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 102 U.S. Government-State &amp; Local</td>
<td>3</td>
</tr>
<tr>
<td>OFT 207 Transcription Skills**</td>
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<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>______ Math or Liberal Arts Science</td>
<td>3</td>
</tr>
<tr>
<td>OFT 110 Legal Documents &amp; Terminology or</td>
<td>3</td>
</tr>
<tr>
<td>OFT 109 Advanced Computer Keyboarding**</td>
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Office Management (19 credits)

<table>
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<tr>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BUS 101 Business Math</td>
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<tr>
<th>Second Semester</th>
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<tbody>
<tr>
<td>______ Math or Liberal Arts Science</td>
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<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ACC 102 Accounting Principles 2</td>
<td>4</td>
</tr>
<tr>
<td>BUS 201 Business Law 1</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>______ Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>MGT 201 Principles of Management</td>
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</table>

Secretarial/Word Processing (18 credits)

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 101 Business Math</td>
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<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFT 109 Advanced Computer Keyboarding**</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>______ Math or Liberal Arts Science</td>
<td>3</td>
</tr>
<tr>
<td>OFT 207 Transcription Skills**</td>
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<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>______ Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>______ Business Elective</td>
<td>3</td>
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</tbody>
</table>

* 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.
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
### Recommended Course Sequence

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English 1</td>
<td>3</td>
</tr>
<tr>
<td>MAT ___ Math</td>
<td>3</td>
</tr>
<tr>
<td>MUS 123 Basic Musicianship 1</td>
<td>5</td>
</tr>
<tr>
<td>MUS ___ Piano</td>
<td>2</td>
</tr>
<tr>
<td>PES 100 Concepts of Physical Wellness</td>
<td>1</td>
</tr>
<tr>
<td>MUS___ Emphasis Credits</td>
<td>3-5</td>
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**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ENG 102 Freshman English 2</td>
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</tr>
<tr>
<td>PHY 108 Acoustics</td>
<td>3</td>
</tr>
<tr>
<td>MUS 124 Basic Musicianship 2</td>
<td>5</td>
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<tr>
<td>MUS___ Piano</td>
<td>2</td>
</tr>
<tr>
<td>PES ___ Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>MUS___ Emphasis Credits</td>
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**Third Semester**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MUS 223 Advanced Musicianship 1</td>
<td>4</td>
</tr>
<tr>
<td>MUS___ Piano</td>
<td>2</td>
</tr>
<tr>
<td>MUS 1___ Ensemble*</td>
<td>1</td>
</tr>
<tr>
<td>MUS 109 Music Business</td>
<td>3</td>
</tr>
<tr>
<td>MUS 10_ Music History**</td>
<td>3</td>
</tr>
<tr>
<td>MUS___ Emphasis Credits</td>
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**Fourth Semester**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MUS 224 Advanced Musicianship 2</td>
<td>4</td>
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<tr>
<td>MUS___ Piano</td>
<td>2</td>
</tr>
<tr>
<td>MUS 1___ Ensemble*</td>
<td>1</td>
</tr>
<tr>
<td>SOC___ Social Science</td>
<td>3</td>
</tr>
<tr>
<td>MUS 10_ Music History</td>
<td>3</td>
</tr>
<tr>
<td>MUS___ Emphasis Credits</td>
<td>1-6</td>
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</tbody>
</table>

Total Credits: 67-71

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* 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**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MUS 141 Group Voice 1</td>
<td>2</td>
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<tr>
<td>MUS 1___ Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MUS 1___ Private Instruction</td>
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**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUS 142 Group Voice 2</td>
<td>2</td>
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<tr>
<td>MUS 1___ Ensemble</td>
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<tr>
<td>MUS 1___ Private Instruction</td>
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**Third Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUS 1___ Social Science Elective</td>
<td>3</td>
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<tr>
<td>MUS 1___ Private Instruction</td>
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**Fourth Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUS 1___ Private Instruction</td>
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#### Music Business (17 cr.)

**First Semester**

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>BUS 103 Intro to Business</td>
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**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ECO 202 Micro Economics</td>
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**Third Semester**

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MKT 101 Marketing</td>
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<tr>
<td>BUS 201 Business Law 1</td>
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**Fourth Semester**

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<thead>
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<th>Course</th>
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<tbody>
<tr>
<td>OFT 106 Keyboarding</td>
<td>1</td>
</tr>
<tr>
<td>ACC 153 Financial Accounting</td>
<td>4</td>
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#### Jazz/Commercial (16 cr.)

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>MUS 161 Jazz Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MUS 1___ Private Instruction</td>
<td>1</td>
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</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 161 Jazz Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MUS 1___ Private Instruction</td>
<td>1</td>
</tr>
</tbody>
</table>

**Third Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 163 Jazz Improvisation 1</td>
<td>2</td>
</tr>
<tr>
<td>MUS 1___ Private Instruction</td>
<td>1</td>
</tr>
</tbody>
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**Fourth Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 164 Jazz Improvisation 2</td>
<td>2</td>
</tr>
<tr>
<td>MUS 226 Elements of Arranging</td>
<td>3</td>
</tr>
<tr>
<td>MUS 1___ Private Instruction</td>
<td>1</td>
</tr>
</tbody>
</table>
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

Accredited by the Commission on Accreditation in Physical Therapy Education, The American Physical Therapy Association, 1111 N. Fairfax Street, Alexandria, VA 22314 (703) 684-2782

Recommended Course Sequence

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English 1</td>
<td>3</td>
</tr>
<tr>
<td>BIO 111 Anatomy &amp; Physiology 1</td>
<td>4</td>
</tr>
<tr>
<td>PTA 101 PTA 1</td>
<td>4</td>
</tr>
<tr>
<td>PTA 103 Introduction to Physical Therapy</td>
<td>2</td>
</tr>
<tr>
<td>PTA 105 Medical Conditions for the PTA</td>
<td>3</td>
</tr>
<tr>
<td>PES 100 Concepts of Physical Wellness</td>
<td>1</td>
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<table>
<thead>
<tr>
<th>Second Semester</th>
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<tbody>
<tr>
<td>ENG 102 Freshman English 2</td>
<td>3</td>
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<tr>
<td>BIO 112 Anatomy &amp; Physiology 2</td>
<td>4</td>
</tr>
<tr>
<td>PTA 102 PTA 2</td>
<td>4</td>
</tr>
<tr>
<td>PTA 104 Kinesiology</td>
<td>4</td>
</tr>
<tr>
<td>MAT 101 Elementary Algebra</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Third Semester</th>
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</thead>
<tbody>
<tr>
<td>PSY 101 General Psychology 1</td>
<td>3</td>
</tr>
<tr>
<td>PED 202 Basic Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PTA 201 PTA 3</td>
<td>4</td>
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<tr>
<td>PTA 205 Clinical Education 1</td>
<td>3</td>
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<tr>
<td>PTA 207 Tests and Measurement Skills for the PTA</td>
<td>4</td>
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<table>
<thead>
<tr>
<th>Fourth Semester</th>
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</thead>
<tbody>
<tr>
<td>COM 101 Foundations of Communication</td>
<td>3</td>
</tr>
<tr>
<td>PSY 220 Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PTA 202 PTA 4</td>
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<tr>
<td>PTA 206 Clinical Education 2</td>
<td>3</td>
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<tr>
<td>PTA 208 Contemp.Practice for the PTA</td>
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<tr>
<td>PES ___ Physical Education</td>
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Summer Clinical

PTA 220 Clinical Education 3 | 3

Total: 72

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 – (75%) is required in all PTA courses and a minimum grade of C- (70%) is required in each of the following courses: Anatomy and Physiology 1, Anatomy and Physiology 2, and Basic Exercise Physiology.
Admission Criteria

Students will be considered for admission into the Physical Therapist Assistant Program based on the completion of all mandatory eligibility requirements, number of points achieved, and seats available. Students must meet all of these requirements to be considered for admission into the program.

Academic Requirements:

- High school diploma or GED.
- Eligible to take or have completed Freshman English 1 or equivalent.
- Eligible to take or have completed Elementary Algebra or equivalent.
- GPA: students must attain a minimum GPA of 2.0 but will receive more points for a higher GPA: (4.0 – 3.75 = 5 pts; 3.74 -3.50 = 4 pts; 3.49 – 3.25 = 3 pts; 3.24 – 3.00 = 2 pts; 2.99 – 2.50 = 1 pt.).
- Number of acceptable credits completed towards the degree: (28 - 23 completed = 3 pts; 22 – 18 completed = 2 pts; 17 – 12 completed = 1 pt.; < 12 completed = 0 pts.).
- Completed High School AP Biology (score of 3, 4, or 5); Introduction to Biology; or General Biology 1; or Anatomy & Physiology 1, or higher with a grade of 2.0 or better (within 5 years of applying).

Department-Specific Requirements:

- Physical therapy practitioner observation (15 hour minimum with documentation).
- Attendance at a pre-admission orientation (includes interview with department chair; problem-solving activity and discussion). At this orientation, student will receive and sign off on information pertaining to health forms and criminal record policies.

Note: All Physical Therapist Assistant admission eligibility requirements must be completed before February 1 in order for a student to be considered for acceptance into the 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 four-year degree 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

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIO 111 Anatomy &amp; Physiology 1</td>
<td>4</td>
</tr>
<tr>
<td>EET 110 Computer Applications and Graphics</td>
<td>3</td>
</tr>
<tr>
<td>RAD 101 Principles of Radiographic Exposure 1</td>
<td>4</td>
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<tr>
<td>RAD 103 Introduction to Radiography</td>
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<tr>
<td>RAD 105 Radiographic Positioning 1</td>
<td>4</td>
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<tr>
<td>RAD 107 Methods of Patient Care 1</td>
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<table>
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<tr>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 112 Anatomy &amp; Physiology 2</td>
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<tr>
<td>ENG 101 Freshman English 1</td>
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<tr>
<td>RAD 102 Principles of Radiographic Exposure 2</td>
</tr>
<tr>
<td>RAD 104 Radiation Protection</td>
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<tr>
<td>RAD 106 Radiographic Positioning 2</td>
</tr>
<tr>
<td>RAD 108 Methods of Patient Care 2</td>
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<tr>
<td>RAD 111 Clinical Practicum 1</td>
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<tr>
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<tbody>
<tr>
<td>RAD 112 Clinical Practicum 2</td>
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<tbody>
<tr>
<td>ENG 102 Freshman English 2</td>
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<tr>
<td>PES 100 Concepts of Physical Wellness</td>
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<tr>
<td>PSY 101 General Psychology 1</td>
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<tr>
<td>RAD 209 Radiographic Physics</td>
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<td>RAD 213 Clinical Practicum 3</td>
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<td>RAD 217 Radiographic Positioning 3</td>
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<td>RAD 221 Radiographic Pathology</td>
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<tr>
<td>PES ___ Physical Education</td>
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<tr>
<td>PSY 102 General Psychology 2</td>
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<td>RAD 210 Quality Assurance</td>
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<td>RAD 214 Clinical Practicum 4</td>
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<tr>
<td>RAD 216 Advanced Imaging Modalities</td>
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<td>RAD 218 Radiation Biology</td>
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<td>RAD 219 Medical Terminology</td>
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<tbody>
<tr>
<td>RAD 215 Clinical Practicum 5</td>
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</table>

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

The Radiologic Technology program is a selective program requiring specific pre-requisites for consideration in the admissions process. Students who do not have the necessary pre-requisites are encouraged to seek admissions into the pre-radiography track. Students will be considered for acceptance into the Radiologic Technology program based on the completion of all eligibility requirements. Students must meet all of these requirements to be considered for admission into the program.

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); Intro to Biology (BIO 110); General Bio (BIO 101- prior to Spring 2008); or Anatomy & Physiology I (BIO 111), with a grade of 2.0 or better (within 5 years of program entry)
- Minimum CQPA of 2.5.
Department-Specific Requirements:

- Attendance at a pre-admission orientation. At this orientation, the student will receive and sign off on information pertaining to technical standards, health forms, and criminal record policies.
- All Health Professions students are required to complete a health physical which includes a 10 panel drug test.

Note: All Radiologic Technology admission eligibility requirements must be completed before February 1 in order for a student to be considered for acceptance into the 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

www.sunyorange.edu
### Program Description

The Teaching Assistant certificate program is designed to prepare teacher assistants and paraprofessionals at all public school levels. Students will develop career skills in preparation for New York State Teacher Assistant Licensure and Certification. They will be introduced to career aptitudes and skills necessary for educational and behavioral assistance in New York State classrooms from preschool to high school. The program will supply a basic educational foundation comprised of at least three SUNY General Education topics and at least one area of liberal arts and sciences, as well as specific educational courses which meet Federal and/or New York State requirements for Teaching Assistants. Educational courses may include Introduction to Education, Mandated Training, and Foundations of Elementary School Mathematics. All courses are applicable toward an associate's degree AND the Jointly Registered Teacher Education Program (JRTEP).

### 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.)

### Recommended Course Sequence

<table>
<thead>
<tr>
<th>Program Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English 1</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101 General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 221 Child Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 103 Intro to Early Childhood/Childhood Education++</td>
<td>3</td>
</tr>
<tr>
<td>COM 101 Foundations of Communication</td>
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</tr>
<tr>
<td>EDU 107 Mandated Training</td>
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<tr>
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<td>3</td>
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</tbody>
</table>

#### 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.

Electives restricted to SUNY General Education Course Listing, category 4, 5 or 6*.

**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 ___ History Course* 3

**Option 3:** 1st to 6th Grades (Choose 3)

- GEO 101 Elements of Physical Geography 3
- MAT 111 Foundations of Elementary School Math 3
- HIS ___ History Course* 3
- ______ SUNY General Ed. Course 3

**Option 4:** 7th to 12th Grades (Choose 3 plus PSY 222)

- EDU 103 Omit
- PSY 222 Replaces PSY 221 in program reqs.3
- GEO 101 Elements of Physical Geography 3
- HIS ___ History Course* 3
- ______ SUNY General Ed. Course 3
- ______ SUNY General Ed. Course 3

++Local daytime observations beyond college classroom are required. Students will be placed according to their employment/school needs.

*General Education and History selections must be applicable to educational program leading to teaching certification.
Certification Requirements

Federal Requirements under NCLB

• Currently employed TAs are “grandfathered” if they have a Continuing Certificate AND are tenured.
• Currently employed TAs with a Continuing Certificate who are NOT tenured (Provisional Status) have until January 2006 to fulfill the NCLB requirements: passing grade on the NYSATAS exam OR complete two (2) years of college (48 credits) or earn an Associate’s Degree.
• All TAs hired after January 2002 must have a high school diploma AND a passing grade on the NYSATAS exam OR have completed two years of college (48 credits) OR earn an Associate’s Degree. This requirement must be met immediately if hired to work in a Title I or school-wide program.

New York State Requirements

• Currently employed TAs are “grandfathered” if they have a Continuing Certificate, unless they choose to apply for a Level I, II or III Certificate under the new requirements. (In order to be “grandfathered”, a TA must have obtained a Continuing Certificate by February 2004.)
• All TAs hired after February 2004 must pass the NYSATAS exam AND complete 18 credits of college coursework within three years AND complete 75 hours of professional development every five years.

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) 341-4354
Admissions Office
(845) 341-4030
## Visual Communications Technology: Graphic Arts/Printing

Degree Awarded: Associate in Applied Science

### Recommended Course Sequence

<table>
<thead>
<tr>
<th>First Semester</th>
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<tbody>
<tr>
<td>ENG 101 Freshman English 1</td>
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<tr>
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<tr>
<td>ART 103 Drawing 1</td>
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<td>ART 107 Design 1</td>
<td>3</td>
</tr>
<tr>
<td>ART 123 Vis. Com. &amp; Graphic Design 1</td>
<td>3</td>
</tr>
<tr>
<td>EET 110 Computer Applications and Graphics</td>
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<tr>
<td>PES 100 Concepts of Physical Wellness</td>
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<thead>
<tr>
<th>Second Semester</th>
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<tbody>
<tr>
<td>ENG 102 Freshman English 2</td>
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<tr>
<td>ART 124 Vis. Com. &amp; Graphic Design 2</td>
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<tr>
<td>ART 104 Drawing 2</td>
</tr>
<tr>
<td>ART 108 Design 2</td>
</tr>
<tr>
<td>ART 128 History of Art 2</td>
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<tr>
<td>ART 111 Color</td>
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<th>Third Semester</th>
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<td>______ Social Science Elective</td>
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<td>ART 223 Vis. Com. &amp; Graphic Design 3</td>
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<tr>
<td>ART 113 Painting 1 or ART 117 Figure Drawing 1 or ART 119 Photography 1</td>
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<tr>
<td>ART 203 Modern Art: The 20th Century</td>
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<tr>
<td>______ Restricted Elective*</td>
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<tr>
<td>ART 230 Arts &amp; Communication Practicum</td>
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<tr>
<th>Fourth Semester</th>
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<tbody>
<tr>
<td>______ Social Science Elective</td>
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<tr>
<td>______ Math or Liberal Arts Science</td>
</tr>
<tr>
<td>ART 224 Vis. Com. &amp; Graphic Design 4</td>
</tr>
<tr>
<td>ART 114 Painting 2 or ART 118 Figure Drawing 2 or ART 120 Photography 2</td>
</tr>
<tr>
<td>______ Restricted Elective*</td>
</tr>
<tr>
<td>PES ______ Physical Education</td>
</tr>
</tbody>
</table>

Total Credits 66-67

* 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 127, ART 201, ART 205, ART 207, ART 213, ART 214, ART 215, ART 225, CAD 101, CIT 111, COM 101, COM 107, MKT 101, MKT 201

### 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 or Figure Drawing in the second year. Concurrently, the student completes the Visual Communications course sequence culminating with Viscom 4, the portfolio development course. Two Practicum courses offer 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.
**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
- SUNY Albany
- SUNY New Paltz
- SUNY Oneonta
- SUNY Purchase

**Contact Information**

Arts and Communication
Department Chair
(845) 341-4787
Admissions Office
(845) 341-4030
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.

