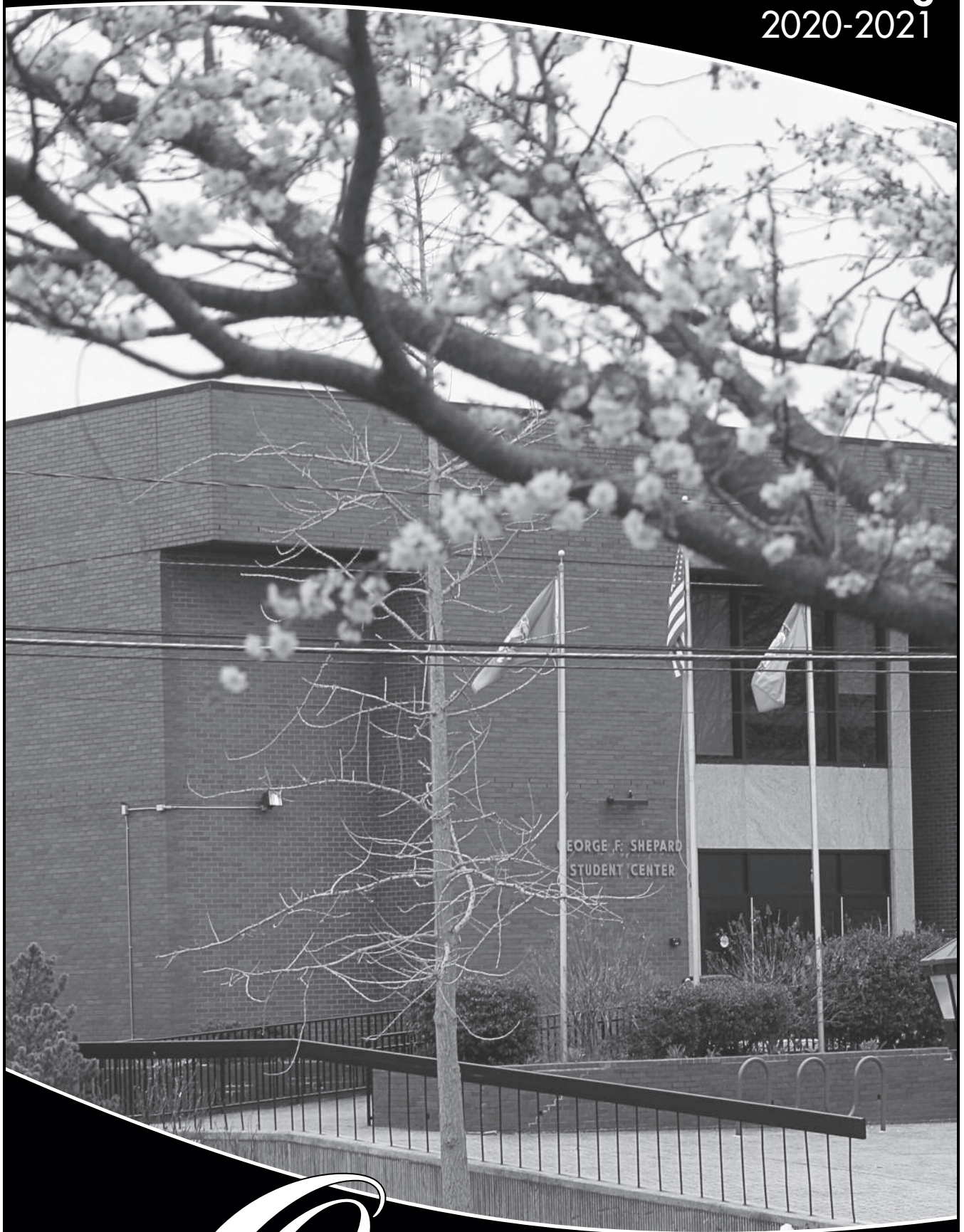


# Academic Catalog

## 2020-2021



SUNY ORANGE

[www.sunyorange.edu](http://www.sunyorange.edu)

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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 Commission on Higher Education

An Equal Opportunity/Affirmative Action College

## Message from the President

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Dear students

Thank you for choosing SUNY Orange to pursue the next step of your academic career. We certainly are facing an unprecedented time in our nation's history, and appreciate your decision and trust in our faculty, staff, and administration. You have my promise that as we navigate the challenges of this global pandemic, we'll continue to do our very best to deliver the same robust academic experience that has been a hallmark of the College for 70 years.

As you read more about the College in the ensuing pages of this Catalog, you will find a wide selection of degree programs that match your skills and interests, as well as a broad framework of student services available to help us support you.

What these pages cannot as accurately and fully portray is our commitment to helping students from all walks of life become successful. Many of our faculty members are experts in their fields, and they truly create the type of supportive and nurturing environment that sets community colleges apart from other institutions of higher learning. At the same time, they oversee a rigorous curriculum that will challenge you and also prepare you for the next chapter of your academic or professional career.

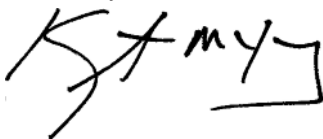
Our Student Services staff will guide through the maze of financial aid options, help you navigate the admissions process and advise you on how to register for your first semester. And once you are enrolled, we gladly provide programming through our Wellness Center, Career and Internship Services, Veterans Services, and Advising Center to support your progress toward graduation.

I can also assure you that student life at the College is more robust and lively than you may imagine. It has been proven that students who are engaged in the activities of their college perform better in class and develop leadership skills that extend beyond their college life. We have a diverse group of student clubs and organizations to help you develop friendships and relationships outside of the classroom.

SUNY Orange also benefits from the support of many friends in the community who recognize the College's impact upon the region and assist us in our efforts to make Orange County and the Hudson Valley an even greater place to live, work and study.

Join us and see for yourself. I'm confident you will find SUNY Orange to be a challenging, yet comfortable, home for academic, social and career growth.

Sincerely,



President

## About SUNY Orange / Mission, Vision, Values & Goals

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### ■ SUNY Orange

Founded in 1950 as the first county-sponsored community college in the State University of New York (SUNY) system, Orange County Community College is fully accredited by the Middle States Commission on Higher Education. The College offers or provides access to a total of 40 accredited academic programs that are designed for transfer and/or career preparation.

#### MIDDLETOWN CAMPUS

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

#### NEWBURGH CAMPUS

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

[www.sunyorange.edu](http://www.sunyorange.edu)

*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](http://www.sunyorange.edu).*

### ■ Notice of Non-Discrimination

Orange County Community College does not discriminate on the basis of race, color, national origin, religion, creed, age, disability, sex, gender identification, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, veteran status, domestic violence victim status, criminal conviction or any other category protected by law. The College adheres to all federal and state civil rights laws prohibiting discrimination in public institutions of higher education.