1. MATHEMATICS
   - MAT 101 Intermediate Algebra
   - MAT 111 Foundations of Elementary School Math
   - MAT 113 Math for the Liberal Arts
   - MAT 114 Contemporary Math
   - MAT 121 College Algebra
   - MAT 122 College Trigonometry
   - MAT 125 Introduction to Statistics
   - MAT 131 Pre-Calculus
   - MAT 201 Calculus 1
   - MAT 211 Linear Algebra
   - MAT 214 Differential Equations and Series

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 Technology**
   - MLT 209 General Microbiology
   **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

3. SOCIAL SCIENCES
   - ANT 101 Cultural Anthropology
   - ANT 102 Human Evolution
   - ANT 103 Archeology and Prehistory
   - ECO 201 Micro - Economics
   - ECO 202 Macro - 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
   - PSY 102 General Psychology 2
   - PSY 220 Developmental Psychology
   - PSY 221 Child Psychology
   - PSY 222 Psychology of Adolescence
   - PSY 223 Psychology of Adulthood & Aging
   - PSY 240 Social Psychology
   - SOC 101 Introduction to Sociology
   - SOC 120 Social Problems
   - SOC 202 American Society: Order & Change

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
   - POL 103 U.S. Government - National

5. WESTERN CIVILIZATION
   - HIS 130 The Greek & Roman World
   - HIS 131 Medieval & Renaissance Europe
   - HIS 132 The Age of Revolutions
   - HIS 133 Modern Europe

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

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
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>ENG 216</td>
<td>Children’s Literature</td>
<td>MUS 101</td>
<td>Introduction to Music</td>
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<td>ENG 217</td>
<td>Film &amp; Literature</td>
<td>MUS 113</td>
<td>Introduction to Orchestra</td>
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<tr>
<td>ENG 220</td>
<td>Women Writers</td>
<td>MUS 121</td>
<td>Fundamentals of Music</td>
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<tr>
<td>ENG 221</td>
<td>Contemporary Short Story</td>
<td>MUS 123</td>
<td>Basic Musicianship 1</td>
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<tr>
<td>ENG 222</td>
<td>Contemporary Novel</td>
<td>MUS 124</td>
<td>Basic Musicianship 2</td>
</tr>
<tr>
<td>ENG 223</td>
<td>Contemporary Poetry</td>
<td>MUS 131</td>
<td>Elementary Piano 1</td>
</tr>
<tr>
<td>ENG 225</td>
<td>International Literature: Non-European</td>
<td>MUS 132</td>
<td>Elementary Piano 2</td>
</tr>
<tr>
<td>ENG 226</td>
<td>Fantasy Fiction</td>
<td>MUS 141</td>
<td>Group Voice 1</td>
</tr>
<tr>
<td>ENG 230</td>
<td>African - American Literature</td>
<td>MUS 142</td>
<td>Group Voice 2</td>
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<tr>
<td>ENG 297</td>
<td>Special Studies in Literature: Science Fiction</td>
<td>MUS 151</td>
<td>Chorus</td>
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<td>ART 127</td>
<td>History of Western Art 1</td>
<td>MUS 153</td>
<td>Madrigal Singers</td>
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<td>ART 128</td>
<td>History of Western Art 2</td>
<td>MUS 155</td>
<td>Orchestra</td>
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<tr>
<td>ART 201</td>
<td>American Art 1700 - 1945</td>
<td>MUS 157</td>
<td>Chamber Ensemble</td>
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<td>ART 203</td>
<td>Modern Art - the 20th Century</td>
<td>MUS 159</td>
<td>Band</td>
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<tr>
<td>ART 205</td>
<td>Women in Art History</td>
<td>MUS 161</td>
<td>Jazz Ensemble</td>
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<td>ART 207</td>
<td>Non-Western Art History</td>
<td>MUS 163</td>
<td>Jazz Improvisation 1</td>
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<td>MUS 103</td>
<td>History of Western Music to 1750</td>
<td>MUS 164</td>
<td>Jazz Improvisation 2</td>
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<td>MUS 104</td>
<td>History of Western Music from 1750</td>
<td>MUS 170-77</td>
<td>Private Instruction</td>
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<td>MUS 105</td>
<td>History of Jazz</td>
<td>MUS 223</td>
<td>Advanced Musicianship 1</td>
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<td>MUS 107</td>
<td>History of Rock Music</td>
<td>MUS 224</td>
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<td>MUS 111</td>
<td>Music of the United States</td>
<td>MUS 226</td>
<td>Elements of Arranging</td>
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<td>PHL 111</td>
<td>Old Testament</td>
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<td>New Testament</td>
<td>MUS 232</td>
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<td>PHL 210</td>
<td>Philosophy</td>
<td>MUS 233</td>
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<td>PHL 220</td>
<td>Ethics</td>
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<td>PHL 230</td>
<td>Religious Concepts</td>
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8. ARTS
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<tr>
<td>ART 101</td>
<td>Introduction to Art</td>
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<tr>
<td>ART 103</td>
<td>Drawing 1</td>
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<td>ART 107</td>
<td>Design 1</td>
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<td>ART 117</td>
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<td>ART 120</td>
<td>Photography 2</td>
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<td>ART 123</td>
<td>VisCom &amp; Graphic Design 1</td>
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<td>ART 124</td>
<td>VisCom &amp; Graphic Design 2</td>
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<td>ART 213</td>
<td>Painting 3</td>
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<td>Painting 4</td>
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<td>ART 215</td>
<td>Portrait Painting</td>
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<td>ART 223</td>
<td>VisCom &amp; Graphic Design 3</td>
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<td>ART 230</td>
<td>Arts and Communication Practicum</td>
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<td>COM 103</td>
<td>Speaking Voice</td>
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<td>COM 107</td>
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<td>DNC 101</td>
<td>Modern Dance 1</td>
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<td>DNC 202</td>
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<tr>
<td>ENG 211</td>
<td>Creative Writing: Fiction</td>
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<tr>
<td>ENG 212</td>
<td>Creative Writing: Poetry</td>
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9. FOREIGN LANGUAGE
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<td>FRE 203</td>
<td>Advanced French 1</td>
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<td>FRE 204</td>
<td>Advanced French 2</td>
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<td>GRM 101</td>
<td>Elementary German 1</td>
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<tr>
<td>SPN 203</td>
<td>Spanish Conversation &amp; Comp.</td>
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<td>SPN 204</td>
<td>Introduction to Spanish Lit.</td>
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10. BASIC COMMUNICATIONS
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<tr>
<td>ENG 101</td>
<td>Freshman English 1 and</td>
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<tr>
<td>COM 101</td>
<td>Foundations of Communication</td>
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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.

A. Economics, United States History, or United States Government
   ECO 201  Macro-Economics  HIS 103  History of African Americans
   ECO 202  Micro-Economics  ECO 203  Economic Development+
   HIS 101  U.S. History to 1865  POL 102  U.S. Government-State & Local
   HIS 102  U.S. History Since 1865  POL 103  U.S. Government- National

B. Psychology
   PSY 100  Psych. of Adjustment  PSY 230  Abnormal Psychology+
   PSY 222  Psychology of Adolescence+  PSY 220  Developmental Psychology+
   PSY 101  General Psychology 1  PSY 240  Social Psychology+
   PSY 223  Psych. of Adulthood & Aging+  PSY 221  Child Psychology+
   PSY 102  General Psychology 2+

C. Anthropology, Criminal Justice, Human Geography, or Sociology
   ANT 101  Cultural & Social Anthropology  CRJ 111  Criminology
   ANT 102  Human Evolution  GEO 102  Human Geography
   ANT 103  Archaeology & Prehistory  SOC 101  Introduction to Sociology
   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
   HIS 121  World History to 1500AD  HIS 220  Modern China & Japan
   HIS 122  World History since 1500AD  HIS 221  Modern India & Southeast Asia
   HIS 123  Latin American Heritage/History  HIS 222  The Middle East
   HIS 124  Africa: Past and Present  POL 101  Intro to Political Science
   HIS 130  The Greek & Roman World  POL 220  Comparative Government
   HIS 131  Medieval & Renaissance Europe  POL 221  International Relations
   HIS 132  The Age of Revolution

+ these courses have a prerequisite
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.
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
A web-enhanced course makes use of web technology and services to support distribution of course materials and student access to resources on the web. These courses still meet for the required time on campus. Some courses may require participation in the web-enhanced portion of the course in determining the final grade. Mandatory web-enhanced courses will be clearly marked in all course listings.

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 and must use Internet Explorer 6.0, Netscape 7.0, Firefox 1.x.x or Safari 1.x as their web browser (JavaScript and Cookies must be enabled). In addition, the College requires the following minimal requirements in order to access the online courses: Microsoft Word (other word processing software can be used, but documents must be saved in the .rtf format), Adobe Acrobat Reader, and a 56K modem. 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.

Currently, the College does not offer any complete degree programs online. In keeping with York State Education Department requirements, students may not complete more than 30 credits toward a degree online. In the event that a student achieves more than 30 credits online toward a degree, the extra credits will not be counted toward degree completion. As a result, the student may not be allowed to graduate until the required number of “on-campus” credits is completed.

For students who take their courses primarily at an extension center, completion of an online course will not satisfy the graduation requirement that a minimum of one course be completed on the Middletown campus.

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.

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.

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.

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 133 or ACC 101 and ACC 102

ACC 201—Intermediate Accounting 1 4 cr. (Fall-Day/Spring-Evening)
Special emphasis is placed on accounting standards and the F.A.S.B. bulletins. 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 or ACC 102 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 and the F.A.S.B. bulletins. 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. Use of the Financial Accounting Research System (FARS) will also be introduced.
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 154 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 2.75 is also required.

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.

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.

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.

ANT 220—Indians of North America
3 cr. (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
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.
Prequisite: 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.
Prequisites: 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.
Prequisites: 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.
Prequisites: 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.
Prequisites: 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.
Prequisite: 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.
Prequisites: ARC 102, ARC 112, CAD 102

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.
Prequisites: 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.
Prequisites: PHY 111, MAT 107

Art
(Art & 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.

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.

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.
Prerequisite: ART 103

ART 107—Design 1
2 lect., 2 lab., 3 cr. (Fall)
An introduction to the study of theory and principles of structure of design using two dimensional media studio projects benefited by lectures, demonstrations and library assignments.

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.
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.
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.

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.  
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.  
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  
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.

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.  
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 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.

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.  
Prerequisite: ART 123 or permission of instructor and department chair

ART 127—History of Art 1  
3 cr. (Fall)  
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.

ART 128—History of Art 2  
3 cr. (Spring)  
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.

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.

**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.

**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.

**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.

**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.  
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.  
Prerequisite: ART 223 or permission of instructor and department chair

**ART 225—Web Page Design**  
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 230—Arts and Communication Practicum**  
1 lect., 3 lab., 2 cr. (Fall/Spring)  
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.  
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.

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.

Prerequisite: BIO 101

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.

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.

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.

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 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 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, protistans, 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.

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.

BIO 146—Asian 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.

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.
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.
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.

BIO 210—Study of Biological Habitats
2 lect., 2 lab., 3 cr. (Intersession-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.
Prerequisite: one year of college biological science or permission of the instructor
BUS 101—Business Mathematics

3 cr. (Fall/Spring)

This course is required by various A.A.S. degrees in business. 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: increase or decrease from a base amount, gross and net payroll calculations; markup and markdown; trade discounts and cash discounts; sales tax; simple interest, compound interest, and ordinary annuities.

Note: This course cannot be used to fulfill the Math/Science requirement for any degree.

Prerequisite: MAT 010

BUS 103—Introduction to Business

3 cr. (Fall/Spring)

In this analysis of current business practices, the following topics are examined: impact of technology on businesses, economic systems, forms of ownership, social responsibility, management and organization, finance, marketing, human resources, information management and international business. Topical issues and cases are used to reinforce terminology and concepts. It is strongly advised that students take this course in their first semester.

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 Principles

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.

BUS 161—Computer Applications for Business

3 lect., 3 cr.

(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.

Prerequisite: MAT 010

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.

Prerequisite: BUS 201

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.

Prerequisite: Two years of college preparatory math or 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.

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 or a higher numbered chemistry course.
Prerequisite: MAT 101 or Math Placement test into MAT 102

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.
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.
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.
Prerequisite: CHM 105 or permission of department chair
Chemistry - College and Career Skills

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 34105 or higher numbered chemistry courses.
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 stereochemistry. Spectroscopy will be introduced. Laboratory work includes basic characterization techniques, basic synthesis, and keeping a laboratory notebook.
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.
Prerequisite: CHM 201

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. Lecture, s 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.
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.

COM 105—Introduction to Radio & Television
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 Video Production
3 cr. (Fall/Spring)
Hands-on experience in studio and remote television production. Specific projects include audio production, control room operations, switcher-fader, camera operation, tape editing, and programming concepts and production.

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.
Prerequisite: COM 107

COM 111—Digital Radio Production
2 lec., 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 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.
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

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
Communication - Computer Aided Drafting (CAD)

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.
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

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 lineweight distinctions when plotting is stressed.
Co-Requisite: ARC 101, concurrent enrollment in or completed WRT 040

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 Architectural Desktop 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.

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.
Corequisite: CIT 103 or placement by department

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 includes: Fundamental features of C++, Operators, Arrays and Loops, Pointers, Control Statements, Disk Files and Libraries, Structures for Lists, Sorting and Searching.

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 105

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 Maintenance
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: CIT 103 or placement by department

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.

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 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
Computer Information Technology (CIT)

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

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

CIT 212—Systems Design
3 lect., 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

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

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: CIT 103 or placement by department

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. MS Access is used for project implementation.
Prerequisite: CIT 103 or placement by department

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.
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., 2 lab., 4 cr. (Fall)

An introduction to structured programming using the Java 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 will fulfill the math requirement for the A.S. degree.

Prerequisite: math placement of MAT 121 or higher

**CSC 102—Computer Science 2**

3 lect., 2 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 will fulfill 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 will fulfill 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—Treatment of the Criminal and Delinquent 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 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, microscopic examination of evidence such as ballistics, firearms, breathalyzer examinations and polygraph examinations etc.

Prerequisite: CRJ 101, CRJ 215, and CRJ 216

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.
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.

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 client 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 clients 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 clients or clients 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 addressing the Dental Hygiene Diagnosis, 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]

Corequisites: ENG 102, DNT 102, DNT 106, DNT 108, MLT 106

DNT 103—Maxillofacial Anatomy and Oral Histology
3 lect., 3 lab., 4 cr. (Fall)

Study of the anatomy, embryology, and histology of the orofacial complex and neck as foundational knowledge for the study of dental hygiene. Detailed anatomy of the teeth and periodontium and anatomy of local anesthesia is provided. Other topics include embryology of the orofacial complex, histology of oral tissues, and the following anatomy: 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 client education, communication, psychology of oral health care, client management, oral physiotherapy, client 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.

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 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 Licensure and Practice, Professional Development and Employment and Practice Management Theory. The clinical experience emphasizes time management and the evaluation phase 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: BIO 125, DNT 203, DNT 207  

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  

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, the evaluation of dental literature, application of disease prevention and control principles at the community level, and access to care. Participation in field experience is required.  
Prerequisite: BIO 125, DNT 108, DNT 201, DNT 203, DNT 205, 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, COM 101, DNT 201, DNT 203, DNT 205
**Economics**

(Psychology/Sociology 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.

**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.

**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.

**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

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**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.

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 Early Childhood Coordinator. 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- is required in the JRTEP track.

Prerequisite: ENG 101
EDU 105—Preparing to Teach Young Children
2 cr. (Fall)

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 Training
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. 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—Fundamentals of Early Childhood Language Arts
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 C or better is required to continue and graduate in the A.A.S./Certificate program.

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.

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 C or better is required to continue and graduate in the A.A.S./Certificate program.

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 102, EDU 111, PSY 101

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 C is required to continue and graduate in the A.A.S. program.
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.
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.
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 C (2.00) or better is required to continue and graduate in the A.A.S./Certificate program.
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.
** Students who took EDU 103 MUST meet with their advisor. Possible waivers MAY be given for certain EDU courses.

Electrical Technology—Telecommunications
(Applied Technology Department)

EET 101—Electric Circuits
3 lect., 3 lab., 4 cr. (Fall)
A study of the fundamentals of DC & AC circuit theory. Topics include DC circuits (series, parallel and combinational) and network theorems (Thevinin, superposition and loop analysis), AC waveforms, capacitance (RC circuits), inductance (RL circuits) and complex AC circuits (RCL), including complex circuit analysis and passive filter applications. The course also includes a 1.5 credit technical writing component.
Co-Requisite: MAT 121, ENG 160

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.

EET 106—Telecommunications 1
2 lect., 4 lab., 4 cr. (Spring)
This course is designed to form a basis for a career in telecommunications. Students will gain a comprehensive understanding of telecommunications technologies, their applications, and their implications for business. The focus will be telecommunications basics, switching and routing and telecommunications networking. On-site telecommunications laboratory will provide students with hands-on experience.
Prerequisite: EET 101, MAT 121

EET 107—Telecommunications 2
2 lect., 4 lab., 4 cr. (Fall)
This course covers advanced electronic telecommunications concepts. It is intended to provide the technician with a working knowledge of digital data telecommunication systems and components. The focus will continue with Telecommunications Networking, communications service providers, Telecommunications applications and emerging technologies
Prerequisite: EET 106
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.

EET 201—Electronics 1
3 lect., 3 lab., 4 cr. (Fall)
A study of basic semiconductor theory, diodes, bipolar transistors and FET's, bias circuits, amplifiers, frequency response, diff amps, and an introduction to semiconductor processing. Emphasis is placed on circuit and system design.
Prerequisite: EET 101

EET 202—Electronics 2
3 lect., 3 lab., 4 cr. (Spring)
A study of of amp theory, configurations and applications. Circuit design problems are used throughout to emphasize real design situations. Circuit simulation is used to provide a base for prototyping and then bench testing real systems. Topics include op amp configurations, summing amps, Integrators and Differentiators, Log amps, D to A and A to D and a variety of control applications.
Prerequisite: EET 201

EET 204—Digital Electronics 2
3 lect., 3 lab., 4 cr. (Spring)
an in-depth look at Microprocessors, digital interface circuits (bus controllers, latches\I/O techniques and memory mapping), Microcontrollers and assembly language programming. Micro controller applications design and hardware system design are also be covered. A number of analog control applications are designed and implemented. The course uses the Motorola 68HC11 system.
Prerequisite: EET 104

EET 206—Telecommunications 3
2 lect., 4 lab., 4 cr. (Fall)
A study of basic RF systems, Analog systems (AM & FM), digital data techniques and protocols, antennas, wave propagation, satellite systems, wireless networks and cellular/PCS systems. The course also includes a semester long communications project that includes a 1.5 credit technical writing component.
Prerequisites: EET 201, EET 106

EET 230—Internship: Technology
3 cr. (Fall/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.
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)  
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.
Pre-requisite: 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 further 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.

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.
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.
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.
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.
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.
Prerequisite: ENG 101 and ENG 102

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.
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.
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.
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.
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.
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.
Prerequisite: ENG 101 and ENG 102

**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.
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.
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.
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.
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.
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.
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.
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.
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.
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. 
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. 
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. 
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. 
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. 
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
French

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.

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.

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.

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.

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.

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.

Prerequisite: FRE 203 or placement by the instructor

Geography

GEO 101 fulfills the mathematics or natural science requirement for the associate degrees. Further, those courses which fulfill the social science requirement for the A.A. 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.
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.

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.

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

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.

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.

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.

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 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.

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.

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.

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.

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 understanding 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.

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.

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.

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.

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.

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.

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.
Honors

Permission of Honors Coordinator is required for registration in all Honors courses.

All courses are offered on a rotating basis. See Honors 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 one to two-semester service course, required of all Honors Program students, provides an opportunity for them to gain service learning experiences both within the college and in the broader community. The independent study format of the course reflects the student-centered nature of the Honors Program itself. Students, individually or in groups, work on a variety of projects to enhance themselves, the Honors Program, the college community and the community at large. Students maintain logs and provide an essay of activities and learning experiences.

The course involves forty-five contact hours, is graded pass/fail and carries one credit. It may be repeated once for credit.

HON 20H—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 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 counterterrorism 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.

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**HON 288H —Honors Capstone: Planning and Research**

1 cr. (Spring)

This capstone course, required of all Honors Program students, provides an opportunity to synthesize knowledge and skills acquired as an Honors student. Students choose their final project topic, conduct the appropriate research and begin drafting the paper. The independent study format of the course reflects the student-centered interdisciplinary nature of the Honors Program itself. Three plenary meetings during the semester provide a framework for individual meetings with faculty mentors. Students must complete both HON 288H (Planning and Research) and HON 289H (Writing and Presentation) to fulfill the program requirements.

Pre-requisites: 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 is a required continuation of HON 288H. Students finalize their research projects and prepare the presentation which is given at the end of the semester. Three plenary meetings during the semester provide a framework for individual meetings with faculty mentors. Students must complete both HON 288H (Planning and Research) and HON 289H (Writing and Presentation) to fulfill the program requirements.

Pre-requisites: ENG 101, ENG 102, HON 288H, cumulative GPA of 3.2 or permission of Honors Program coordinator
Human Services

(Psychology/Sociology 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 required.

Prerequisites: HMS 201, 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: placement into 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.

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.

MGT 203—Entrepreneurship  
3 cr. (Fall/Spring)
For individuals who wish to start a business and for those who are already in business for themselves. Emphasis on strengthening the organizational skills of the small business manager. The problems are analyzed through case studies. The guidelines and regulations of the Small Business Administration, a federal agency, are studied.

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.

MKT 201—Principles of Advertising  
3 cr. (Fall/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.  
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 (Applied Technologies Department)

MAT 010—Developmental Arithmetic  
3 units* (Fall/Spring)  
Designed for students who need a review of arithmetic, including addition, subtraction, multiplication and division of whole numbers, fractions, mixed numbers and decimals. Areas and volumes 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. Concerns about mathematics anxiety and avoidance are confronted and eased.  
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 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.  
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: MAT 101 or math placement test

MAT 111—Foundations of Elementary School Mathematics 3 cr. (Fall/Spring/Summer)
This course is designed to provide the student with a clear understanding of the major concepts and skills that are commonly taught in elementary school classes. The primary goals of the course are to enable a student to develop multiple representations and models of mathematical concepts, to become proficient at mathematical problem solving, and to be able to communicate mathematical ideas effectively. The contents of this course can be divided into the following general categories: problem solving, set theory, logic, operations & properties involving different based number systems, number theory, functions, statistics, and probability.
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.
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 114—Contemporary Mathematics 3 cr. (Spring)
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 linear programming, network theory, game theory, geometry, matrices, topology, patterns of mathematics, and growth and form.
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 114 does not fulfill the 6-8 credits in math required in the A.S. degree.

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 function and their graphs, linear and quadratic functions, polynomial and rational functions, inverse functions, exponential and logarithmic functions, conic sections, and the binomial formula.
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, oblique triangles, two-dimensional vectors, and complex numbers in trigonometric form.
Prerequisite: C- or better in MAT 121 or math placement test

MAT 125—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; chi-square test; confidence intervals, hypothesis testing; and linear regression.
Prerequisite: completion of MAT 102 or higher OR placement on math assessment of MAT 113 or higher

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. Former title Essentials for Calculus.
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, Direct 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 in MAT 205

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 121

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 algebraic functions and transformations, trigonometric functions and identities, limits, continuity, derivatives, implicit differentiation, related rate problems, Rolle's Theorem and Mean Value Theorem, curve sketching (relative min/max, concavity, points of inflection, limits at infinity, horizontal asymptotes), applications of differentiation, differentials, antidifferentiation, the definite integral, sigma notation, and Fundamental Theorem of Calculus.
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 hyperbolic functions, 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. (Fall/Spring evening)

Covers three areas of discourse: vector analysis, partial differentiation and multiple integration. The study of vectors includes conic sections, analysis of vectors in two and three space as well as their development as vector functions. Partial differentiation includes such topics as directional derivatives, gradients, tangent planes, surface extremes, and exact differentials. Multiple integration is used for volumes, surface area, moments, Green's theorem and line integrals.
Prerequisite: C- or better in MAT 206

MAT 211—Linear Algebra
3 cr. (Fall/Summer)

Designed primarily for students planning to specialize in mathematics, computer science, or engineering. Topics include: vectors in $\mathbb{R}^2$ and $\mathbb{R}^3$, 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)

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 Technology

(Laboratory Technology 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 better is required in all MLT—series courses for progression in the program and graduation with an A.A.S. degree in Medical Laboratory Technology. Completion of this A.A.S. degree is a requirement for national certification and NYS licensure examinations.

Completed physical examinations and drug testing 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 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 Technology program.

MLT 101—Fundamentals of Medical Physiology for MLT Majors 1
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]

Prerequisite: MLT 101

MLT 102—Fundamentals of Medical Physiology for MLT Majors 2
3 lect., 2 lab., 4 cr. (Spring)

Examination of function of selected organs in health and disease. In-depth studies of renal, gastrointestinal and endocrine physiology of the human. Laboratory exercises relate system structure with organ function. Human materials and models are used. [R-1]

Prerequisite: MLT 101

MLT 103—Immunology
2 lect., 1 lab., 2 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]

MLT 104—Hematology
2 lect., 3 lab., 3 cr. (Spring)

Topics include blood cell formation, function, pathological states both physiological and genetic, hemoglobin-opathies, 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]

Corequisite: ENG 161

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]

Corequisite: ENG 160

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. [R-1]

Prerequisite: permission of department chair

MLT 110—Fundamentals of Medical Physiology 1
3 lect., 3 cr. (Fall)

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 201—Instrumentation and Clinical Applications 1
1 lect., 1 cr.

Survey of instrumentation used in laboratories. The basic principles and theories of laboratory instruments will be discussed, as well as clinical instrumentation in relation to hematology, urinalysis and immunohematology. [R-1]

Prerequisite: one year of college chemistry
Corequisite: MLT 251
MLT 202—Instrumentation and Clinical Applications 2  
1 lect., 1 cr.  
This course is designed to give the student a broad-based understanding of clinical laboratory instrumentation principles, the process of instrument selection and specific applications of these principles, especially in microbiology, clinical chemistry and immunoassays. Laboratory and hospital information systems, workflow analysis, and economic issues related to instrument selection are also discussed. [R-1]  
Prerequisite: MLT 201  
Corequisite: MLT 252

MLT 203—Immunohematology  
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 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 103

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]  
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  
6 lab., 2 cr.  
Under the supervision of clinical proctors, students practice medical laboratory techniques. [R-1]  
Prerequisite: MLT 101, MLT 102, MLT 104, MLT 105  
Corequisite: MLT 201, MLT 207

MLT 252—Clinical Training 2  
6 lab., 2 cr.  
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 202, 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.

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.

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.

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.

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.

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. (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.

MUS 121—Fundamentals of Music
3 cr. (Fall/Spring)
This course provides thorough groundwork in the rhythmic, melodic, and harmonic elements of music. It is intended for students who wish to major in music but have no background in music theory and for others desiring a basic music theory class. Topics include music notation, scales, intervals, and chord construction.

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.
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.
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.
Prerequisite: MUS 131

MUS 132—Elementary Piano 2
2 cr. (Fall/Spring)
A continuation of MUS 131 which concentrates on the performance of more advanced materials.
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.

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.

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.

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.

Prerequisite: audition and permission of instructor

Corequisite: M US 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.

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.

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.

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.

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.

Prerequisite: audition and permission of instructor

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.

Prerequisite: M US 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: M US 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
Music

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.
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.
Prerequisite: M US 124
Corequisite: enrollment in a piano course

MUS 224—Advanced Musicianship 2
3 lect., 2 lab., 4 cr. (Spring)
A continuation of Advanced Musicianship 1. Topics include chorale harmonization, ninth chords, altered chords, modulation to distant keys. Score analysis and composition projects.
Prerequisite: M US 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.
Corequisite: M US 224

MUS 231—Intermediate Piano 1
2 cr. (Fall/Spring)
Materials are drawn from classic, romantic and contemporary composers.
Prerequisite: M US 132

MUS 232—Intermediate Piano 2
2 cr. (Fall/Spring)
Emphasis on technique, sight reading, pedaling, phrasing and interpretation.
Prerequisite: M US 231

MUS 233—Advanced Piano 1
2 cr. (Fall/Spring)
Prerequisite: M US 232

MUS 234—Advanced Piano 2
2 cr. (Spring)
Materials of increasing difficulty for solo and ensemble.
Prerequisite: M US 233
NUR 010—Support Module for Nursing 1

1 unit* (Fall)

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* (Spring)

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 (Fall)

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 (Spring)

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

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.

Some clinical sites may require background checks and/or drug screening prior to clinical rotation at their facility.
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 Co-Requisite: NUR 102

NUR 193—Healing Touch
3 lec., 3 cr.
This course focuses on theory, research, and the practice of Healing Touch and other energy-based techniques to balance and clear the human energy field. Applications of these integrative healing techniques to a variety of situations ranging from self-care, care of friends and family to professional use in programs of health/wellness, stress reduction, rehabilitation, all specialties of nursing, and hospice care will be covered in this course. These are techniques anyone can learn. This course is open to nurses and allied health practitioners, as well as students in nursing and allied health. Completion of the course meets the criteria for Healing Touch Levels 1 and 2, which can lead to certification with additional course work and practice.
Prerequisite: licensed health professional, or 1 semester of Nursing or other health professional, or by permission of instructor.

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 Co-Requisite: 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 2 and 4 course and clinical experience. Instructor team is from both the Nursing and English Departments.
Pre or Co-Requisite: NUR 202

NUR 201—Nursing 3: Caring for the Growing Family
4 lec., 9 lab., 7 cr. (Fall)
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, MLT 106 and grade of 75% (C) or higher in NUR 102
Corequisite: PSY 100, CHM 110

NUR 202—Nursing 4: Physical and Mental Illness*
6 lec., 13** lab., 9 cr. (Spring)
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 100, CHM 110 and grade of 75% (C) or higher in NUR 201.
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. (Spring)
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 or permission of instructor

NUR 207—Advanced Clinical Calculations for Medication Administration
1 lec., 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 six-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 on file with the college.

**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 1**

2 lect., 3 lab., 3 cr. (Fall)

An introduction to occupational therapy with regard to history, development, function, and underlying philosophy. Also, introduction to medical terminology, the allied health professions, and agencies involved in the comprehensive care of the disabled. Field observation in local clinical settings provide an opportunity to observe therapeutic media and applied techniques. [R-1]

Corequisite: ENG 160

**OTA 102—Fundamentals of Occupational Therapy 2**

2 lect., 2 lab., 3 cr. (Spring)

This course provides the student with practical experience in a variety of occupational therapy treatment interventions. Includes units on hand function; splinting; kinesiology; functional mobility; training and teaching of occupations; assistive technology; preparatory activity; assessment and evaluation; and biomechanical, cognitive, perceptual, and sensory. [R-1]

Prerequisite: OTA 101 and BIO 111
Corequisite: OTA 106 and BIO 112

**OTA 103—Occupational Performance 1**

3 lab., 1 cr. (Fall)

Emphasis is on the understanding of human occupation and its role in well-being and health. Students engage in a variety of occupations and purposeful activities and analyze them for their therapeutic qualities and contexts. The impact of disability upon occupational performance is explored. Problem solving is emphasized through completion of a woodworking project. Students are also introduced
to professional terminology and constructs based on
the Occupational Therapy Practice Framework. [R-1]
Corequisite: OTA 101

OTA 104—Occupational Performance 2
3 lab., 1 cr. (Spring)
Emphasis is on the development of basic skills in a
variety of minor crafts including: leather work,
copper tooling, frame loom, weaving, mosaics,
macrame, rug hooking and paper crafts. Principles of
activity analysis, therapeutic application, and group
and dyadic presentation techniques are covered. [R-1]
Prerequisite: BIO 111 and OTA 103
Corequisite: OTA 106

OTA 106—Medical Conditions
3 cr. (Spring)
Medical, orthopedic, and neurological conditions,
commonly referred for occupational therapy
treatment are presented in regard to etiology,
pathology, and accepted treatment procedures.
Medical terminology is stressed. [R-1]
Prerequisites: OTA 101 and BIO 111
Corequisite: OTA 102 and OTA 104

OTA 107—Principles of Occupational Therapy in
Geriatrics and Gerontology
2 cr. (Fall)
This course gives the student an understanding of
the unique developmental, social, psychological,
environmental, and physical needs of older adults.
Students learn about such topics as ageism, health
care services/settings for older adults, normal aging
processes, community agencies serving older adults,
pathological conditions associated with aging, falls
prevention, environmental safety and modification,
occupation and older adults, health promotion,
dementia care, depression, low vision, and death and
dying. Students also attend a nursing home field visit
and conduct an interview with an older adult resident.
[R-1]
Corequisite: OTA 101

OTA 201—Principles of Occupational Therapy in
Pediatrics & Developmental Disabilities
3 cr. (Fall)
The pattern of normal growth and development
from birth through adulthood is reviewed during the
initial weeks of the course. The student is then
introduced to the various conditions that interfere
with normal development, and the occupational
therapy treatment techniques used with the
developmentally disabled. [R-1]
Prerequisites: PSY 220, BIO 111, OTA 102, OTA 106
Corequisite: OTA 207 and OTA 203

OTA 203—Clinical Reasoning Skills
3 lab., 1 cr. (Fall)
The emphasis of this course is on the application of
clinical reasoning and problem solving skills to
occupational therapy contexts. The students plan and
role play treatment interventions related to a variety of
clinical cases. Students engage in problem solving
by adapting games and electronic switches. They also
plan and implement a community project at a local
agency/program serving children, adolescents, adults,
or older adults. [R-1]
Prerequisite: OTA 104
Corequisite: OTA 201, OTA 205 and OTA 207

OTA 205—Principles of Occupational Therapy in
Mental Health
3 cr. (Fall)
A study of the theoretical basis for occupational
therapy treatment techniques in psychiatric disorders.
Observation techniques, evaluation, and the
therapeutic application of media are stressed. [R-1]
Prerequisite: OTA 104
Corequisites: ENG 160 and 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.
[R-1]
Prerequisite: OTA 102 and OTA 106
Corequisites: ENG 160, OTA 201 and OTA 203

OTA 217—Clinical Practice 1
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 disabled, emotionally disabled, or
developmentally disabled population. The student is
expected to use knowledge and skills, acquired
through previous coursework, to carry out prescribed
treatment programs. Evaluation, treatment
intervention, and treatment documentation are the
major components of the fieldwork experience. [R-1]
Prerequisites: OTA 107, OTA 201, OTA 205 and
OTA 207

OTA 218—Clinical Practice 2
25 lab., 7.5 cr. (Spring)
This second eight-week clinical experience follows
the successful completion of Clinical Practice 1 and
occurs in a setting that services a different population
than the first clinical course. Evaluation, treatment
intervention, and treatment documentation are the
major components of this experience. The student is
expected to apply knowledge and skills acquired
through course work and the preceding clinical
experience. [R-1]
Prerequisite: OTA 217
Office Technologies

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.