Inquiries regarding this non-discrimination policy may be directed to:

Iris Martinez-Davis  
Civil Rights Compliance Officer  
115 South Street, Middletown NY 10940  
(845) 341-4662  
[iris.martinezdavis@sunyorange.edu](mailto:iris.martinezdavis@sunyorange.edu)

### ■ COVID-19

As we navigate the unprecedented challenges of the global COVID-19 pandemic, we recognize the need to adjust College operations, as well as delivery of academics and student services, as dictated by local, state, or federal health requirements. We remain committed to ensuring the health and safety of students, faculty and staff, while also preserving the integrity of our academic curriculum.

### ■ Vision, Mission, Values & Goals

#### Vision

Orange County Community College will be an exemplary community college transforming lives through academic excellence, innovation and partnerships.

#### Mission

We are a community of learners dedicated to providing high-quality and accessible educational and enrichment opportunities that foster lifelong learning.

#### Values

To fulfill the mission and vision of the College, we are committed to:

- Excellence
- Integrity
- Inclusivity
- Inquiry
- Creativity
- Collaboration
- Stewardship

#### Goals

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



## ■ College Overview

Throughout the past 70 years, SUNY Orange has touched the lives of countless Orange County residents through its academic degree offerings, non-credit enrichment programming and cultural events. With campuses in Middletown and Newburgh, the College has grown to meet the needs of its students, while also addressing the demands of a growing and diverse population in Orange County.

With its picturesque beauty, cozy confines and contemporary functionality, the SUNY Orange Middletown campus has become a comfortable and safe second home to students who seek academic challenge, friendship and lively activity.

The Newburgh campus is located in downtown Newburgh with breathtaking views of the Hudson River. Students stroll a burgeoning campus that provides the latest amenities in its labs, classrooms and study spaces.

Students may enroll in coursework that leads to the completion of one of three academic degrees—the Associate in Arts, Associate in Science or Associate in Applied Science—as well as one-year certificates. Accredited by the Middle States Commission on Higher Education, the College offers academic credits that may be earned through full- or part-time study, with courses primarily offered during weekday and evening hours, as well as online. Some weekend classes are available as well.

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

Public and private four-year colleges actively seek our graduates for transfer into baccalaureate programs. Our graduates have built a longstanding reputation for excelling at their transfer institution, and those students who instead choose to enter the workforce upon graduation from SUNY Orange find success as well.

Over the years, the College has earned its reputation as a pioneer and innovator in meeting the needs of its students and the area it primarily serves. The 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 a business institute with local chambers of commerce.

Today, under the guidance of an innovative and energetic president and armed with a clear vision that emanates from its Strategic Plan, the College is poised to further elevate its profile within the greater Orange County area as well as the State University of New York (SUNY). The College is comfortable building off its

history of academic innovation and is actively engaged in revamping its curriculum and student support programs so that they continue to meet the needs of our students and the community-at-large.

As a respected partner with many businesses, community organizations and civic groups, the College strives to mold the members of its diverse student body into the accomplished professionals and leaders they wish to become, all within an inclusive atmosphere where creativity and forward-thinking ideas are welcomed.

SUNY Orange is governed by a 10-member Board of Trustees, with five members appointed by the Orange County Executive, four members appointed by the Governor of New York and one student trustee elected by the student body.

## The Middletown Campus

From its original configuration of two buildings—a mansion and carriage house—in 1950, the Middletown campus has grown to its present size of 37 acres that houses 13 academic and student services 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. The architectural centerpiece of the Middletown campus, Morrison Hall is a magnificent example of turn-of-the-century craftsmanship, featuring beautiful wood carving, mosaic work, stenciling, ornate marble fireplaces and a large stained glass window designed by Louis Tiffany. Horton Hall, the former carriage house, now provides additional administrative space for the College.

Expansion over the years has infused the campus with significant additional educational space. The Middletown campus now boasts more than 60 general classrooms and lecture halls, along with a wide array of medical, technical and instructional laboratories. Dedicated laboratory space exists for programs in the health professions, as well as biology, chemistry, physics, architecture, criminal justice, cyber security and visual communications.

Hudson Hall, Harriman Hall and the Bio-Medical Technology Building contain classrooms, lecture halls, laboratories and faculty offices. Orange Hall features a well-equipped theater as well as rehearsal rooms and performance space. The Library can accommodate 700 patrons who are afforded access to more than 95,000 print and non-print resources, videotapes, computer software and digital collections.

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

## About SUNY Orange

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The Gilman Center for International Education contains a lecture room, student study space and an aluminum and glass foyer, along with casework displaying papers and memorabilia from Congressman Ben Gilman's long tenure in Washington, D.C. The Devitt Center for Botany and Horticulture includes a functioning greenhouse, the foundation of which is original to the estate, along with a combined classroom and laboratory space.

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

### The Newburgh Campus

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

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

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

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

The College operates a free daily shuttle service between its Newburgh and Middletown campuses.

### Academic Programs

The College offers 40 degree and certificate programs within the broad categories of business, health professions, human services, technology and liberal arts.

As a member of the 64-school State University of New York, SUNY Orange affords its students the confidence that all, or most, of their credits will transfer to a four-year SUNY institution, meaning they can remain on track to complete their studies. The College has also established transfer agreements with many other colleges and universities to facilitate smooth transitions for our students.

The College is committed to providing "experiential learning" opportunities. For example, accounting students have assisted community members with filing their taxes; engineering students have developed a solar-powered car and boat; biology students participate in local water monitoring and mosquito trapping; and architecture students visit local sites to enhance their classroom learning. Health professions students enjoy the highest-quality clinical experiences available.

Student research, as another means of expanding academic horizons, is encouraged. The College supports such endeavors by hosting an annual SUNY Orange Achievements in Research and Scholarship (SOARS) conference. There is also a robust Honors Program for students who desire a more challenging academic experience.

In addition, SUNY Orange also offers students a chance to secure a bachelor's degree in certain programs without ever leaving Orange County, thanks to its relationship with Franklin University and its Community College Alliance. Participation in the Hudson Valley Educational Consortium brings emergency response and innovative technology degree programs from other community colleges in the area to the classrooms of SUNY Orange.

Continuing and Professional Education (CAPE) programming provides non-credit courses in a host of subject areas, including technology, healthcare, business and enrichment.

### Student Profile

SUNY Orange students come from all walks of life and are committed to their education. Our graduates speak highly of a curriculum that challenges them and prepares them to thrive when they transfer to four-year institutions.

Enrollment reports for the 2019 Fall semester reveal that slightly more than half (54.1 percent) of SUNY Orange's students attend the College full-time, while the average age of the SUNY Orange student is 23 years old. Females comprise 59.2 percent of the College's enrollment. A sizeable majority (82.3 percent) of students reside in Orange County while 71.9 percent of SUNY Orange students fall into the "traditional" category (age 24 or younger).

Nearly 29.6 percent of SUNY Orange students are Hispanic/Latino while 13.9 percent are African-American. The College's diversity demographics within the student body mirror the diversity of the overall population of Orange County. Other race/ethnicity classifications account for 9.7 percent of the student population. The remaining 46.8 percent are white.

### Student Resources

Consistent with its mission to meet the higher education needs of students, the College is noted for its commitment to ensuring student success. Students enter SUNY Orange with a variety of goals, including: seeking an associate's degree; transferring to a four-year institution; acquiring skills and knowledge for employment opportunities; and personal enrichment. With the support of caring faculty and staff, each student has the ability to achieve his or her academic and career goals.

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 component aimed at helping students complete a successful stay at SUNY Orange. Federal and state grant funding has helped the College offer TRIO and EOP programs for eligible students.

Computer and tutorial laboratories are easily accessible throughout both campuses so students can refine their skills with one-on-one instruction from a professor or tutor, or work on class projects and papers. Faculty members routinely are available for additional meetings, outside of the classroom setting, in order to help students successfully navigate the curriculum.

There are an array of online support systems in place as well through MySUNYOrange, the College's web-based portal where students can access records, pay bills, log in to the Blackboard online learning community, manage their degree requirements, check email and locate other critical College information.

Career guidance and exploration are also available to all students, along with co-curricular and leadership opportunities that serve to complement the academic experience.

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.

### Orange County

Orange County is bordered by the Hudson River on the east and the Delaware River on the west. Located approximately 60 miles north of New York City, the county combines beautiful rolling countryside with a vibrant economy and ideal location to offer one of the country's most desirable residential locations. With an exceptional transportation infrastructure and an affordable quality of life, Orange County is the fastest

growing county in New York State.

More than 80 percent of SUNY Orange students come from Orange County, and a sizeable number of our graduates live and work in the Hudson Valley. Our graduates contribute to the vitality of the county, and the College delivers a sizeable economic, social and cultural impact upon the region (estimated at \$301.5 million during the 2010-11 academic year).

### The State University of New York

SUNY Orange is one of 30 two-year community colleges that comprise part of the State University of New York, the largest comprehensive university system in the United States, educating nearly 460,000 students in more than 7,500 degree and certificate programs on 64 college and university campuses, and online through Open SUNY. SUNY students and faculty across the state make significant contributions to research and discovery, resulting in nearly \$1 billion of externally-sponsored activity each year. There are 3 million SUNY alumni worldwide.

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 University motto is: "To Learn—To Search—To Serve."

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.

### ■ Your Right to Know

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

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

In both measurements, SUNY Orange performs consistently well. Forty-five percent of the Fall 2015 cohort (the most recent to complete 150% of their time since entering the College) have either graduated or transferred to another institution. While 63 percent of the first-time, full-time students entering SUNY Orange in the Fall of 2017, returned for the Fall 2018 semester.

For more information, or to compare SUNY Orange to other institutions, please visit the National Center for Education Statistics at

<http://nces.ed.gov/collegenavigator>.

### ■ Tobacco Free College

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

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

### ■ Campus Safety and Security Statistics

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

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

<http://www.sunyorange.edu/safety.html>.

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

### ■ Hudson Valley Educational Consortium

SUNY Orange is also a founding member of the Hudson Valley Educational Consortium, a four-school alliance designed to create broader access to academic

programs and workforce training throughout Orange, Ulster, Sullivan and Rockland counties. The four member colleges develop and offer two-year degrees in such areas as Cyber Security, Fire Protection Technology, and Green Building Maintenance and Management. A wide range of continuing education certification programs are also available. Students are encouraged to take their general education coursework at their "home" colleges. Students participate in Consortium programs to the greatest extent possible from their "home" college via online and interactive television video rooms; however, some courses require students to travel to "lead" colleges.



# Admissions Procedures and Requirements



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

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

## ■ Application Deadlines

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

### Fall Semester

Feb. 1: Health Professions Programs

May 1: Honors Program  
L.P.N. to R.N. Program

June 1: International students (domestic transfers)

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

### Spring Semester

Oct. 1: International Students  
Spring Nursing (Newburgh campus)  
L.P.N. to R.N. (Middletown campus)

Dec. 1: Honors Program  
Two weeks prior to the start of the semester:  
General Admission

## Summer Session

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

## ■ The Admission Process

### The Application

Students may apply for Admission online for full-time or part-time status at [www.sunyorange.edu](http://www.sunyorange.edu).

Admission to SUNY Orange is open to all graduates of an accredited and/or registered high school or to those who have received a state-issued HSE/GED diploma.

Students may request more information about SUNY Orange by emailing [apply@sunyorange.edu](mailto:apply@sunyorange.edu).

Admission requires an official high school transcript or proof of high school equivalency.

State University of New York (SUNY) policy prohibits SUNY Orange admission applications from inquiring into an applicant's prior criminal history. After acceptance, the College shall inquire if the student previously has been convicted of a felony if such individual seeks campus housing or participation in clinical or field experiences, internships, or study abroad programs. The information required to be disclosed under SUNY policy regarding such felony convictions shall be reviewed by a standing campus committee consistent with the legal standards articulated in New York State Corrections Law.

### The College Placement Test

All students who are accepted as degree-seeking students are required to take the Placement Test or may obtain a Placement Test Waiver. This test determines college-level skills in reading, writing and mathematics and assists the College in placing students in courses at the appropriate level.

Students do not have to be accepted prior to taking their placement test.

The Placement Test is computerized, and untimed (except for the essay portion). Students may not bring calculators to the testing session. If a student takes the Placement Test, and then takes no courses at SUNY Orange for 2 years, he/she must retest. Additionally, if a student takes no Math course in 2 years, he/she must retest. Students with disabilities may make special arrangements to take the test by contacting the College's Office of Accessibility Services at (845) 341-4077.

To meet eligibility requirements for financial aid, students who do not have a high school diploma from a U.S. institution must pass the Ability to Benefit (ATB) exam.

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

## Admissions Procedures and Requirements

### New York State Department of Health Mandatory Proof of Immunization

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

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

Immunizations are not provided on campus. Prospective college students may obtain immunizations through the Orange County Department of Health's Immunization Clinic at a nominal cost. Several local healthcare providers also offer our students low-cost vaccines. If you believe you qualify for an exemption based on medical or religious reasons, or have any further questions about these requirements, please call or email the Wellness Center at 341-4870.

### Health Professions Applicants

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

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

### Physical Examination Requirements

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

NOTE: The Health Professions regulations exceed the

immunization requirements that you may have already met for prior attendance at the college. Health Professions students must have an annual physical exam, an annual screening for Tuberculosis, and proof of immunity to Measles, Mumps, Rubella, and Varicella by documentation of two MMR and two Varicella vaccines, or positive blood titers, regardless of age and/or prior immunization or disease history. Immunization for Tetanus or TDAP and Hepatitis B is recommended, though not required. The annual flu vaccine is also recommended as most clinical sites expect this.