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.

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

OFT 208—Computer Fundamentals for the Office
3 cr. (Fall/Spring)
The interaction of people, procedures, and technologies which work together to make the office environment efficient and effective is studied. Available technology and methods for evaluating present and future systems are investigated. Topics include: hands-on evaluation of an operating system, Windows XP; use of e-mail; research on the Internet; and the evolution of information processing, telecommunications, and reprographics.

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 MOS 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

**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 MOS Certification in Excel and Access is available.**

Prerequisite: OFT 108 or placement by department

**OFT 215—Desktop Publishing**

3 cr.

This course provides the student with the ability to change ordinary text into attractive, professional-looking documents and web pages using design elements such as: font faces, font styles, font sizes, graphics, lines, and spacing techniques, etc. A special individualized project is required using at least five desktop features.

Prerequisite: OFT 106

**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.
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/Spring)
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
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-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 adult CPR 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.

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.

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.

PHYSICAL EDUCATION SKILLS:

1/2 cr. each, unless otherwise noted, 1/2 semester

The skills courses are designed for those majoring in Exercise Studies, or the suggested study area of Physical Education. However, any student can enroll in these courses to fulfill the physical education requirement for the associate degree. 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 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/A dv— L earn to Swim
PEM 166 - Golf/Badminton
PEM 167 - Weight Training
PEM 168 - Alpine Ski/Boarding
PEM 169 - L eadership Skills/G roup G ames
PEM 170 - Water E xercise
PEM 171 - Hiking for fit/outdoor individ.

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.

Note: 1/2 credit in Concepts of Physical Wellness is a graduation requirement for all A.A. and A.S. degrees offered at Orange County Community College.

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. In addition, students must choose an additional 1 credit from a wide program of 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 pass or fail, or students may choose the option of receiving a letter grade. Upon choosing this option, student 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.
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.
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 Support Module
1 lect., 1 unit* (Fall)
This course is intended to provide a voluntary support module for students enrolled in the first semester of the PTA program.
Corequisite: ENG 101, ENG 160, 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 intended to provide a voluntary support module in Kinesiology for students enrolled in the PTA Program.
Prerequisite: BIO 111, PTA 101, PTA 103, PTA 105
Corequisite: PTA 104
*not applicable to associate degrees or certificate programs
Physical Therapist Assistant

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: vital signs, universal precautions, wound care, proper body mechanics, patient positioning and transfers, medical terminology, documentation, and gait training. [R-1]
Corequisite: ENG 101, 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, as well as practice of specific skills including massage, hot and cold packs, paraffin, whirlpool, contrast baths, ultrasound, diathermy, electrical stimulation, ultraviolet, infrared and intermittent compression. Principles and procedures related to the Hubbard Tank and therapeutic pool are also presented. [R-1]
Prerequisite: ENG 102, PED 201, PTA 201, PTA 205, PTA 207
Corequisite: PED 202, PTA 201, PTA 207

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 and PTA, role of other health care providers, communication skills, ethical and legal principles, structure and organization of health care systems, and cultural diversity. [R-1]
Corequisite: ENG 101, BIO 111, PTA 101, PTA 105

PTA 104—Kinesiology
3 lect., 3 lab., 4 cr. (Spring)
A study of basic human motion, emphasizing nervous, muscle and skeletal systems is presented. Analysis of normal and pathological gait patterns is included. [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: ENG 101, BIO 111, PTA 101, PTA 103

PTA 106—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 107—Test and Measurement for the PTA
3 lect., 3 lab., 4 cr. (Fall)
The principles and techniques of appropriate assessment 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 108—Contemporary Practice for the PTA
3 lect., 3 cr. (Spring)
This course serves as 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 thermodynamics. Topics include: kinematics, Newton’s Laws, particle dynamics, statics, fluid statics and dynamics, heat and thermodynamics.
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.
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.
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.
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.
Prerequisite: MAT 205
Physics - Political Science

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.
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.
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.
Prerequisite: completed or concurrent enrollment in MAT 107 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.
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.
Prerequisite: completed or concurrent enrollment in MAT 207; minimum grade of C in PSC 140

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.
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.

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.

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.

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.

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.
Psychology
(Psychology/Sociology 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 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 1
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.

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 2.00 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 112  
Corequisite: RAD 213, RAD 217, RAD 221, RAD 209  

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 213, 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 214, 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, mammography, 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, hysterosalpingography, 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 - Spanish

(Psychology/Sociology 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.

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.
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.
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.
Prerequisite: SPN 101 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.
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.
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.
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.

THE 103—Acting 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.

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.

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.
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Communications ............................................................... Michael Albright
Continuing and Professional Education ............................ David Kohn
Educational Partnerships ....................................................... Rosana Reyes-Rosello
Facilities and Administrative Services ................................. R. Michael Worden
Financial Aid ................................................................. John Ivankovic
Food Services ................................................................. Robert Glohs
Grants (Institutional Advancement) ....................................... Judy Osburn
Health Services .............................................................. Mary Mulrooney
IT User Support and Operations ......................................... Kenneth Kempsey
Kindercolleage ................................................................. Fred Sussman
Liberty Partnership Program .............................................. Ramona Burton
Library ........................................................... .......... Susan Parry
Security & Safety ............................................................. John W. Aherne
Student Activities ............................................................. Steve Harpst
Assistant Director ............................................................... Edmond Lugo
Electronics Repair Specialist ............................................. Steven J. Holmbraker
Human Resource Officer ..................................................... Wendy Holmes
Assistant Human Resource Officer ........................................ Lori Wilson
Institutional Research, Planning and Assessment Officer .... Christine Work
Maintenance Manager .......................................................... Church Pfeil
Project Director, H.V.A.C. Manager ..................................... Michael McCutchen
Registrar .............................................................................. vacant
Assistant Registrar .................................................................. vacant
Retention Specialist/Academic Advisor ............................... Antonio Scalie
.......................................................... Janet Speranza

Technical Assistants:
Arts & Communication ..................................................... Peter Galipeau
Athletics ............................................................................. Stacey Morris
Drinking Driver Program .................................................... Charlotte Sobanski
Development ......................................................................... Patricia Cregar
Financial Aid ........................................................................ Christine McGraw
.......................................................... Franklin Samuels
Information Technology ...................................................... Jean Chang
Institutional Research ............................................................ Elizabeth Gray
IT Support Specialist I .......................................................... Giuseppe Baez
.................................................................................. Christopher (Garrett) Dockery
.................................................................................. Dan Subeh
.................................................................................. Rogerio Faria
IT Support Specialist II .......................................................... William Ansley
.................................................................................. Timothy Burger
.................................................................................. Artur Charukchyan
.................................................................................. Angela Elia
.................................................................................. Sharyne Miller
.................................................................................. Beatrice Wells
.................................................................................. Daniel Wise
Network Specialist ............................................................... Gary Smejkal
.................................................................................. Ron Vigliotti
Faculty and Professional Staff

Sharon Ahearn (1998)
Instructor—Movement Science
B.S., Penn State University; M.S., University of Massachusetts

Michael Albright (2006)
Director of Communications
B.A., Bloomsburg University

Lindsay A. Amodio (1980)
Admissions Counselor, Assistant Professor
A.A., Harriman; B.A., SUNY Geneseo; M.P.S., SUNY New Paltz

Margaret Anderson (2008)
Instructor—Nursing
A.A.S., Dutchess Community College; B.A., Central Connecticut State University

William Ansley (1991)
Academic Technical Assistant
B.S., M.S., SUNY Buffalo

Meg Atwood (1985)
Associate Professor—Dental Hygiene
A.A.S., SUNY Orange; B.S., SUNY Empire State College; M.P.S., SUNY New Paltz

Giuseppe Baez (2007)
IT Support Specialist I
A.S., New York City Technical College

Rosemary Barrett (2000)
Assistant Director—Financial Aid
B.A., Mount Saint Mary College

Arlin J. Bartlett (1976)
Professor—Applied Technologies
B.S., M.S., Clarkson

Paul Basinski (2001)
Assistant Professor, Interim Chair—Global Studies Honors
M.A., B.A., SUNY Buffalo

Veronica Blake (2001)
Career Specialist
A.S., Medgar Evers College

Diane M. Bliss (1992)
Associate Professor—English; Special Assistant to the Chair—English
A.A.S., SUNY College of Environmental Science & Forestry, Syracuse; B.A., Hartwick College; M.A., SUNY Binghamton

Maria Blon (1991)
Associate Professor—Math/Computer Science
B.A., Penn State University; M.Ed., George Washington University

J. Daniel Bloomer (2001)
Vice President for Administration
A.A., SUNY Orange; B.A., SUNY New Paltz

Ann Marie Boffalo (2001)
Assistant Professor—Movement Science
B.S., M.A., Adelphi University

Janet Boyce
Campus Nurse—Evening
R.N., SUNY Orange; EMT-D

Helen Marie Boyle (1973)
Professor—Nursing
R.N., B.S., Misericordia; M.A., Columbia

Diane Bress (1996)
Coordinator—Advertising & Publications
A.O.S., Berkeley College; B.P.S., SUNY Empire State College

Paul Brodwick II (2002)
Vice President for Student Services
B.S., Mercy College; M.B.A., Long Island University

Eric G. Brooks (1990)
Associate Professor—Business Management
A.B., Princeton; M.B.A., University of California at Berkeley

Melissa Browne (2005)
Instructor—English
B.A., Ohio Wesleyan University; M.A., Teacher’s College, Columbia University

Gerianne Brusati (2007)
Associate Vice President for Enrollment Management
B.A., SUNY Alfred; B.A., SUNY New Paltz; M.A., Marist College

Jeanine Buckes (2007)
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B.A., Mount Saint Mary College

Timothy Burger (2006)
IT Specialist II
A.A.S., SUNY Orange

Eileen Burke (2003)
Coordinator—Learning Assistance Services
B.S., SUNY Geneseo; M.S., Teachers College, Columbia University

Pamela Burns (2006)
Instructor—Education
B.A., Ladycliff College; M.S., SUNY New Paltz

Ramona Burton (1992)
Liberty Partnership Program
B.S., Hampton University

Robert J. Cacciatore (2007)
Instructor—Criminal Justice
B.S., John Jay College of Criminal Justice; M.S., Hunter College; NYS Licensed Private Investigator

Patricia Cal (2007)
Instructor—Nursing
A.A.S, SUNY Orange; B.A., M.S., San Diego State University
Faculty and Professional Staff

Nancy G. Carlson (1993)
Assistant Professor, Chair—Education
A.A., B.A., Concordia Teachers College; M.S., St. John's University

Vincent Cazzetta (1999)
Vice President for Institutional Advancement
B.S., Fairfield University; M.S., University of Massachusetts

Jean Chang (2005)
Technical Assistant—IT

Artur Charukhchyan (2002)
IT Support Specialist II
B.S., Tbilisi State University

Deborah Chedister (1996)
Instructor—English
B.A., Colorado State University; M.S., SUNY New Paltz

Catherine Chew (2005)
Vice President for Academic Affairs
B.A., Tennessee Tech University; M.A., Ed.D., Virginia Tech University

Jennifer Clayton (2006)
Advocate for Students with Disabilities
M.S., Long Island University

Marcia Clark (2005)
Instructor—Nursing
A.S., Rockland Community College, B.S., M.S., SUNY New Paltz

Stephen S. Coccia (1981)
Professor—Psychology

Rhoda Collins (1979)
Assistant Professor—Physical Therapist Assistant and Massage Therapy
B.S., Ithaca College

Linda Connolly (1988)
Associate Professor, Assistant Chair—Nursing
R.N., B.S., Hunter College; M.S., Pace University

Kenneth Andrew Conrad (2005)
Coordinator—Instructional Technology
B.A., University of Wyoming; M.S., Dakota State University

Academic Fieldwork Coordinator
A.A.S., SUNY Orange

Rosamaria Contarino (1989)
Assistant Professor—Laboratory Technology; Chair, Medical Laboratory Technology Department
B.S., SUNY Albany; M.S., New School for Social Research; MT (ASCP), CLS (NCA)

Diedre Costic (1989)
Associate Professor—Radiologic Technology
B.S., University of Health Sciences; M.P.S., SUNY New Paltz

Jean Carlos Cowan (2000)
Associate Professor—Global Studies
B.A., Universidad Javeriana; B.A., M.A. Queens College; Ph.D., SUNY Albany

Paula Crawford (2002)
Assistant Professor—Nursing
B.S., Mercy College; M.S., College of New Rochelle

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Technical Assistant—Development
A.A.S., SUNY Orange; B.P.S., SUNY Empire State College

Anthony Cruz (2007)
Instructor—English Department
B.S., Herbert H. Lehman College, CUNY Baccalaureate Program; M.S., Fordham University

Frances Cummins (1988)
Professor—Mathematics
B.A., Mercy College; M.A., Columbia; M.A., City College of New York

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Retention Counselor
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B.A., Rutgers Newark College of Arts & Sciences; M.A., Montclair State College

Yogi Davis (1974)
Technical Assistant—Movement Science
A.A.S., SUNY Orange; B.S., University of Kentucky

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Professor—Movement Science
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Marie DeFazio-Schultz (2002)
Technical Assistant—Biology and Laboratory Tech.
A.S., SUNY Orange; B.S. SUNY at Purchase

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Workforce Development Education Coordinator
B.A., University of Kentucky; M.S. Bankstreet College of Education

Andres Delgado (1991)
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B.A., City College, CUNY; M.E.D., University of Florida

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Case Manager

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IT Support Specialist I
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Sheila Donnelly (1991)
Associate Professor—English
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Instructor—English  
B.A., University of Arkansas; M.A., Kansas State University

Eileen Drabik (1990)  
Professor—Nursing  
R.N., Queens Hospital Center; B.S., Regents College, Albany; M.S., Pace University

James Dutcher (2004)  
Associate Vice President—Technology  
B.A., Ithaca College; M.S., Syracuse University

Carol Ebbro (2003)  
Career Specialist  
B.B.A., Baruch College

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IT Support Specialist II  
A.S., SUNY Orange; B.S., Dominican College

Molly Evans (1998)  
Sr. Customer Service Rep.—Orange Works Career Center

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Assistant Professor—Social Sciences  
B.S., University of Khaartoum; M.A., University of Leeds, England; Ph.D., Colorado State University

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IT Support Specialist I  
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Yanice Farrar (2007)  
Case Manager  
B.S., SUNY Oneonta

Linda Fedrizzi-Williams (2005)  
Instructor—Communication  
A.A., SUNY Orange; B.A., Marist College

Melody Festa (1999)  
Assistant Professor—Biology  
B.S., SUNY Albany; M.S., University of Missouri; Ph.D., Texas Woman’s University

Evelyn Rene Fields (2006)  
Case Manager  
B.S., SUNY Oneonta

Sr. Case Manager  
B.S., Nyack College

Shirley Figueroa (2001)  
Customer Service Rep.—Orange Works Career Center

Barbara Fiorello (1989)  
Associate Professor—Business Management  
B.S., Fairleigh Dickinson; M.B.A., Iona College