Your health care practitioner is required to sign a statement, that to the best of their knowledge, you are free from any physical or mental impairment which would pose a potential risk to patients, or might interfere with the performance of your duties. Students must also either complete the Hepatitis B vaccine series or sign an annual waiver declining the Hep B vaccine. It is highly recommended that all Health Professions students complete the Hepatitis B vaccine series as a safe and effective way of preventing Hepatitis B infection.

### College Credits for Current High School Students

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

#### College Experience Program (CEP)

The College Experience Program allows high school juniors and seniors to take credit courses on the SUNY Orange campus in Middletown, at the Newburgh campus or at one of the College's satellite locations. Credits earned while participating in the College Experience Program may be applied toward a degree at SUNY Orange or may be transferred to another college or university.

#### Program Guidelines

Part-time participation in the program is open to high school juniors. Seniors may take part on either a part-time or a full-time basis. The part-time classification allows students to take up to eight credits (one to two courses) per semester and up to 4 credits per summer session. Full-time participation requires 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 cumulative GPA of 85 and a minimum score of 85 on the NYS Regents Exam that corresponds to their SUNY Orange course, if applicable.
- Juniors need a minimum cumulative GPA of 90 and a minimum score of 90 on the NYS Regents exam that corresponds to their SUNY Orange course, if applicable.

- To study English, you must be a senior and have earned an 85 or higher on the NYS English Language Arts Exam (Regents).
- Students enrolled in the CCHS program who wish to be concurrently enrolled in the CEP, may take no more than 15 credits total.

### Application Process

To apply for the College Experience Program:

- Complete an online College Experience Program Application indicating the courses that you wish to take at SUNY Orange. Students must reapply each semester.
- Submit an official high school transcript and a letter of recommendation from your guidance counselor indicating your ability to do college work.
- An interview is required for both the applicant and parent/guardian as part of the admissions process.

### Important Program Information

- Accepted CEP students must be registered prior to the first day of classes.
- Students must follow the same application procedures for every semester they wish to attend (parent interview excluded).
- If you take six credits or more, you must provide proof of immunity to measles, mumps and rubella to the campus Wellness Center.
- College Experience Program students (CEP) are not eligible to receive financial aid.
- Students are assigned an academic advisor in the Admission Office.
- If you are physically and/or learning disabled, please contact the Office of Accessibility Services at (845) 341-4077.

College Experience Program participants who intend to continue studying at SUNY Orange after they receive their high school diploma should formally apply for admission to the College by submitting an admissions application during their senior year. For more information on our College Experience Program, please visit:

<https://sunyorange.edu/admissions/programs/cep.html>

### Community College in the High School Program (CCHSP)

The Community College in the High School Program gives qualified high school juniors and seniors the opportunity to take college courses for credit in their own high schools. Please contact the Office of Educational Partnerships at (845) 341-4760 for more information.

### ■ Home-Schooled Students

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

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

Please contact the Director of Admissions at (845) 341-4205 for more information.

### ■ International Student Admissions

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

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

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

- If you are a citizen, permanent resident or have another immigrant status and have completed secondary school and/or college in a country other than the United States, you must have all transcripts and diplomas evaluated by an agency listed at [www.naces.org](http://www.naces.org).
- If you are applying for a student visa (F-1), or if you are currently attending a U.S. college or university and wish to transfer to SUNY Orange on a student visa, you must complete the International Student Application process. You may obtain information from the Office of Admissions either in person, by mail, or by visiting our website at [www.sunyorange.edu/admissions/apply/international.shtml](http://www.sunyorange.edu/admissions/apply/international.shtml).
- 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 a Designated School Official apprised of information related to these immigration law, and maintaining full-time status.

### ■ Additional Admissions Information

#### Transferring to SUNY Orange

SUNY Orange welcomes applications from students who have previously studied at other colleges or universities. In addition to an application, prospective transfer students must submit official transcripts from all previous colleges. Only previous college courses completed with a grade of C (2.0) or higher will be eligible for transfer consideration. A maximum of 30 transfer credits may be accepted. All official, final college



# Admissions Procedures and Requirements

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transcripts must be received prior to the end of your first semester to be evaluated for transfer credit. After one semester, your transfer credit evaluation for all coursework taken prior to enrolling at Orange is considered final.

## High School Equivalency Diploma (HSE)

Applicants who have earned a High School Equivalency(HSE) may forward a copy via email to [apply@sunyorange.edu](mailto:apply@sunyorange.edu) . The official copy of the HSE diploma and scores may be acquired from: New York State Education Department, Bureau of Higher and Professional Education Testing.

## Readmission to SUNY Orange

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

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

## Adult Students

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, weekend, and online that are accessible on the campuses in Middletown, Newburgh or at one of our other satellite locations.

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

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

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

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

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

To receive credit for any of these examinations, four

conditions must be met:

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

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

- In order to receive credit for any composition or literature exam through the CLEP Program, you must also take the optional essay portion of the Subject Examination. The essay must be submitted to SUNY Orange's Department of English for evaluation.
- Credit is awarded for English only if the credit-granting scores recommended by ACE are substantiated by the essay evaluation.
- Similarly, the essay component of the AP English exam must be submitted for evaluation by the Department of English before credit may be awarded for scores of 4 or 5. Scores of 3 will be considered after the student has taken a department essay to determine if credit can be awarded.

## Attending as a Non-Degree Seeking Student

Students with a high school diploma or high school equivalency degree may apply to the College for part-time study without applying for formal admission into a degree program. Students who have not been admitted to a degree program are not eligible for financial aid consideration.

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

## 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](http://www.suny.edu/student) for application, important eligibility and deadline requirements.



## Student's Right to Know

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

## ■ Educational Partnerships

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

Office of Educational Partnerships  
Library, Room 202  
115 South Street  
Middletown, NY 10940  
(845) 341-4252

## Satellite Centers

Credit and non-credit courses as well as high school equivalency classes are offered on weekday evenings at the Sarfatti Center at 150 Pike Street in Port Jervis. Credit and non-credit evening are also periodically offered at local high schools.

## Community College in the High School Program

The Community College in the High School Program (CCHSP) gives qualified high school juniors and seniors the opportunity to take college courses for credit in their own high schools during the regular school day. CCHSP reduces the cost of a college education and shortens the time needed to acquire a degree. For more information, contact your high school guidance counselor or CCHSP at (845) 341-4760.

## Articulation Agreements

To assure its students enjoy a 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 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 programs 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.

Monroe-Woodbury Central School District  
Early Childhood Development and Care  
Orange-Ulster BOCES  
Advertising Art and Design  
Computer Networking--CISCO CCNA  
Computer Programming  
Computer Repair I and II  
Education & Management  
Engineering Academy  
Engineering Academy CAD  
Film Production/Multi-Media  
Law Enforcement  
Licensed Practical Nursing  
Microsoft Office User Specialist--MOUS  
Personal Trainer Assistant  
Warwick Valley Central School District  
Criminal Justice  
Video Production

## Articulation Agreements with Other Colleges and Universities

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

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

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

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

Adelphi University  
A.A.S. Nursing  
Alfred University  
A.S. Criminal Justice  
Berkeley College  
Comprehensive Agreement  
A.A.S., A.S. Accounting  
A.A.S. Business Management  
A.A.S., A.S. Criminal Justice  
A.A.S. Marketing  
A.S. Business Administration (Fashion Merchandising and Management; Financial Services; General Business; Health Services Management; International Business; and Marketing Communications)  
Castleton University (formerly Castleton State College)  
Comprehensive Agreement  
A.S. Accounting  
A.S. Business Administration

## Educational Partnerships

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Cazenovia College	Pace University, Dyson College of Arts and Sciences
A.A.S. Visual Communications Technology: Graphic Arts/Printing	A.A. Liberal Arts & Science (Humanities & Social Science emphasis – Communications; English & Communications; Psychology)
A.S. Business Administration (With specializations in Business Management and Sport Management)	A.A.S. Criminal Justice (Police)
Chamberlain College of Nursing	A.S. Criminal Justice
A.A.S. Nursing	A.S. Liberal Arts & Science (Mathematics & Natural Science emphasis)
College of Westchester	Pace University, Lienhard School of Nursing
A.A.S., A.S. Accounting	A.A.S. Nursing
A.A.S. Business Management	Ramapo College
A.S. Business Administration	Comprehensive Agreement
Cornell University, College of Agriculture and Life Sciences	St. John's University
Comprehensive Agreement	A.A.S. Cyber Security
DeSales University	A.A.S. Computer Information Technology (Networking; Web Development)
Comprehensive Agreement	A.S. Computer Science
Dominican College of Blauvelt	A.S. Criminal Justice
Comprehensive Agreement	St. Thomas Aquinas College
A.A. Humanities & Social Sciences (English; Humanities; Social Sciences; Social Work)	Comprehensive Agreement
A.S. Mathematics & Natural Sciences	A.S. Accounting
A.A.S. and A.S. Accounting	A.S. Business Administration
A.A.S. Business Management	A.S. Criminal Justice
A.A.S. Nursing	SUNY Albany
A.A.S. Occupational Therapy Assistant	Comprehensive Agreement
A.A.S. Physical Therapist Assistant	SUNY Buffalo – School of Pharmacy and Pharmaceutical Sciences
A.S. Computer Science	Select courses (to the Doctor of Pharmacy [PharmD])
A.S. Criminal Justice (Social Sciences; Social Work)	SUNY Binghamton
A.S. Exercise Studies (Athletic Training; Health Services Administration; Humanities; Social Sciences; Social Work)	A.A. or A.S. towards B.S.N. in Nursing
Excelsior College	SUNY Cobleskill
Comprehensive Agreement	A.A.S., A.S. Accounting
A.S. Business Administration	A.A.S. Business Management
A.A.S. Business Management	A.A.S. Marketing
A.A.S. Nursing	A.S. Business Administration
Franklin University, OH	SUNY Delhi
Selected Courses (Business; Computer; Technical Majors)	A.A.S. Nursing
Hartwick College	SUNY Empire State College
Comprehensive Agreement	Comprehensive Agreement
Houghton College	A.A.S. Nursing
Comprehensive Agreement	SUNY New Paltz
Iona College	Comprehensive Agreement
A.S. Computer Science	SUNY Potsdam
Manhattan College	A.S. Computer Science (Computer Science; Information Systems)
A.A.S. Radiologic Technology	SUNY Purchase
Marist College	A.A.S. Performing Arts: Music
A.A. or A.S. toward B.S. Integrative Studies	The College of Saint Rose
A.S. Business Administration	A.S. Accounting
A.S. Individual Studies toward Paralegal Degree/Certificate	A.S. Business Administration
Mercy College	The Culinary Institute of America (CIA)
A.A.S. Nursing	Selected programs (Applied Food Studies; Culinary Arts Management /Baking; and Pastry Arts Mgmt)
A.A.S. Occupational Therapy Assistant	The Sage Colleges (Russell Sage College or Sage College of Albany)
Metropolitan College of NY (MCNY)	A.A.S. Nursing
A.S. Human Services	A.S. Criminal Justice
Mount Saint Mary College	A.S. Liberal Arts: Mathematics and Natural Sciences (Biology: DPT; Biology Premed)
Comprehensive Agreement	
A.A.S., A.S. Criminology	

### ■ Continuing and Professional Education

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

#### **Business Solutions/Professional Development**

The SUNY Orange Center for Business Solutions is a high quality, client-driven provider of skills training and professional development that can help you upgrade and enhance the skills of your existing workforce.

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

Training programs include: Change Management, Creating a Preventive Maintenance Plan, Go Green Employee Training for Sustainability and Profitability, LEAN Management, Management Mentoring, Managing a Multigenerational Workforce/Succeeding in a Multigenerational Workforce, Managing the Team, Time and Task (MT3 - Supervisory Skills Training Program), Real Estate Continuing Education Courses, Service Excellence, Train the Trainer, and others.

#### **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 enrichment courses offered both on-and off-campus, as well as online.

#### **Workforce Development Education**

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

#### **Driving Programs/Alcohol Substance Abuse Counselor Training**

The College cooperates with the New York State Department of Motor Vehicles' to offer the NYS Impaired Driver Program and the 6-hour National Traffic Safety Institute point and insurance reduction/defensive driving course.

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

#### **English as a Second Language**

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

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

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

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

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

#### **Over Sixty Program**

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

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

For questions regarding the Over Sixty Program or to receive a credit course bulletin please call the Registrar's Office at 845-341-4155.

#### **Youth Empowerment Program (YEP)**

Thanks in part to a grant from the Orange County Workforce Investment Board, the College engages out of school and/or unemployed youth to reconnect with educational and workforce systems. The YEP is held on

## Continuing and Professional Education

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the SUNY Orange Middletown campus and offers youth ages 16-24 an oppoortunity to:

- Prepare for the High School Equivalency test TASC
- Improve literacy and numeracy skills (only for low income youth with a high school diploma or equivalency who are basic skills deficient or English language learners)
- Receive skills training in in-demand industries like customer service and retail, healthcare, and security guard
- Participate in paid work expreience

This unique program provides case management, employment counseling, and small group instruction that can become a stepping stone toward achieving higher education and establishing career goals. For more information, call 341-4874.