Maureen Flaherty (2007)  
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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)  
Assistant Professor, Assistant Chair—Business Management  
A.S., NEO A&M College; B.S., M.A., Oklahoma State University

Neil Foley (1989)  
Registrar  
B.A., Utica College; M.P.S., SUNY New Paltz

Liza Fragola (2007)  
Coordinator, Grants and Accounting  
B.S., Mount St. Mary College

Maxine Fuller (2006)  
Mentor/Outreach Specialist

Kirsten Gabrielsen (1999)  
Technical Assistant—Biological & Laboratory Technology  
A.A.S., SUNY Orange; Authorization, R.M.T., Copenhagen; MLT (ASPC), CLS (NCA)

Peter Galipeau (2006)  
Technical Assistant—Arts & Communication  
B.A., University of Massachusetts

Ronnie Galletly (2006)  
Assistant to the Vice President—Administration

Gerald Gatto (2006)  
Assistant Custodial Manager

Michael Gawronski (2008)  
Associate Vice President for Health Professions  
B.S., SUNY Institute of Technology at Utica; M.S., D’Youville College

Christine Giacchi  
Campus Nurse  
R.N., SUNY Orange

Thomas Giorgianni (1991)  
Assistant 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

James Givant (1984)  
Professor—English  
B.A., City College of New York; M.A., University of South Carolina

Grace Gloeckler (1992)  
Assistant Professor—Biology  
B.S., M.S., Fairleigh Dickinson University

Daryl Goldberg (2000)  
Associate Professor—Accounting  
B.A., Brooklyn College, M.B.A., Adelphi University

Sandra Graff (1998)  
Instructor—English  
B.A., SUNY Albany; M.A.T., Fairleigh Dickinson

Linda Gramm (1995)  
Programming Coordinator—Continuing and Professional Education  
B.S., Marist
Faculty and Professional Staff

Elizabeth Gray (2000)
Technical Assistant—Institutional Research
A.S., SUNY Orange

Providenza Greco (2006)
Case M anager
B.S., University of Palermo

Donald Green (2002)
Coordinator—Business Solutions and Prof. Dev.
B.S., SUNY Empire State College

Patricia Guallini (1986)
Professor—Chair, Social Sciences
A.A., SUNY Orange; B.A., University of Florida; M.S., Drake University

Edgar Gutierrez (1991)
Associate Professor—Global Studies
M.A., Completense University of Madrid, Spain

Jean Halpern (1996)
Associate Professor—Nursing
R.N., B.S., Mount Saint Mary; M.S., Mercy College

JoAnn Hamburg (1985)
Assistant Comptroller
A.A.S., SUNY Orange; B.S., M.S., SUNY New Paltz

Russell Hammond (2007)
Campaign M anager
B.S., CW Post College of Long Island

Florence Hannes (1978)
Professor—Childhood 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)
Instructor—Global Studies
B.A., New Mexico State University; M.A., Ph.D., University of Arizona

Andrew Heiz (2008)
Electronic Services/Reference Librarian
B.S., M.L.S., Queens College

Marsha Henderson (2005)
Case M anager
B.S., Livingstone College; M.S., Atlanta University

Richard Heppner (1988)
Associate Vice President—Liberal Arts; Associate Professor, M edia and Communication, Honors
B.A., SUNY at Albany; M.A., New School

Amy Hillick (2002)
Assistant Professor—Library
B.S., SUNY Buffalo; M.L.S., University at Buffalo

Kenneth S. Hirschel (1986)
Professor—Mathematics
B.S., Fordham University; M.S., Purdue University

Steven J. Holmbraker (1992)
Electronic Repair Specialist
A.S., SUNY Orange; B.S.E.E.T., University of Maine

Wendy Holmes (2000)
Human Resource Officer
A.S., SUNY Orange; B.S., SUNY New Paltz; M.B.A., Mount St. Mary College

Debra Horowitz (2006)
ESL Coordinator
B.S., Mount St. Mary College

Lee Hunter (1986)
Professor—Psychology
A.B., Georgia Southern College; M.A., West Georgia College; Ed.D., Boston University

Dorene Iacovino (2006)
Coordinator—Continuing and Professional Education

Michele Iannuzzi-Sucich (2007)
Instructor—Biology
B.S., Siena College; M.D., SUNY Syracuse
Board Certified, American Academy of Family Physicians

Eileen Irish (2008)
Instructor—Nursing
LPN, Grasslands Hospital School of Nursing

John Ivankovic (2007)
Director of Financial Aid
B.S., SUNY New Paltz; M.P.A., Marist College

Walter Jahn (1997)
Associate Professor—Biology, Honors
B.S., Penn State University; M.S., Widener University; M.S., Ph.D., Temple University

Alexander Jakubowski (1993)
Associate Professor—English; Interim Chair, English Department; Coordinator—Writing Consultancy
B.A., SUNY Oswego; M.A., SUNY Binghamton

Katherine Jezik (2006)
Technical Services/Systems Librarian
A.A., SUNY Orange; B.A., M.S., SUNY Albany

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

Stephen Kaczkowski (1999)
Assistant Professor—Mathematics
B.A., Houghton College; M.A., SUNY New Paltz

Kristen Katzin-Nystrom (2007)
Instructor—English
B.A., San Francisco State University; M.A., University of Massachusetts at Boston

Susan Keller (2008)
Information Commons Assistant
A.A., SUNY Orange
Faculty and Professional Staff

Kenneth Kempsey (2008)
Director of User Support and Operations
B.S., SUNY Buffalo

Evelyn Kinbar
Counselor
M.A., University of Scranton

Edward Kiely (2005)
Evening Security Coordinator

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, Honors
B.A., North Park; M.A., Southern Illinois; Ph.D., University of Cincinnati

Abigail Kreitzer (1980)
Professor—English
A.B., Cornell; M.A., University of California

Suzanne Kristeller (1981)
Professor—Chair, Accounting/Office Technologies
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 Larsen (1999)
Coordinator—Academic Technology
A.A.S., SUNY Orange; B.S., Kaplan University

Jennifer Lehtinen (1995)
Associate Professor—Communication, Honors; Interim Assistant Chair, Arts and Communication
A.A., Ulster County Community College; B.S., Cornell University; M.A., SUNY Albany

Valerie Lewis (2007)
Instructor—English
B.S., NY University; M.F.A., Goddard College

Joseph Litow (1989)
Assistant Professor—Art
B.Arch., Penn State University; M.F.A., Rochester Institute of Technology

David Logan (2006)
Technical Assistant—Biology

Edmond Lugo (2005)
Assistant Director, Student Activities
B.S., SUNY Oneonta; M.A., University of Connecticut

Eileen Lux (2001)
Coordinator—Grants & Benefits
A.A., SUNY Orange

Cynthia MacMahon (2005)
Instructor—Science & Engineering
B.A., Drew University; M.S., Purdue University

Timothy MacMahon (1993)
Professor—Science & Engineering
B.A., Rutgers University; Ph.D., Purdue University

Kathleen Malia (1984)
Professor—English, Honors
B.A., Marietta College, M.A., Gannon University;
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Beverly Marchesani (2004)
Assistant Professor—Nursing
B.S., Rutgers University; M.S., Russell Sage College

Martin Markovits (1964)
Professor—Accounting
B.S., Pennsylvania; M.A., Columbia University

Samuel Markovits (1981)
Professor—Business Management
A.B., Colgate; J.D., Washington University

Emma Martinez
Customer Service Representative

Maria Masker (2006)
Assistant Professor; Chair—Physical Therapist Assistant
B.S., Quinnipiac University; D.P.T., Boston University

Michael McCoy (2007)
Instructor—Global Studies
B.A., M.A., University of Pittsburgh

Michael McCutchin (1985)
Project Director; HVAC Manager

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Assistant Professor—Dental Hygiene
A.A.S., SUNY Orange; B.S., East Stroudsburg State University; M.S., Boston University

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Instructor—Nursing
A.S., Ulster Community College; B.A., City College of New York; B.S., M.S., SUNY New Paltz

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Instructor—Nursing
A.S., Ulster County Community College; B.S., M.S., SUNY New Paltz

Technical Assistant—Financial Aid
B.S., SUNY New Paltz

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Instructor—English
B.A., M.A., McGill University; Ph.D., SUNY Buffalo

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D.D.S., University of Michigan School of Dentistry; B.A., University of Massachusetts

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B.A., Colorado College; M.S., D.A., Idaho State University
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Sharyne Miller (2006)
IT Specialist II
B.S., Dominican College; M.S., Iona College

Robert Misak (1989)
Assistant Professor, Interim Chair—Diagnostic Imaging
B.S., Downstate Medical Center

Stacey Moegenburg (1988)
Interim 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

Robert Moody (1991)
Associate Professor—Math/Computer Science
B.A., Manhattan College; M.A., Lehman College

Stacey Morris (1996)
Technical Assistant—Athletics
A.A., SUNY Orange; B.S., Wagner College

Mary Mulrooney (1994)
Director—Health Services
A.A.S., Dutchess Community College, B.A., SUNY Old Westbury

Carol Murray (2004)
Assistant to the Vice President—Academic Affairs
A.A.S., SUNY Orange

Assistant Coordinator—Career Services
B.A., SUNY Geneseo, SUNY New Paltz; M.A., SUNY Binghamton

Lawrence E. O’Brien (1973)
Professor—Geology
B.S., Dayton; M.S., Michigan

Candice O’Connor (2001)
Assistant Professor—Communication, Honors
A.A., SUNY Orange; B.S., 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

Dennis O’Loughlin (2003)
Assistant Professor; Chair—Criminal Justice
B.A., M.P.A., John Jay College of Criminal Justice

Judith Osburn (2008)
Director of Grants
B.A., SUNY Oswego

Michele A. Paradies (2000)
Assistant Professor—Biology
B.S., Wilkes College; Ph.D., Thomas Jefferson University College of Graduate Studies

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—Social 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 Penzo (2000)
Vocational Education Specialist
B.S., M.P.S., SUNY New Paltz

Yolanda Perez (2004)
Career Specialist
A.A., SUNY Orange

Florence Peruso (1997)
Career Specialist
B.S., SUNY Empire State College; M.S.T., SUNY New Paltz

John Pernice (1986)
Associate Professor—Psychology, Honors; Assistant Chair, Social Sciences
A.A., SUNY Orange; B.S. SUNY Brockport; M.A., Marist College

Church Pfeil (2005)
Maintenance Manager

Carmen Pina (2001)
Career Specialist
A.A., SUNY Orange

Barbara Pinkall (2001)
Assistant Professor—Math/Computer Sciences
A.A., A.S., SUNY Orange, B.S., Montclair State University, M.S., Stevens Institute of Technology

Geoffrey Platt (1991)
Professor—English, Honors
B.A., Long Island University; M.A., M. Phil., Columbia University

Robert Poltenovage (2007)
Case Manager
B.A., Plattsburgh State

William Potter (2008)
Coordinator of Student Accounts
B.S., SUNY Albany

Anne Prial (1993)
Assistant Professor—Math/Computer Science
A.S., Nassau Community College; B.S. Manhattan College; M.A. Hofstra University
Faculty and Professional Staff

Maryann Raab (2002)
A ssistant to the President
A.A.S., SUNY Orange

David Rabino nitsch (2001)
A ssistant Professor—Nursing
R.N., St. Vincent’s Hospital School of Nursing; B.S., SUNY Albany; M.S., Russell Sage College

Nadia Rajs (1987)
A ssistant Professor—Laboratory Technology
B.S.M.T., Rutgers University; M.S., Seton Hall University; MT (ASCP)

Rosana Reyes-Rosello (2006)
Director—Educational Partnerships
B.A., M.P.A., John Jay College of Criminal Justice; M.B.A., Mount Saint Mary College

President
B.A., Regis College; M.A., St. Louis University, Ph.D., University of Denver

Cynthia Richichi (2006)
Budget Coordinator
A.S., SUNY Orange; B.A., Pace University

Mary Robles (2007)
Case Manager

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Director—Admissions and Recruitment
B.A., SUNY Oswego; M.E.D., St. Lawrence University

Kori Rogers (2004)
Career Specialist
B.A., Mount Saint Mary College

Mindy Ross (1982)
Associate Vice President (Interim) — Newburgh Extension Center
B.A., St. Lawrence; M.A.T., Colgate; 1991 SUNY Chancellor's Award, Excellence in Teaching

Franklin Samuels (2006)
Technical Assistant—Financial Aid
B.A., Brooklyn College

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Associate Professor—Social Sciences
B.A., MA., Marist; M.A., Ph.D., St. John’s University

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Judith Schwartz (1980)
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Brooke Seasholtz (2000)
Bridge Case Manager

Leon Shorr (1995)
On-the-Job Coordinator—Career Center of Orange County

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R.N., A.A.S., SUNY Orange; B.S., Mt. St. Mary; M.S., Hunter College

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Meredith Sloan (2007)
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A.A.S., Rockland Community College; B.S., Pace University; M.S., Long Island University

Heidi Hagen (2007)
Instructor—Math/Computer Science
A.S., SUNY Orange; B.S., SUNY Stony Brook; M.A., Long Island University

Kathleen Hanlon O’Connell (2007)
Instructor—Movement Science
B.S., Salem State College; M.Ed., Springfield College

Mary Ann Harding (2001)
Assistant Professor—English
B.A., Mercy College; M.S., Long Island University

Linda Haring-Robinson (1988)
Assistant Professor—Office Technologies
B.S., Rider College; M.A., Montclair State College

Thomas Harlach (1967)
Professor—Sociology
B.A., M.Ed., University of Buffalo

Instructor—Math/Computer Science
B.S., Marist College; M.S., Mount Saint Mary College

Leslie Hegarty (2005)
Instructor—English
B.A., M.S., Mount Saint Mary College

Paul Heffernan (1988)
Assistant Professor—Business
A.A.S., RCCC; B.S., Ramapo College of NJ; M.B.A., Iona

Arlene Heitzmann (2005)
Instructor—Nursing
B.A., William Paterson University

Michelle Henn (2006)
Instructor—Movement Science
B.S., Canisius College; M.Ed., East Stroudsburg University

Jodee Hetzer (2007)
Instructor—English
B.A., Gettysburg College; M.A.T., Gonzaga University; M.A., Montclair State University

James Heuberger (2007)
Instructor—Nursing
B.S., Wagner College; M.P.A., Pace University

Darryl Hey (2006)
Instructor—Music, Theatre
B.A., M.M.Ed., Western Connecticut University; Dr. of Music, Canterbury University

Instructor—Architectural Technology
A.S., SUNY Orange; P.E.

Shannon Holt (2005)
Instructor—English
B.A., Florida State University; M.A., University of Wisconsin

Carol Huba (2007)
Instructor—English
B.A., SUNY Albany; M.A., SUNY New Paltz

Lawrence Huntington (2003)
Instructor—Math/Computer Science
B.S., St. John’s University; M.S., SUNY New Paltz

John Hunziker (2007)
Instructor—Laboratory Technology
B.S., Springfield College; M.S., New School for Social Research

Antoinette Hutchings (1979)
Assistant Professor—Business
A.A.S., SUNY Orange; B.S., Fairleigh Dickinson

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

William Istone (2001)
Assistant Professor—Science & Engineering
B.A., LaSalle University; Ph.D., University of Pittsburgh

Janet Jamal (2006)
Instructor—English
B.A., M.A., St. Hugh’s College; Education-Teaching Second Language, Goldsmiths University of London

Martin Januario (1970)
Assistant Professor—English
B.A., St. Joseph’s, M.A., Hunter

Raymond J arosz (2007)
Instructor—Mathematics
B.S., Syracuse University

Instructor—Movement Science
B.S., CUNY York College; M.Ed., Springfield College; C.A.S., Mercy College; Ed.D., Seton Hall University

Ada Johnston (2008)
Instructor—Nursing
R.N., B.S., University of Alabama; M.S., Russell Sage College

Kimberly Jordan (2008)
Instructor—Biology
B.S., Manhattan College; M.A., City College
Adjunct Faculty

Paul Kahl (1992)
Associate Professor—Biology
B.S., M.S., SUNY New Paltz

Richard Kanterman (1996)
Assistant Professor—Biology
D.C., NY Chiropractic College; B.S., SUNY Oswego

Barry D. Kass (1969)
Professor—Sociology
B.A., Harper College; M.A., SUNY Binghamton

Kevin Keating (2002)
Instructor—English
B.A., SUNY New Paltz

Jean Keeney (1989)
Instructor—English
A.A., SUNY Orange; B.A., Mount Saint Mary

William Keller III (2008)
Instructor—Laboratory Technology
A.A.S., B.A., SUNY Alfred University

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A.A., Broom County Community College; B.S., SUNY Cortland

Steven Kerneklian (2007)
Instructor—English
B.A., University of Maryland; M.A., Manhattanville College

Kristen Kerr (2003)
Instructor—Foreign Languages-Spanish
B.A., SUNY Plattsburg; M.A., St. Michael’s College

Sally Jane Kerschen Sheppard (2005)
Instructor—English
B.A., Sarah Lawrence College; M.F.A., Southampton College of Long Island

Theresa Kilgore-Dering (1990)
Instructor—Laboratory Technology
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