# Tuition and Fees

## Tuition and Fees 2020-2021\*

### ■ Tuition\*

Each semester, payment arrangements must be in place by the published deadlines to complete the registration process and to hold a student's schedule.

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

New York State resident .....	\$2688.00 per semester
Non-resident .....	\$5376.00 per semester

#### Part-Time Student Tuition

New York State resident .....	\$224.00 per credit hour
	\$112.00 per half credit hour
Non-Resident .....	\$448.00 per credit hour
	\$224.00 per half credit hour

\* Residence certificate/affidavit must be on file to received resident tuition rate.

### ■ College Fees\* (Non-Refundable)

#### Mandatory Fees (Non-Refundable):

##### Student Activity/Athletic Fee:

Full-time (12+ credits) .....	\$72.00
Part-time (.5- 11.5 credits) .....	\$6.00 per credit

##### Technology Fee:

Full-time (12+ credits) .....	\$204.00
Part-time (.5-11.5 credits) .....	\$17.00 per credit

##### Cultural Affairs Fee:

Full-time (12+ credits) .....	\$17.00
Part-time (.5-11.5 credits) .....	\$10.00

#### College Fees (Non-Refundable):

New Student Fee .....	\$175.00
Readmission Application Fee .....	\$20.00
Transcript Fee .....	\$10.00
Online Transcript Fee .....	\$10.00
Laboratory Fee (per applicable course) .....	\$43.00
Malpractice Insurance Fee (per applicable courses) .....	\$7.50
Academic Support Fee (3 or more credits) .....	\$48.00
Late Registration Fee .....	\$10.00 per course
	\$25.00 maximum
Returned Check Fee .....	\$25.00 per check
Health Professions Fee .....	\$178.00
Foreign check handling fee, per check .....	\$10.00
	plus bank fees
Assessment Fee .....	\$25.00
Late Payment Fee .....	\$50.00
Advanced Deposit (Allied Health Programs) .....	\$50.00
Child Care Fee .....	\$7.00

\* - tuition and fees are accurate as of the publication date (August 1, 2020) of this Catalog

### Notes:

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



### ■ Tuition and College Fee Refund Policies

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

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

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

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

#### FULL SEMESTER CREDIT CLASSES:

Prior to the start date of the semester .....	100%
During the first week .....	75%
During the second week .....	50%
During the third week .....	25%
After the third week .....	0%

## Red Flag Policy / Certificate of Residence

### 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

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 must be in writing to the Tuition Credit Review Board. Tuition Credit request forms are available at the Student Services Central and on the college website.

### Title IV Federal Refund Policy

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

## ■ Red Flag Policy

### Identity Theft Prevention Program

Orange County Community College is committed to preventing fraud associated with the misuse of identifying information (identity theft) of students, staff, faculty or others who have relationships with the College

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

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

## ■ Certificate of Residence

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

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

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

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

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

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

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

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

### **ORANGE COUNTY RESIDENTS**

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

### **NEW YORK STATE RESIDENTS FROM COUNTIES OTHER THAN ORANGE COUNTY**

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

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

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

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

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

### **SPECIAL REQUIREMENTS FOR IMMIGRANT AND UNDOCUMENTED ALIENS**

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

Effective July 1998, certain undocumented aliens may be eligible for the resident tuition rate. The undocumented alien must have graduated from a New York State high school and applied for SUNY admissions within five years of receiving the New York State diploma. The undocumented alien must complete a notarized affidavit stating that the student has filed or intends to file an application to legalize his or her immigration status.

Providing the college with proof of residency is an important step in your registration process. Students who fail to present documentation will be charged non-resident

tuition. Please contact the Bursar at (845) 341-4830 if you have any questions about the proper way to complete the requirement.

## **■ Withdrawal from Course**

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

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

## **■ Holds**

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

## Financial Aid

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

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

### ■ College Costs at SUNY Orange

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

	<u>Non-Commuter</u>	<u>Commuter</u>	<u>Out of State</u>
Direct Student Cost	\$7,594	\$7,594	\$12,970

Additional indirect educational costs that students should consider:

Room and Board	5,000	8,000	8,000
Transportation	1,350	1,350	1,350
Personal	1,766	2,466	2,466
<b>Total</b>	<b>\$15,710</b>	<b>\$19,410</b>	<b>\$24,786</b>

- The above indirect costs are approximate and are used by SUNY Orange to determine the need for financial aid. All figures are subject to possible change.
- Tuition is based on the cost for the current school year.
- All Direct Cost figures above are subject to possible change.
- Double tuition is charged to out-of-state students and international students.
- The above Estimated Costs are used by Orange County Community College to determine the need for financial aid.
- "Non-commuter" refers to dependent students living away from home and/or independent students living on their own.
- If an independent student is living with a non-parent family member who is supplying room and board, the student's Financial Aid budget will be adjusted accordingly.
- Students who have costs for child care should submit proof of those additional expenses.

### ■ General Eligibility Requirements

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

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

### How to Apply for Financial Aid

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

You can only receive financial aid at one college at a time. A Financial Aid Application must be completed to be considered for all types of grants, loans, scholarships, and work opportunities at SUNY Orange. Some awards and grants may require additional forms. To apply, take these steps:

- Complete the Free Application for Federal Student Aid (FAFSA) each year. Submit the FAFSA application online at the FAFSA website: <https://fafsa.ed.gov>.
- When completing the FAFSA, be sure to list SUNY Orange's name and school code 002876. The college address is 115 South St., Middletown NY 10940. Submit the completed and electronically signed FAFSA to the Federal Central Processor.
- You should receive a Student Aid Report (SAR) within 3 weeks after submitting your application to the processor. Students are able to check the status and view the results from the FAFSA application online. You should retain the SAR in your personal files.
- If SUNY Orange is listed on the SAR, the Financial Aid office will receive the student's SAR electronically. Three weeks after submitting the FAFSA application, you should check your "MySUNYOrange" account for receipt of an electronic SAR.
- Your FAFSA may be selected in a process called verification, and the school may request certain financial documents. Verification documents can be obtained from the Financial Aid office or downloaded from the Financial Aid documents website, or link to the MySUNYOrange section labeled "Student Requirements" on your "MySUNYOrange" account. If additional



documentation is required, you will receive a tracking e-mail stating you have additional documents outstanding. If there are questions remaining, the student can contact the Financial Aid office at his or her campus.

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

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

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

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

## Summer Sessions

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

## Target Dates

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

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

financial aid processing is completed.

Target Dates for PELL Grants and Direct Loans:

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

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

- Fall Enrollees: April 15th

## ■ Award Package Offering

- Once you have been awarded aid, you will receive an award letter that lists the various types of aid you are eligible to receive during the award year. Awards are based on full-time (12 or more credit hours) status; some awards may be adjusted if you do not enroll as a full-time student. However, aid will automatically be pro-rated at the time of disbursement if you are not full-time. If it is determined that you are not eligible for aid after it is awarded, the Financial Aid office is required to adjust your awards.
- All Student Aid Reports go through a review process before any aid is disbursed. If a student is selected for verification all required documents must be submitted and verified with the information on the Student Aid Report before any disbursements can be finalized. The college must have a correct Student Aid Report with complete information by their last day of enrollment for each FAFSA year. NYS TAP grants are automatically reviewed. Students may be awarded grants, scholarships, work study and federal subsidized and unsubsidized loan funds up to the cost of college attendance. These loan programs require you to accept your loans on your MySUNYOrange web pages. You will need to go to <https://studentloans.gov> web site to fill out an Electronic Master Promissory Note, and Entrance Counseling. Students who apply by the priority processing due date will be considered for all available funds. Some funds are limited and are awarded to eligible students based on greatest need and meeting the April 15th deadline.

## ■ Evaluating Your Award Package

- You should evaluate your award package carefully.
- Remember: loans must be repaid.
- Be sure to check whether or not your living expenses will be as high as the estimated allowance projected by your school; if they aren't, you may need to adjust your borrowing.  
To get an idea of your college expenses, use the Net Price Calculator at [www.sunyorange.edu/financialaid/index.shtml](http://www.sunyorange.edu/financialaid/index.shtml).
- To get an idea of your monthly loan payments after you graduate, see the Repayment Calculator at <https://studentaid.ed.gov/repay-loans/understand/plans/#estimator>.

- You have the right to decline the loan or to request a lesser amount.
- Remember that loan money must be paid back with interest. You should only borrow as a last resort.

### ■ Federal Standard For Satisfactory Academic Progress

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

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

Attempted hours are those hours for which you were still officially registered at the conclusion of each semester's Add/Drop period. Withdrawals are counted as attempted hours.

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

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

- **Withdrawals:** All grades including W are counted as courses attempted and count toward the maximum time frame.
- **Audited Courses:** You do not earn any academic credits for audited courses. However, these courses

count in the calculation of your "attempted hours."

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

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

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

### ■ Financial Aid Probation

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

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

of receiving federal financial aid as long as you continue to meet the academic requirements outlined in your probationary letter.

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

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

## Grade Changes

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

## Probation Standards Not Met

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

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

## ■ Right to Appeal

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

<https://sunyorange.edu/machform/view.php?id=210312> along with any required documentation, detailing the extenuating circumstances that contributed to your not meeting the SAP standards. Considerations for appeals exist if you had a severe illness, medical condition, injury, traumatic life altering experience, or the death of a parent that prevented you from being successful in the semester in which you did poorly. Submitting an appeal does not guarantee approval to reinstate your eligibility for receiving financial aid. The decision of the Appeals Committee is final.

**Deadlines:** To ensure that Financial Aid funds for which you may be eligible are on your account before the payment due date, you should submit your appeal by: Summer — June 1st; Fall — June 15th; and Spring — December 15th. **If an appeal is submitted after the deadline dates, you will need to make arrangements for alternative means of payment until your Financial Aid can**

**be processed, using your own funds or participating in the Tuition Payment Plan.** Appeals submitted after the current deadline dates will be evaluated for the following semester.

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

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

## If an Appeal is granted:

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

## ■ Federal Financial Aid Programs

### Federal PELL Grant

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

### Eligibility Exclusion

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

### Federal Supplemental Educational Opportunity Grant

High-need students may be eligible to receive FSEOG grants ranging from \$300 to \$500 a year. Money for this program is extremely limited. Students who have earned



## Financial Aid

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a Bachelor's degree are not eligible. FAFSA completion is required. All Campus-Based-Aid programs are subject to the federal government's allocation to the school. When all the funds are exhausted, awarding and disbursement of this aid program stops.

### Federal Work Study Program

Eligible students may work part-time while in college to help defray their educational cost. Students are paid an hourly rate and receive a paycheck every two weeks for the hours worked. Students cannot earn more than the amount of their work-study award. Salary is based on published rates. FAFSA completion is required. Work-Study funds are allocated each year by the Federal government. The Financial Aid Office will award work-study to eligible students until the funds for the year are exhausted.

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

#### Federal Stafford Loans

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

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

#### Federal PLUS Loans

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

### Veterans Benefits

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

### Aid for Native Americans

The Federal Bureau of Indian Affairs gives educational grants directly to the various Native American tribes. Students should contact their tribal office to see if federal funds are available. Aid for Native Americans may also be available through the New York State Education Department. The website is [www.nysed.gov](http://www.nysed.gov). Search Aid for Native Americans.

### Institutional Local College Work-Study (LCWS)

College funds are also available for students who do not meet the federal work study eligibility requirements. All students awarded work-study are placed in the job by the College's Office of Career and Internship Services. FAFSA is required.

## ■ New York State Tuition Assistance Program (TAP)

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



coursework, 12 credits in total for the semester.

- If transferring in and a recipient of TAP at the former school, you must have your credits evaluated prior to receiving TAP at SUNY Orange AND you must register for 6 or more credits due to the number of TAP points incurred.
- TAP awards may be used only for tuition costs.

### NYS Satisfactory Academic Progress

Before being certified to receive a specific TAP payment, students must have accrued at least a certain number of credits toward their degree while maintaining a minimum cumulative grade point average (CGPA). Please view our web site at:

[www.sunyorange.edu/financialaid/standards.shtml](http://www.sunyorange.edu/financialaid/standards.shtml) for details on which NYS Satisfactory Academic Progress chart applies to you.

### Evaluation Criteria for NYS Satisfactory Academic Progress (State SAP)

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

### How to Apply for TAP

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

### Other NYS Grants, Scholarships, and Awards

Other NYS grants scholarships and awards can be viewed at: [www.hesc.ny.gov/](http://www.hesc.ny.gov/)

### ■ Aid for Part-Time Study (APTS)

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

#### Eligibility Requirements

Students must:

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

### ■ Excelsior Scholarship

Please see the N.Y.S. HESC website at <https://www.hesc.ny.gov/> for additional information for processes and procedures for obtaining the scholarship.

### ■ Part-time Scholarship

Please see the N.Y.S. HESC website at <https://www.hesc.ny.gov/> for additional information for processes and procedures for obtaining the scholarship.

### ■ SUNY Orange Foundation Scholarships

The SUNY Orange scholarship process is managed by the SUNY Orange Foundation, an independent non-profit organization dedicated to generating funds and building resources to enhance learning opportunities at SUNY Orange for students and the community. The SUNY Orange Foundation is responsible for managing and increasing funds for all SUNY Orange scholarships. Through the efforts of the Foundation and the generosity of many private donors, SUNY Orange awards approximately 250 scholarships each academic year. There are scholarship opportunities for:

- Entering, returning and graduating students
- Students with financial need

## Financial Aid

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- Students in good academic standing
- All majors, ages, veterans, and non-traditional students

FAFSA is not required to qualify for these scholarships.