Elizabeth King Gieski (2007)
Instructor—English
A.B., Bard College

Elizabeth Kissam-Horaz, (2005)
Instructor—Movement Science
A.S., SUNY Orange

Frances Kittelmann (1986)
Professor—Laboratory Technology
A.A.S., SUNY Orange; B.A., Hofstra University; M.S., Long Island University; MLT (ASCP), CLS-M (NCA)

Marcy Kleinman (2002)
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Doctor of Chiropractic, N.Y. Chiropractic College

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Instructor—Nursing
B.S., M.S., Columbia University

Dawn Klitz (1998)
Instructor—Radiologic Technology
A.A.S., SUNY Orange

Thomas Knieper (1999)
Instructor—Science & Engineering
B.S., St. Bonaventure

Charles Kocsis (2007)
Instructor—Physical Sciences
M.S., Georgia Institute of Technology

Nancy Kolacz (1979)
Professor—Nursing
R.N., B.S., M.A., Columbia University. 1991 SUNY Chancellor’s Award Excellence in Teaching

Paul Krajewski (2000)
Instructor—Criminal Justice
B.S., University of Dayton; M.P.A., Marist College

Edward Krotin (2008)
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B.A., Lehman College

Andrew Kujawski (1988)
Associate Professor—Science & Engineering
B.S., SUNY Albany; M.S., SUNY New Paltz

Alice Kwiecinski (1992)
Instructor—Nursing
R.N., B.S., Plattsburgh State University

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R.N., A.A.S., SUNY Orange; B.S., SUNY New Paltz

Christopher Lamb (2006)
Instructor—English
B.A., M.A., Kansas State University

Jeanette Lamb (2006)
Instructor—Biology
A.A.S., SUNY Delhi; B.S., SUNY Oneonta; M.P.H., New Medical College

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Instructor—Diagnostic Imaging
A.A.S., SUNY Orange

Anne Lavelle (2001)
Assistant Professor—Nursing
B.S.N., Boston College; M.A., Columbia University Teachers College

Josh Lavorgna (2003)
Instructor—Math/Computer Sciences
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Robert M. Lee (1999)
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B.A., SUNY New Paltz; M.A., Vermont College of Norwich University
Adjunct Faculty

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M.S., Upstate Medical Center

Mary Leone (2005)
Instructor—Laboratory Technology
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Joan Lesikin (2005)
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M.A., Columbia University, M.F.A., Rutgers University, B.D.A., Syracuse University

Pak Leung (1993)
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B.A., Hobart; E.D., Albany Law School of Union University

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Donn Lord (1994)
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Instructor—Criminal Justice
A.B., University of Scranton; J.D., Syracuse University, College of Law

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M.A., Hunter College; B.A., Manhattan College; Ph.D., City University of New York

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Assistant Professor—Political Science
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Kevin McGee (1977)
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Instructor—Criminal Justice
B.A., Marist College; M.B.A., Fordham University; NYS Teacher Certificate, Pace College

Paul McMahon (1996)
Counselor
Ed.D., Nova Southeastern University; M.A., Teachers College, Columbia University; A.B., Providence College

Gwen McNally (1994)
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R.N.A., A.S., SUNY Orange; M.P.S., New School for Social Research
Adjunct Faculty

Gretchen Meier (2005)
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James Melendez (2005)
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B.A., Mount Saint Mary College, A.C., Pace University,
M.S., Pace University

Karen Messina (2002)
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B.A., Excelsior College; M.S., New York Institute of
Technology

George Meyers (1992)
Instructor—Criminal Justice
B.A., Empire State College; M.P.A., John Jay College of
Criminal Justice

David Miele (2005)
Instructor—Music
A.A.S., SUNY Orange; B.A., SUNY New Paltz; M.A.,
SUNY Purchase

Susan Miller (1999)
Assistant Professor—Art
B.F.A., SUNY New Paltz; M.F.A., University of North Texas

Syma Mikijanic (1996)
Associate Professor—Psychology
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

Chastity Miller (2003)
Instructor—Biology
B.A., Keuka College; M.S., University of New Haven

Robert Miller (1995)
Assistant Professor—Psychology/Sociology
B.A., SUNY Binghamton; M.A., Fairleigh Dickinson
University

Sue Misiak (2002)
Instructor—Radiologic Technology

Candace Mocko (2004)
Instructor—English
B.A., Mt. Holyoke College; M.A., Columbia University;
M.B.A., University of Southern California

Ellen Moore (2006)
Instructor—Diagnostic Imaging
AART Registry, Community Medical Center School of
Radiologic Technology

Hilarie Moore (1994)
Associate Professor—Music
B.M., University of Connecticut; M.Phil. in Music Theory;
Ph.D., Yale University

Virginia Moore (1989)
Assistant 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

Charles Moravus (1977)
Assistant Professor—Mathematics
B.A., St. John’s University; M.A., Manhattan College

Lana Moravus (1994)
Instructor—Mathematics
A.A.S., SUNY Orange; B.A., Mount Saint Mary; M.S.,
Canisius College and Long Island University

Cynthia Morrison (2003)
Instructor—Laboratory Technology
A.A.S., SUNY New Paltz, M.A., CCNY

Robert J. Mullin (2001)
Professor—Business Management
B.A., Cathedral College, M.S.Ed., St. John’s University

Vickie Murray (2005)
Instructor—Math/Computer Science
B.S., SUNY New Paltz, M.A., CCNY

Victoria Neville (2007)
Instructor—Communication
B.A., Marist College; M.S., Boston University

Robert Nicoletti (1998)
Instructor—Laboratory Technology
A.A.S., SUNY Orange; B.S., SUNY Albany

Kelli Nidositko (2007)
Instructor—Nursing
A.A.S., SUNY Orange; B.F.A., Marymount Manhattan
College

John Niedzielski (1976)
Associate Professor—Mathematics
B.S., City College of N.Y.; M.S., SUNY New Paltz

Carole Nolan (2006)
Instructor—Movement Science
B.S., Brooklyn College; M.S., Long Island University

Peter Nozell (2000)
Instructor—Art
A.A.S., A.S., SUNY Orange; B.F.A., SUNY New Paltz

Althea Oenga (2007)
Instructor—Mathematics
A.S., Nassau Community College; B.S., M.S., SUNY Albany

Louis Ogden (1998)
Instructor—Criminal Justice
A.A.S., SUNY Orange; B.S., Mercy College

Dena O’Hara Whipple (2005)
Instructor—Art
B.A., Baruch College; M.S., Fordham University

Jacqueline O’Malley-Satz (2005)
Instructor—Art
B.S., M.S., SUNY New Paltz
Adjunct Faculty

Lynda Onofry (1998)
Assistant Professor—Foreign Language-French
B.A., M.S., SUNY New Paltz

Joanna Ostrovetsky (2007)
Instructor—Diagnostic Imaging
A.A.S., SUNY Orange; A.S., Medical School of Latvia; B.S., Latvian University

Nancy Owen (2007)
Instructor—Nursing
B.S.N., University of Rhode Island

Sean Padden (2007)
Instructor—Psychology
A.A., SUNY Orange; B.A., M.S., Marist College

Lance Pahucki (2006)
Instructor—English
A.A., SUNY Orange; B.A., SUNY Albany; M.A., SUNY Oswego

Richard Paolo (2005)
Instructor—Applied Technologies
B.S., M.S., Nyack College

Charles Passarotti (2005)
Instructor—Architectural Technology
A.A.S., SUNY Orange; B. Arch., New York Institute of Technology

James Patane (2008)
Instructor—Diagnostic Imaging
A.A.S., SUNY Orange; B.A., Rowan University

Dana Perna (2002)
Assistant Professor—Music
B.A., C.W. Post; M.M., Northwestern University

Cathy Pesce-Parlier
Clinical Proctor
B.A., SUNY Buffalo

Alan Petersen (2005)
Instructor—Criminal Justice
B.A., University of MA@Dartmouth; B.A., SUNY New Paltz; M.F.S., George Washington University

Yvonne Peterson (2008)
Instructor—Nursing
R.N., B.S., Lehman College

Paul Pfeiffer (2003)
Instructor—Massage Therapy
Certificate; Hudson Valley School of Massage; B.F.A., University of Texas; B.A., Rice University

Sabrina Pinesett (2005)
Instructor—Math/Computer Science
A.A., SUNY Orange; B.A., SUNY New Paltz; M.S., Mercy College

Tara Pipia (2007)
Instructor—Movement Science
B.A., SUNY New Paltz

John Pisacano (2007)
Instructor—Psychology
B.A., Manhattan College; M.S., Western Connecticut State University; M.A., Marist College

John Pleasants (1993)
Assistant Professor—Mathematics
B.S., Hampton Institute; M.S. Marist College

Carl Ponesse (2002)
Instructor—Sociology
A.A., SUNY Orange; B.A., M.A., SUNY New Paltz

Laura Potter (2007)
Instructor—Dental Hygiene
A.A.S., SUNY Orange; B.S. Pace University

Deborah Powell (2001)
Assistant Professor—Psychology
A.A., Mount Wachusett; B.S., Fitchburg State College; M.A., West Georgia College

Elizabeth Pozo (2003)
Instructor—English
A.B., Bryn Mawr College; M.A., Fordham University

Susanne Ptak (1968)
Assistant Professor—Nursing
R.N., B.S., M.A., Columbia University

JoAnn Pulliam (2008)
Instructor—Movement Science
A.A., SUNY Orange; B.A., Southern Connecticut

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

Maureen Razi (1993)
Assistant Professor—English
B.A., College of St. Vincent; M.A., SUNY Albany

Georgia Rampe (2004)
Instructor—Biology
B.S., M.A., SUNY New Paltz

Thomas Reape (1991)
Assistant Professor—English
B.A., Manhattan College; M.A., University of Pittsburgh

Instructor—Global Studies
B.A., M.S., Long Island University

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

Paul Rickard, Jr. (2001)
Instructor—Criminal Justice
B.S., St. John’s University

Thomas Rickard (1998)
Instructor—Mathematics
A.A., SUNY Orange; B.S., Dominican College; M.S., Iona College

Kathleen Riffkin (2008)
Instructor—Science, Engineering and Architecture
B.P.S., M.Arch., SUNY Buffalo

James Riley (2003)
Instructor—Math/Computer Science
B.S., Pennsylvania State University; M.S., SUNY New Paltz

Sheila Rivera (2004)
Instructor—Nursing
B.S., SUNY Buffalo

Peggy Roda (2003)
Instructor—Movement Science
A.S., SUNY Orange

Theresa Rogers (2003)
Instructor—Radiologic Technology
A.A.S., SUNY Orange

Levern Rollins Haynes (2006)
Instructor—Music
B.A., B.S., Charleston Southern University; M.M., University of South Carolina; Ph.D., Florida State University

Katherine Roseli (2006)
Instructor—Biology
A.A.S., Morrisville College; B.S., Cornell University; M.Ed., Pennsylvania State University

Deborah Rossi (2006)
Instructor— Diagnostic Imaging
A.S., Medical College of VA; B.S., Dominican College; M.S., Iona College

Jeanne Roucken (2003)
Instructor—Office Technologies
A.A.S., SUNY Orange; B.S., SUNY Albany

William Ruggles (1998)
Assistant Professor—Accounting
B.S., M.P.A., SUNY Albany

M. Roberto Ruiz (2007)
Instructor—English
B.A., M.A., Binghamton University

Antonette Russo (1982)
Assistant Professor—Movement Science
A.A.S., SUNY Orange; B.S., SUNY Brockport

Dana Salkowsky (2005)
Instructor—Communication
B.A., Pace University; M.A., Iona College

Martin Saint Martin (2002)
Instructor—Art
B.F.A., Cooper Union

Jeff Saret (2002)
Instructor—Criminal Justice
B.S., John Jay College of Criminal Justice

Robert Sassi (1997)
Assistant Professor—History
B.A., Siena College; M.S., SUNY New Paltz

Matthew Sauer (2005)
Instructor—Biology
B.S., Siena College; M.S., College of St. Rose

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Instructor—Movement Science

Nancy Schadt (1988)
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B.A., Vassar College; M.A., SUNY New Paltz

James Scharfenberger (1990)
Associate Professor—Communication
B.S., St. John’s Univ.; J.D., Brooklyn Law School

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A.A., SUNY Orange; B.A., M.A.T., SUNY New Paltz

Diane Schufa (2002)
Placement Coordinator—Education
B.A., Mount Saint Mary College; M.S., SUNY New Paltz

Thomas Schunk (2007)
Instructor—History
B.S., M.A.T., University of Wisconsin; Ph.D., Marquette University

Michael Schwartz (2008)
Instructor—Criminal Justice
A.B., Brandeis University; J.D., New York University

Kevin Scott (2006)
Instructor—Music
Diploma, Mannes College of Music

Assistant Professor—Psychology
B.A., University of California, Irvine; M.A., Ph.D., University of British Columbia

Sheldon Schwartz (1990)
Assistant Professor—Psychology
B.A., Long Island University; M.A., New York University

Donald Schwager (2003)
Assistant Professor—History
Ph.D., SUNY Albany
Adjunct Faculty

Mary Sealfon (2006)
Instructor—Art
B.A., San Jose State College

Elaine Jameson Segali
Instructor—English & Foreign Languages
B.A., Rutgers University; M.S., SUNY New Paltz

Linda Seiss (2002)
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B.S., M.S., CAS, SUNY New Paltz

Sue Sheehan (1999)
Assistant Professor—Psychology
A.A.S., Dutchess Community College; B.S., M.S., SUNY New Paltz

Christopher Sherwood (1991)
Instructor—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

Instructor—Office Technology
A.A.S., SUNY Orange; B.B.A., Siena College; M.B.A., University of South Carolina

David Siegel (2004)
Instructor—English
B.A., Prescott College; M.F.A., Vermont College

Joan Siegel (1981)
Associate Professor—English
A.B., Hunter; M.A., NYU

Francesca Smith (2007)
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A.A., Rockland Community College; B.A., B.S., SUNY New Paltz; M.A., University of Phoenix

Maria Smith (2001)
Instructor—English
A.S., Sullivan Community College; B.A., SUNY New Paltz

Richard E. Smith (2002)
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A.S., SUNY Orange; B.S., Clarkson University; M.S., Marist College

Scott Smith (1993)
Instructor—Mathematics
A.S., Rockland Community College; B.A., SUNY New Paltz

Irwin Solomon (2000)
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B.S., University of Pennsylvania; M.A., Webster University; Dr. of Arts, George Mansion University

Paula Southwell-Wise (1994)
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A.A., SUNY Orange; B.A., M.A., SUNY New Paltz; M.S.W., SUNY Albany

Vivian Stack (2004)
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B.A., SUNY Geneseo, M.S., SUNY New Paltz

James Steane (1993)
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A.A.S., SUNY Orange, B.A., SUNY Brockport, M.S., Iona

Howard Steng (2006)
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B.A., Northeastern University; M.S., Boston University; M.B.A., University of Pennsylvania

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Marion Thomas (2005)
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A.A.S., SUNY Orange, B.S., M.A., New York University

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Instructor—History
Ph.D., Drew University

Rebecca Trenz (2003)
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Donald Urmston (2000)
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Dawn Vandervoeld (2006)
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Pamela Vela (2006)
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American Registry of Radiologic Technologists

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Instructor—Global Studies
M.S., SUNY New Paltz

Laura Volpe (2005)
Instructor—Nursing
A.A., County College of Morris; A.A.S., SUNY Orange; B.A., Fairleigh Dickinson University

Konrad VonAppen (1968)
Associate Professor—Architectural Technology
B.Architecture, Pratt Institute; Registered Architect

Catherine Wagner (2001)
Assistant Professor—Biology & Laboratory Technology
B.S., Cornell University; D.C., Logan College of Chiropractic

Joelle Walz (2008)
Instructor—Movement Science
A.A.S., Nassau Community College; B.A., SUNY Albany; M.A., Adelphi University

Ellen Warren (2002)
Instructor—Occupational Therapy Assistant
A.A.S., SUNY Orange; B.S., Dominican College

Andrew Warren (1999)
Instructor—Architectural Technology
A.A.S., SUNY Orange; B.Arch., Pratt Institute; Reg. Arch.

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

Nadine Wheat (2007)
Instructor—Psychology
B.A., Baruch College; M.S., Fordham University

Kevin White (2005)
Instructor—Sociology
B.A., Baruch College; M.S., Fordham University

Sherrie Winn (2004)
Instructor—Diagnostic Imaging, Movement Science, Massage Therapy
A.A.S., A.A., SUNY Orange

Daniel Wise (2000)
Assistant Professor—Applied Technology
B.S., Park University; M.S., Walden University

Richard Wolslayer (1999)
Instructor—Movement Science
M.S., University of Colorado

Rosalie Wolvek (2003)
Instructor—Foreign Languages
B.A., Brooklyn College

Patrick Woods (1989)
Instructor—Criminal Justice
B.A., Cathedral College; M.S., Long Island University

Michael J. Worden (2001)
Instructor—Movement Science
A.A.S., SUNY Orange

Michelle Wurth Tripodi (2008)
Instructor—Diagnostic Imaging
A.A.S., SUNY Orange

Gerald Yagoda
Clinical Proctor
M.A., Columbia; Ph.D., New York University

Elizabeth Youngblood (2007)
Instructor—Nursing
B.A., University of Colorado; B.S.N., Pace University; M.S., SUNY New Paltz

Instructor—Massage Therapy
A.A.S., SUNY Orange

Leslie Zeller, (2005)
Instructor—Dental Hygiene
A.A.S., SUNY Orange

Instructor—Math/Computer Science
B.S., Loras College; M.S., University of Wisconsin

Danielle Zwart (2006)
Instructor—Diagnostic Imaging
A.A.S., SUNY Orange
Administrative Support Staff

Julio Acevedo
William Ackley
Susan Ambrosino
Tina Arzonetti
Luke Aversano
Charlie Baird
Barbara Banyacski
Albert Barone
Kim Baxter
John Beakes
Frank Bell
Daniel Bellotto
Betty Beneski
Richard Benjamin
William Birmingham
John Bogach
Margaret Bohdan
George Booth
Mary Booth
Vicki Boucher-Parisella
Margaret Boyle
Richard Brola
Evelyn Bruno
Laurie Burns
Edward Burr
Maureen Busweiler
Maria Calvaruso
Donna Campanale
 Mildred Canonico
Wayde Capiro
Glenn Card
Lisa Catania
Carol Classey
Craig Cohen
Richard Cole
Carol Coon
Michael Corriere
Sharon Cosgrove
Dennis Costas
Yolanda Cruz
Edward Cummings
Catherine Daino
Joyce Davis
Donald Decker
Danielle DeLuca
John Delvalle
Joyce DePew
Janet DeRuiter
Ramon Diaz
Sharlene DiNunzio
Paul Doherty
Paul Doolittle
Timothy Doolittle
Timothy Doolittle Jr.
George Dusenberry
Michael Egan
Melissa Elwood
Pangchi Ferstand
Stephanie Fezza
Leona Flaster
Mary Forbes
Kelly Fox
Michael Fuentes
Shawn Galarza
John Gargiulo
Dianne Gersbeck
Carol Gihr
Anthony Girolamo
Frances Girolamo
Laura Groszek
Stefani Haag
Paul Haakmeester
Gerald Hamilton
Ilene Hauburger
Marie Hauk
William Heissler
Donna Henion
Michael Henion
James Hennigan
Patrice Henry
Ismael Hernandez
Elizabeth Hession
Roger Hill
Christine Hink
Maryanna Hudak
Lisabeth Ivanchukov
Judith Jackman
Onessima Jenkins
Brian Johnson
Shawn Johnson
Dolores Jones
Kelly Jonigan
Joseph Kanoff
Thomas Keating
Susan (Janie) Keller
April Kinne
Patrick Kinne
Ray Klopchin
Denise Kotwas
Kathleen Kummer
Thomas Kuruvilla
Aleta LaBarbera
Yasin Latif
Kenneth Lee
Lynne Lindh
Ellen Liu
Jon Livesey
Richard Livesey
Clifton Long
Walida Lorde
Linda Lucas
Carol Ludlow
Mark Lybolt
William MacLean
Susan Mansueto
Michael Marino
Kimberly Markle
Irima Martine
Melissa Massari
Joseph Mazza
Susan McComb
Christina McCoy
Matthew McDonnell
Alice McGeady
Wayne McKeeny
Shirley McKelvey
Belen Medina
Carolyn Meere
Mark Mennite
Debra Merrill
Frank Miedema
Steven Miedema
Ann Misiano
Arthur Morse
Laura Motisi
Michael Murphy
Carolyln Murray
Andrea Nadeau
Blanche Nadeau
Louis Nadeau
William Navarro
Connie Nied
John Idres Nied
Rhonda Niski
Christine Norman
Carol Norris
Janet Nowicki
Kathy O'Dell
Kirsten O'Donnell
Irina O'Dowd
Kim Paffenroth
Omera Parrilman
Sal Parisella
Barbara Piampiano
Luis Pineiro
Kimberly Pintka
Diana Pitre
Susan Plichta
Sheryl Plutchino
Rosemary Polo
James Pope
Dale Prokosch
Joni Pufahl
Sonia Quintanar
Steven Radich
Brian Rafferty
Arthur Ramos Jr.
Robbin Raso
Karen Reid
Camille Ricci
Patrick Richardson
Charles Robinson
Vincent Romano
Rachael Rudy
Anne Ruscher
Deborah Saksen
Donna Sanders
Maria Santiago
Helen Santos
Manuel Santos
Maria Sarett
Janet Severino
Diane Simcik
Dennis Simmons
Linda A. Smith
Stacey Smith
Vickie Solero
Irene Spaulding
Anita Spero
Wesley Stockhouse
Arlene Stefane
Victor Stephens
Cynthia Stevens
Joan Sullivan
John Sullivan
Joseph Sullivan
Mary Sullivan
Richard Szela
Kirt Taylor
Lyla Ten Eyck
Carolyn Thayer
Frederick Tricarico
Gabrielle Tiefenbach-Kramer
Lorraine Triola
Susan Turnbull
Joseph Valentia
Dolores
VanRegenmortel
David Vedder
Terry Visser
Jack Vuolo
Brenda Walsh
Margaret Wasnieski
Joseph White
Cherie Wierzbickie-McMickle
Timothy Williams
Gary Wilson
Gerald Zazzero
**Accounting**

Gary Cassiello
Judeelson, Giordano & Siegel, P.C.

Michael Cutler, CFO
WVT Communications

Louis Fortunato, CPA
Mount St. Mary College

Karla Galazzo, Representative
Primerica Financial Services

Sue Gillinder, CPA
Gillinder Brothers, Inc.

Tracy Gutting
Stanley Marks & Co.

Cathleen Kenny
Dominican 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**

Barbara Aimone
Woodbury Commons Premium Outlet

Michael Amadio
Middletown City Clerk/Treasurer

Elaine Farley
Orange and Rockland Utilities

Richard Rowley
Builder’s Capital, LLC

Beth Texter
Texter Marketing

Don Urmston
Furniture Options, Ltd.

---

**Criminal Justice**

Carl Amaditz, Deputy Commissioner
Orange County Department of Emergency Communications

Chief Matthew T. Byrne
City of Middletown Police

Chief Dominic Giudice
Village of Monroe Police

Chief Carl Schupp
Town Blooming Grove Police

Major John Melville, Troop Commander
Troop "F" New York State Police

Sheriff Carl DuBois
Orange County Sheriffs Department

Commissioner Walter Koury
Orange County Department of Emergency Services

---

**Dental Hygiene**

Dr. Cecilia Escarra
PRASAD

Clifford Hames
HUDSON RIVER HEALTH CARE

Tracy Kurth
Mid-Hudson Dental Hygienists’ Association

Nicole Massaro
DHASNY

Christine Tunno, RDH
Westbrookville, NY

David Rubino
Procter and Gamble

Carol Syskowski, RDH
Middletown, NY

---

**Education**

Paula Amaditz, Principal
Maple Hill Elementary School

Alice Fellenzer
Kindergarten Affiliate

Steve Fisch, Principal
Pine Bush Elementary

Susan Lee, Coordinator
Early Intervention of Orange County

Linda Martini, Director
Child Care Council of Orange County

Tekki Reszenski, Director
Middletown Day Nursery

Barbra Russell, Executive Director
Family Empowerment Council

Dr. Janet Seaman, Assistant Superintendent
Washingtonville Central School District

Dr. Mary Ann Wilson, Assistant Superintendent
Orange-Ulster BOCES

---
Advisory Boards

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

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
Ms. Diana Kornish
   Here’s Help Staffing Service
Dr. Edward Meyer
   Attorney-at-Law
Ms. Marsha Orloff
   Orange Regional Medical Center

Physical Therapist Assistant
Donna Borras, PTA
   Slate Hill, NY
Ellen Dunn, PTA
   Middletown, NY
Christine Flewelling, PT
   VA Hudson Valley Healthcare System
Donna Frazier, OTR
   Elant@Fishkill/Elant@Wappingers Falls
Kathy Koblarz, PTA
   Arden Hill Hospital, Goshen, NY
Bill Lynch, PT
   Orange/Ulster BOCES
Gretchen Meier, PT
   Bloomingburg, NY 12721
Janet Polubjaj, PTA
   Therapy Connection, Poughkeepsie, NY
Sue Ann Schick, PTA
   Westtown, NY
Howard Wilen, PT
   Good Samaritan Hospital

Adjunct Faculty/Clinical Coordinators
Physical Therapist Assistant Program
Rhoda Collins—Academic Coordinator of Clinical Education
AHRC-Middletown
   Teresa Gurrieri, PT
AHRC-Pre School Learning Exp.-New Windsor
   Lisa Hess, PT
Allied Services Rehab Hospital
   Barbara Murphy, PT
Beck Physical Therapy
   Rob Beck, PT
Benedictine Hospital
   Kevin Rudolph, PT
Beth Israel Medical Center
   Sherese Gibson, PT
BOCES-Orange/Ulster
   Bill Lynch, PT
BOCES-Rockland County
   Nancy Shakauri, PT
BOCES-Sullivan County
   Andrea Falcone, PT
Burke Rehabilitation Center
   Pamela Jones, PT
Campbell Hall Health Care Center
   David Marks, PT
Catskill Orange Physical Therapy
   Kevin Stafford, PT (Middletown)
   Marlene Janker, PT (Goshen)
Catskill Regional Medical Center
   John Pawlowski, PT
Children’s Annex
   Sarah Corrigan, PT
County Physical Therapy
   Patrick Clough, PT
Danbury Hospital
   Keri Supper, PT
Drayer Physical Therapy Institute-Sparta
   April Black, Corporate CCE
   Tara Gerber, PT
Elant, Inc.
   Donna Frazier, OTR (Fishkill)
   Lynn Kensek, OTR (Goshen)
   Michael Paterno, PT (Newburgh)
Ellenville Community Hospital
   Theresa Marcel, PT
Fitness Forum
   Kim Pawlowski, PT (Newburgh)
   Mike Linkowitz, PT (Fishkill)
Full Range PT
   Mel Cave, PT
George Giovannone, PT
   Private Practice
Good Samaritan Hospital
   Howard Wilen, PT
Helen Hayes Hospital
   Mary Nishimoto, PT
Hudson Valley Sports & Physical Training Svc.
  Deanna Smith, PT
Inspire/CP Center
  Debi Santulli, PT
Kingston Hospital
  Dawn Luby, PT
Kingston Physical Therapy & Sports Rehab PC
  Gerard Cuffe, PT
Millbrook Orthopedic & Sports PT
  Bill Bremliner, PT
Montgomery Physical Therapy & Wellness
  Port Jervis Physical Therapy & Wellness
  Shannon Albanese, PT
Moriarity Physical Therapy
  Nancy Moriarty, PT
Frank Nani Physical Therapy
  Private Practice
Newton Memorial Hospital
  Linda J. Jehl, PT
Northern Dutchess Hospital
  Kathy Rubsam, CCE
Nyack Hospital
  Isaac Altschuller, PT
Nyack Manor
  Mary Chris, PT
Orange Lake PT
  Louis Catalusci, PT
Orange Regional Medical Center
  Ann McEnroe-O’Connor, PT (In-Pt)
  Diane Strysko, OTR (Out-Pt)
Orthopedic Assoc. of Dutchess County
  Edward Grano, PT
Ostrander Elementary School
  Fritz Meier, PT
Peak Physical Therapy Inc.
  Dan Fishman, PT
Phelps Memorial Hospital Center
  Ann Toffel, PT
Physical Therapy Professional Care
  Laura Mulhare, PT
  T. Piserchia, M.D., P.C.
  Garry Hazen, PT
Rehab Programs, Inc.
  Barbara Bush, PT
Rockland Orthopedics & Sports Medicine
  Karen Tomma, PT
Margaret Runge, PT, Inc.
  Private Practice
Sarno & Sarno
  Robert & MaryBeth Sarno, PTs
Schnurmacher Center for Rehab & Nursing
  Suzette Vitale, PT
Scotchtown Chiropractic & PT
  Bryan Wiesowski, PT
Sports Physical Therapy of NY, PC
  Phil DeMase, PT (Somers)
  Laura Stevens, PT
  Private Practice
St. Anthony Community Hospital Center For Physical Rehab
  Stewart Ross, PT
  (+ out-patient Satellite)
St. Francis Hospital (+ Satellites)
  Brenda Koep, PT
St. Luke’s-Cornwall Hospital
  Ed Leonard, PT (Cornwall)
  Jeanne Campbell, OTR, (St Luke’s-Newburgh)
  Dave M ohr, PT (9W, Newburgh)
  Sue VanDerBogart (New Paltz)
  Maria Donahue, PTA (New Windsor)
Ten Broeck Commons
  Christine M acM orran, PT
Therapy Place for Pediatrics & Adolescents
  Peter Anello, PT
VA Hudson Valley Health Care System
  Maryann Barnhart, PT
Valley View Center for Nursing Care
  Same Nagappan, PT
Vassar Brothers’ Hospital
  Jackie Lamando, PT
Wayne Hospital Rehab Services
  Pamela Peet, PT
Westchester Medical Center
  Gail Cherry, PT
Wilmingtom Physical Therapy
  Linda Sain, PT
Wingate @ Dutchess
  Rebecca Hamann, PTA
Wingate @ St. Francis
  Karen Chase, PTA
Wingate @ Ulster
  Kathy Ahrens, PT

OCCUPATIONAL THERAPY ASSISTANT
Matthew Casserly, OTR
  ABC Therapy Services
Donna Christensen, COTA
  Warwick Valley School District
Jennifer Clayton, Advocate for Services for Students with Disabilities
  SUNY Orange
  Erin Crowley, Student COTA
  SUNY Orange
Arlene Feldman, Director of Special Education
  Valley Central School District
Jenny Flanagan, MSW, CSW
  Psychotherapist, Private Practice
Donna Frazier, OTR
  Elant @ Fishkill/Elant @ Wappingers Falls
Stacey Grove, OTR
  Greenwood Lake School District
Ray Jacobs, COTA
  Bon Secours Community Hospital
William Kowal, OTR
  Progressive Health of PA
Debbie Lewis, COTA
  Valley View Center for Nursing Care & Rehab
Advisory Boards

Ann Marie Maglione, Staff Assistant to the County Executive Orange County Government Center
Rodrigo Suarez, COTA
St. Luke’s-Cornwall Hospital
Kristen Taveirne, Student COTA
SUNY Orange
Doreen Torres-Gray, OTR
St. Luke’s-Cornwall Out-Patient
Sheila Warren, RN, M.Ed.
Orange County Department of Health

Fieldwork Educators—Occupational Therapy Assistant Department
Mildred Melchionne, COTA—Academic Clinical Coordinator

AHRC - George Robinson Center
Cheryl Curtis, OTR

AHRC - Henry F. Cox Center
Hollis Kellogg, OTR

AHRC - Pre Learning Experience
Peggy Amaturo, OTR

Benedictine Hospital
Jeanne Weiss, OTR

BOCES - Orange/Ulster
Joan M. arkos, OTR

BOCES - Sullivan County
Vicki Tripido, OTR

BOCES - Ulster County
Patti Duke-Rice, OTR

Bon Secours Community Hospital
Ray J. acoba, COTA
Katherine Walker, COTA (CAM I Unit)
Barbara Zottola, OTR

Brookside School
Lori Schwark, OTR

Burke Rehabilitation Center
Lorraine Kramer, OTR

Campbell Hall Rehabilitation Center
Ann Daugherty, OTR

Catskill Physical Medicine Sports Rehabilitation
Mia Newman, OTR

Catskill Regional Medical Center
John Pawlowski, PT

Center for Discovery
Melissa Grasso, OTR
Jackie Dzczeminski, OTR/L

Children’s Annex
Laurie Hopkins, OTR
Lorina Figueroa-Robles, COTA

Cornwall Schools
Kathy Fendt, OTR

Danbury Hospital
Keri Supper, PT

Developmental Therapy Assoc. (Peds)
Linda Gozza, OTR

Early Education Center
Lynn M. ellickian, OTR

Easter Seals Project Discover
Robin Doick, Director

Eden Park Nursing Home
Greg M. elroy, OTR

Elant @ Fishkill/Elant @ Wappingers
Donna Frazier, OTR

Elant @ Newburgh
Kerry Murphy, OTR

Greenwood Lake Schools
Stacey Gove, OTR

Hebrew Home for the Aged
Israel From

Helen Hayes Hospital
Liz T. Thompson, OTR

Inspire Inc.
Helga Edic, OTR

Kessler Institute for Rehab
Christine De la Sasso, OTR

Mid-Hudson Forensic Psychiatric Center
Irene D’Donato, OTR

Minisink Valley Elementary School
Ada Pardin, OTR

Montgomery Physical Therapy & Wellness
Cynthia Boccia, OTR

New Paltz Schools
Kathie M. oran, OTR

Orange Regional Medical Center
Diane Stryzko, OTR - Horton Campus

Park Manor Rehab & Health Care Center
Regan Romanoski, PT

Pediatric OT Solutions
Laura Stubecki, OTR

Plaza Regency
Jill Jefferys, OTR

Port Jervis City Schools
Sue Rogowski, OTR

Progressive Health of PA
Bill Kowal, OTR

Rehabilitation Programs Inc.
Joan Whitesell, OTR

Rockland OT for Children
Pat M. Cull, OTR

Sanfordville Elementary School
Mary Ann Martin, OTR

Sullivan ARC
Charlotte Lambert, COTA

St. Francis Hospital
Brenda Kepp, PT
Michael Bailey, OTR

St. Luke’s/Cornwall Hospital
Maura Dowling, OTR

St. Luke’s Physical Medicine & Rehab
Jeanne Campbell, OTR

St. Teresa’s Nursing Home
Roopa Shenoy, OTR

Ten Broeck Commons
Bruce Blair, OTR

VA Hudson Valley Health Care System
Maura Timm, OTR

Valley View Center for Nursing Care
Phil Deyermond, OTR

Wappingers Central School District
Debra DePalma Wells, OTR

Wingate
Christina Droney, OTR

Laboratory Technology

Dr. Liza Antony
St. Luke’s-Cornwall Hospital

Theresa Derig
St. Luke’s-Cornwall Hospital

Edward Duncanson
Pine Bush High School (retired)
Advisory Boards

Technical Assistant—Nursing

Suzanne Montgomery
R.N., A.A.S., SUNY Orange
Ruthanne Dykstra
B.S., Syracuse University

Radiologic Technology

Prof. Diedre Costic
SUNY Orange
F. Dennis Harrington
St. Anthony’s Hospital
Dr. Mahesh Kinkhabwala
St. Luke’s Hospital

Clinical Instructors—Radiologic Technology

Penny Lynch
Arden Hill Hospital
Harry Mitchell
Arden Hill Hospital
Melody Zolendzieski
Horton Medical Center
Ronald Clinton
Horton Medical Center
Mitch Samoila
Horton Medical Center
Audrey Dessingue
Macy’s 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

Nursing Department

Donna G. Case, R.N.
Elant, Inc.
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
Diana Hendricks Focarile, R.N.
Alumnus, SUNY Orange
Karen Magee, RN
Good Samaritan Home Care
Burton Thelander, RN
Middletown Psychiatric Center
Robin Neidhardt, RN
Orange County Residential Health Care Services
Shirley VanZetta, RN
Orange County Department of Health
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 25, Monday</td>
<td>Fall 2008 Day &amp; Evening Credit Classes Begin</td>
</tr>
<tr>
<td>August 25, Monday</td>
<td>First Assembly Meeting of the Semester (3:15 p.m.)</td>
</tr>
<tr>
<td>August 25 – August 29</td>
<td>Late Registration and Drop/Add</td>
</tr>
<tr>
<td>August 27, Wednesday</td>
<td>Faculty Workshop (3 p.m.)</td>
</tr>
<tr>
<td>September 1, Monday</td>
<td>Labor Day Holiday – College Closed</td>
</tr>
<tr>
<td>September 4, Thursday</td>
<td>Deadline for Change To or From Audit Status First Half-Semester Courses</td>
</tr>
<tr>
<td>September 15, Monday</td>
<td>Deadline for Change To or From Audit Status for Semester-Long Courses; Last Day to Drop Without a “W” Grade</td>
</tr>
<tr>
<td>September 27, Monday</td>
<td>Apply December Graduation/Records &amp; Registration Middletown Only</td>
</tr>
<tr>
<td>September 30, Tuesday</td>
<td>Rosh Hashanah – Classes in Session*</td>
</tr>
<tr>
<td>October 1, Wednesday</td>
<td>Last Day for Student to Withdraw from First Half-Semester Courses with Grade of “W”</td>
</tr>
<tr>
<td>October 8, Wednesday</td>
<td>Last Day for Instructor Withdrawal from First Half-Semester Courses</td>
</tr>
<tr>
<td>October 9, Thursday</td>
<td>Yom Kippur – Classes in Session*</td>
</tr>
<tr>
<td>October 13, Monday</td>
<td>Columbus Day – No Classes</td>
</tr>
<tr>
<td>October 14, Tuesday</td>
<td>Administrative Offices Open until 5 p.m.</td>
</tr>
<tr>
<td>October 15, Wednesday</td>
<td>Hold Monday 10/13 Classes – No Tuesday Classes</td>
</tr>
<tr>
<td>October 16, Thursday</td>
<td>Second Half-Semester Courses Begin</td>
</tr>
<tr>
<td>October 17, Friday</td>
<td>Mid-Semester Progress Reports Due On-Line</td>
</tr>
<tr>
<td>October 24, Friday</td>
<td>Deadline for Change To or From Audit Status for Second Half-Semester Courses</td>
</tr>
<tr>
<td>November 3, Monday</td>
<td>Last Day for Student to Withdraw from Semester-Long Courses with Grade of “W”</td>
</tr>
<tr>
<td>November 5, Wednesday</td>
<td>Last Day for Student to Withdraw from Second Half-Semester Courses with Grade of “W”</td>
</tr>
<tr>
<td>November 21, Friday</td>
<td>Last Day for Instructor Withdrawals for Fall 2008 Records &amp; Registration</td>
</tr>
<tr>
<td>November 21, Friday</td>
<td>Student Deadline for Total Withdrawal from College</td>
</tr>
<tr>
<td>November 26, Wednesday</td>
<td>Thanksgiving Recess - Administrative Offices Open 11/26 until 5 p.m.</td>
</tr>
<tr>
<td>November 30, Sunday</td>
<td>College Closed 11/27 - 11/30</td>
</tr>
<tr>
<td>December 1, Monday</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>December 5, Friday</td>
<td>Deadline to Apply for December Graduation Records &amp; Registration - Middletown Only</td>
</tr>
<tr>
<td>December 8,9,10,11</td>
<td>Special Schedule for Required Last Week —</td>
</tr>
<tr>
<td>Mon, Tues, Wed, Thurs</td>
<td>Day Classes</td>
</tr>
<tr>
<td>December 6, 8, 9,10,11</td>
<td>Required Last Week —</td>
</tr>
<tr>
<td>Sat, Mon, Tues ,Wed, Thurs</td>
<td>Evening and Saturday Classes</td>
</tr>
<tr>
<td>Dec 6, Saturday</td>
<td>Saturday Morning Classes</td>
</tr>
<tr>
<td>Dec 8, Monday</td>
<td>Monday Evening Classes</td>
</tr>
<tr>
<td>Dec 9, Tuesday</td>
<td>Tuesday Evening Classes</td>
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<tr>
<td>Dec 10, Wednesday</td>
<td>Wednesday Evening Classes</td>
</tr>
<tr>
<td>Dec 11, Thursday</td>
<td>Thursday Evening Classes</td>
</tr>
<tr>
<td>December 15, Monday</td>
<td>Final Deadline ALL Grades inputted On-Line (9:00 a.m.)</td>
</tr>
<tr>
<td>December 16, Tuesday</td>
<td>Grades Distributed to Students On-Line</td>
</tr>
<tr>
<td>December 17, Wednesday</td>
<td>Probation/Academic Separation Letters Sent to Students</td>
</tr>
<tr>
<td>December 19, Friday</td>
<td>Letters to Developmental Students indicating required developmental courses for Spring 2009 Sent</td>
</tr>
<tr>
<td>December 15, Monday - January 1, Thursday</td>
<td>Winter Recess Begins Administrative Offices Open 12/15 through 12/23 until 5 p.m. College Closed 12/24/08 - 1/1/09</td>
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SPRING SEMESTER 2009

January 2, Friday  College Administrative Offices Reopen
January 2, Friday  Deadline for Student Appeals to Boards (4 p.m.)
No Appeals will be accepted after this date and time
January 5, 6  Non-Developmental College Appeals Board
Monday, Tuesday
January 5, 6  Developmental Review Board
Monday, Tuesday
January 7, Wednesday  College Assembly / Faculty Workshop (9 a.m. - noon)
January 8  Last Day to Register Prior to Start of Spring 2009 Classes
January 12, Monday  Spring 2009 Day & Evening Credit Classes Begin
January 12 – January 16  Late Registration and Drop/Add
Monday – Friday
January 19, Monday  Martin Luther King Jr. Day—College Closed
January 22, Thursday  Deadline for Change To or From Audit Status — First Half-Semester Courses
February 2 - February 27  Apply for May Graduation/Records & Registration (Middletown Only)
February 2, Monday  Deadline for Change To or From Audit Status—Semester-Long Courses;
Last Day to Drop Without a “W” Grade
February 12, Thursday  Last Day to Withdraw from First Half-Semester Courses With a Grade of “W”
February 25, Wednesday  Last Day for Instructor Withdrawal from First Half-Semester Courses
February 27, Friday  Last Day to Apply for May Graduation/Records & Registration
March 5 Thursday  Second Half-Semester Courses Begin
March 12, Thursday  Mid-Semester Progress Reports Due On-Line
March 13, Friday  Mid-Semester Grades Distributed to Students On-Line
March 13, Friday  Deadline for Change To or From Audit Status Second Half-Semester Courses
March 16, Monday - March 22, Sunday  Spring Recess
March 30, Monday  Last Day for Student to Withdraw from Semester-Long Courses
With Grade of “W”
April 9, Thursday  Passover – Classes in Session*
April 10, Friday  Good Friday – Classes in Session*
April 13, Monday  Last Day for Student to Withdraw from Second-Half-Semester Courses
With Grade of “W”
April 20, Monday  Last Day for Instructor Withdrawal for Spring 2009 Courses
April 20, Monday  Student Deadline for Total Withdrawal from College
May 4, Monday  Last Regular Class Meeting of Spring 2009
May 5, 6, 7, 8, 9  Final Exam Period – Day Classes
Tues, Wed, Thurs, Fri
May 2, 6, 7, 8, 9  Final Exam Period – Evening and Saturday Classes
Sat, Tues, Wed, Thurs, Fri
May 2, Saturday  Saturday Classes
May 5, Tuesday  Tuesday Evening Classes
May 6, Wednesday  Wednesday Evening Classes
May 7, Thursday  Thursday Evening Classes
May 8, Friday  Monday Evening Classes
May 11, Monday  Final Deadline ALL Grades/Records & Registration Due On-Line (9 a.m.)
May 12, Tuesday  Grades Distributed to Students On-Line
May 14, Thursday  Probation/Academic Separation Letters Sent to Students
May 16, Saturday  Commencement
May 22, Friday  Letters to Developmental Students indicating required developmental courses
for Fall 2009 Sent

May 25, Monday  Memorial Day Holiday—College Closed
May 29, Friday  Deadline for Student Appeals to Boards (4 p.m.)
No Appeals will be accepted after this date and time
Non-Developmental College Appeals Board
June 1, 2  Developmental Review Board
Monday, Tuesday
June 1, 2  Developmental Review Board
Monday, Tuesday
### Summer 2009

<table>
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<td><strong>June 1, Monday</strong></td>
<td>Apply for Summer Graduation</td>
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<tr>
<td><strong>August 7, Friday</strong></td>
<td>Applications at Records &amp; Registration Office - Middletown Only</td>
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**Summer Session 1**

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<td>Summer Session 1 - Classes Begin</td>
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<tr>
<td><strong>June 5, Friday</strong></td>
<td>Last Day to File for Audit Status for Summer Session 1 Course</td>
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<tr>
<td><strong>July 2, Thursday</strong></td>
<td>Last Day to Withdraw from a Summer Session 1 Course with a Grade of “W”</td>
</tr>
<tr>
<td><strong>July 2, Thursday</strong></td>
<td>Last Day for Instructor Withdrawal for Summer Session 1 Course</td>
</tr>
<tr>
<td><strong>July 2, Thursday</strong></td>
<td>Deadline for Total Withdrawal from College for Summer Session 1</td>
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<tr>
<td><strong>July 3, Friday</strong></td>
<td>Independence Day Holiday Observed — College Closed</td>
</tr>
<tr>
<td><strong>July 8, 9</strong></td>
<td>Final Exams or Last Class for Summer Session 1</td>
</tr>
<tr>
<td><strong>Wednesday, Thursday</strong></td>
<td>Final Grades Summer Session 1 Due On-Line</td>
</tr>
<tr>
<td><strong>July 13, Monday</strong></td>
<td>Summer Session 1 Grades Distributed to Students On-Line</td>
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**Summer Session 2**

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<td><strong>June 29, Monday</strong></td>
<td>Summer Session 2 - Classes Begin</td>
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<tr>
<td><strong>July 2, Thursday</strong></td>
<td>Last Day to File for Audit Status for Summer Session 2 Course</td>
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<tr>
<td><strong>July 3, Friday</strong></td>
<td>Independence Day Holiday Observed — College Closed</td>
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<tr>
<td><strong>July 24, Friday</strong></td>
<td>Last Day to Withdraw from a Summer Session 2 Course with a Grade of “W”</td>
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<tr>
<td><strong>July 31, Friday</strong></td>
<td>Last Day for Instructor Withdrawal for Summer Session 2 Course</td>
</tr>
<tr>
<td><strong>July 31, Friday</strong></td>
<td>Deadline for Total Withdrawal from College for Summer Session 2</td>
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<tr>
<td><strong>August 5, 6</strong></td>
<td>Final Exam or Last Class for Summer Session 2</td>
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<tr>
<td><strong>Wednesday, Thursday</strong></td>
<td>Final Grades Summer Session 2 Due On-Line</td>
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<tr>
<td><strong>August 10, Monday</strong></td>
<td>Summer Session 2 Grades Distributed to Students On-Line</td>
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**Summer Session 3**

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<td><strong>July 13, Monday</strong></td>
<td>Summer Session 3 - Classes Begin</td>
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<td>Last Day to File for Audit Status for Summer Session 3 Course</td>
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<td><strong>August 7, Friday</strong></td>
<td>Last Day to Withdraw from a Summer Session 3 Course with a Grade of “W”</td>
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<td><strong>August 14, Friday</strong></td>
<td>Last Day for Instructor Withdrawal for Summer Session 3 Course</td>
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<tr>
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<td>Deadline for Total Withdrawal from College for Summer Session 3</td>
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<td>Final Exams or Last Class for Summer Session 3</td>
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<tr>
<td><strong>Wednesday, Thursday</strong></td>
<td>Final Grades Summer Session 3 Due On-Line</td>
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<td><strong>August 25, Monday</strong></td>
<td>Summer Session 3 Grades Distributed to Students On-Line</td>
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<td><strong>August 28, Thursday</strong></td>
<td>Summer Graduation Applications Deadline</td>
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<td><strong>August 8, Friday</strong></td>
<td>Last Day to File for August Graduation</td>
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*See College policy regarding religious observance*
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Directions

**Orange County Community College**

**Best Routes to Middletown Campus**

115 South Street, Middletown

**Arriving from Connecticut or Upstate New York:**

Interstate 84 West to exit 3W, Route 17M (Middletown). Proceed on 17M which becomes Dolson Avenue. Continue on Dolson Avenue to Bennett Street, turning left on Bennett to the top of the hill (South Street). Bear right to Middletown Campus.

**From New York City or New Jersey:**

N.Y.S. Thruway to exit 16 (Harriman) to Route 17 West to exit 123 (Middletown). Follow 17M (to Middletown) which becomes Dolson Avenue. Continue to Bennett, turning left on Bennett to top of hill (South Street). Bear right to main campus.

**From Upstate:**

Route 17 to exit 121W, Interstate 84 West for 3.3 miles to exit 3W (Route 17M) which becomes Dolson Avenue. Continue on Dolson Avenue to Bennett Street, turning left to Bennett Street. Bear right to Main Campus.

**Best Routes to Newburgh Extension Center**

(Tower Building)

One Washington Center, Newburgh

**From Middletown:** Interstate 84 East, exit 10, stay to right of ramp, turn right onto Route 9W and immediately get into left lane. At stoplight, turn left onto North Plank Road. Continue straight (becomes Rev. Martin Luther King Jr. Blvd.) as road curves to parallel the Hudson River. Turn right onto Colden Street; proceed up hill to a large brick building complex (Newburgh campus). Entrance to parking garage is under building. The Tower Building (Newburgh campus) sits at the corners of Colden Street and Broadway.

**From Route 17:**

Exit 121E (Interstate 84). Follow same directions as if coming from Middletown.

**From Upstate New York or New York City/New Jersey:**

New York State Thruway to exit 17. After toll booths, bear right, follow signs for Interstate 84 East. Follow directions as if coming from Middletown.

**From Connecticut:** Interstate 84 West, Newburgh/Beacon Bridge, exit 10S, stay to right of ramp; turn right at end of ramp. Staying to right, follow signs to Route 9W south, turn right onto Route 9W. After next light, immediately get into left lane. At stoplight, turn left onto North Plank Road. Continue straight (becomes Rev. Martin Luther King Jr. Blvd.) as road curves to parallel the Hudson River. Turn right onto Colden Street; proceed up hill to a large brick building complex (Newburgh campus). Entrance to parking garage is under building. The Tower Building (Newburgh campus) sits at the corners of Colden Street and Broadway.