To apply for scholarships, you must sign in with the same user name and password you use to access the campus login portal.

Once you complete your general application, you will be automatically matched with scholarship opportunities based on the information you provide, as well as other data being imported from your SUNY Orange student account.

All scholarship monies will be paid directly to student accounts.

The application process is open to students during the spring semester and can be found at <https://sunyorange.academicworks.com>. To learn more about scholarships, visit the SUNY Orange Foundation website at

[www.sunyorangefoundation.org/apply-for-scholarship](http://www.sunyorangefoundation.org/apply-for-scholarship)

# Academic Policies and Procedures

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

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

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

Academic Policy is committed to support the college's effort of assessment and continuous improvement.

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

## ■ Examinations and Other Performance Measures

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

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

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

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

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

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

## ■ Grades

### Final Grades

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

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

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

### Change of Final Grade

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

### Incomplete

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

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

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

### Grade of W

A student will receive a grade of W if they drop a course within the timeline stated in Academic Policy 25. After the withdrawal deadline an instructor must report a final grade.

### Grade of NR

The grade of NR (Not Reported) will be applied to a student's transcript if a final grade for the course has not been reported by the instructor before the Final Grade deadline. A grade of NR does not affect the SemGPA.

### Distribution of Grades

Each student must be graded primarily on the basis of his or her achievement, as distinguished from aptitude, interest, or effort. Grades may also be significantly affected by attendance or violations of other academic

policies (see Policy #3 on Attendance). No quota system of allocating grades is authorized. The meaning of letter grades is: A-, A = 90 - 100%, B-, B, B+ = 80 - 89%, C-, C, C+ = 70 - 79%, D-, D, D+ = 60 - 69%, F = 0 - 59%. Faculty whose grades are based on a different numbering system must indicate so in their course syllabi.

### Mid-Semester Progress Reports

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

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

### ■ Attendance

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

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

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

### ■ Academic Dishonesty

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

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

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

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

### ■ Degree Requirements

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

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

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

### ■ Multiple Associate Degrees

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

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

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

### ■ Graduation Participation

Participation in the College's Commencement ceremony is limited to the following students and criteria: those who met the requirements of a program, registered by the New York State Education Department and the State University of New York; potential August graduates who have no more than 6 credits remaining or 2 courses which do not exceed 8 credits left to finish over the subsequent Summer Semesters. Students must meet all other requirements for their degrees, have at least a 2.0 cumulative GPA at the end of the Spring semester, and apply for May commencement by the due date. No degree shall be conferred until all requirements for graduation have been met.

### ■ Academic Recognitions/Designations upon Graduation

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



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

### ■ Repeating a Course

A student who is eligible to register may repeat any credit bearing course (for developmental courses see page 33). The grade received on the final attempt automatically becomes the official grade. It replaces, in computation of CGPA, any previous grade in the same course.

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

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

### ■ Transfer Credits

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

### ■ Advanced Placement

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

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

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

### ■ Credit by Examination

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

Departments offering course specific exams for credit

must develop procedures for student application.

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

### ■ Expiration of Earned College Credits

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

### ■ Course Prerequisite/Permitted List

Students are required to complete all prerequisite courses.

Department Chairs, or their designee, are authorized to waive the prerequisites for a course.

Students in the process of completing required developmental education courses may only register for credit courses from the appropriate Permitted List(s) (see the course catalog). Students placing into more than one developmental course may only register for courses that appear on all applicable Permitted Lists.

### ■ Academic Freedom

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

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

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

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

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

## ■ Office Hours

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

## ■ Course Outlines/Syllabi

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

Additional departmental policies may also appear on course syllabi.

## ■ Eligibility for Dean's List

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

Part-time students who achieve a CGPA of 3.3 or higher for each full-time equivalent semester of study completed shall be placed on the Dean's list. A full-time equivalent semester is defined as the completion of twelve credit hours of study.

## ■ Independent Study

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

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

## ■ Deadline for Class Registration

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

## ■ Change of Program (Major)

- A. Students can change their program (Major) by following the procedures outlined in the College Catalog.
- B. Change of program (Major) results in a change of catalog term (See page 35)

## ■ Academic Standing

### Academic Standing for all students except those coded as DEVL:

1. Students are in Good Standing if CGPA  $\geq 2$
2. Students are placed on Academic Probation with a 14 credit limit if they have:
  - a. CGPA  $< 2$
  - b. Attempted at least 30 non-DEVL credits, CGPA  $< 1.5$  and Term GPA is  $\geq 2$
3. Students are Academically Separated if they have attempted at least 30 non-DEVL credits, CGPA  $< 1.5$ , and Term GPA  $< 2$ .
4. Grades of W, I, or M are not counted as credits attempted. Pass or fail grades earned in developmental courses are not counted as units/credits attempted.

### Academic Standing for students coded as DEVL (i.e. placed into two or more developmental courses):

In accordance with Academic Policy 23. B - Academic standing parameters for students who have placed into two or more developmental courses.

Reviews take into account academic performance in the semester under review plus overall CGPA.

Attempted credits include institutional (i.e. DEVL) credits. Grades of W, I, or M are not counted as credits attempted.

Upon successful completion of all required developmental coursework, students' Academic Standing reverts to following Academic Policy 23. A.

	Good Standing	Academic Probation – 14 credit limit	Academic Probation – 9 credit limit	Academic Separation
End of First Semester	<ul style="list-style-type: none"> <li>CGPA <math>\geq 2</math></li> <li>All DVP</li> </ul> <p>-or-</p> <ul style="list-style-type: none"> <li>CGPA = 0</li> <li>No F or ZF</li> <li>All DVP</li> </ul>	<ul style="list-style-type: none"> <li>Regardless of CGPA</li> <li>1 or more DVF, or ZDF</li> <li>Not all D, F or ZF</li> </ul> <p>-or-</p> <ul style="list-style-type: none"> <li>0 &lt; CGPA &lt; 2</li> <li>All DVP</li> </ul>	<ul style="list-style-type: none"> <li>CGPA &lt; 2</li> <li>All grades: Any combination of D, F, ZF, DVF, ZDF</li> </ul>	n/a
End of subsequent semester(s) up to attempt of 29 credits	<ul style="list-style-type: none"> <li>CGPA <math>\geq 2</math></li> <li>No DVF, ZDF</li> </ul> <p>-or-</p> <ul style="list-style-type: none"> <li>Only DVP</li> </ul>	<ul style="list-style-type: none"> <li>CGPA <math>\geq 2</math></li> <li>Exactly one DVF, ZDF</li> </ul> <p>-or-</p> <ul style="list-style-type: none"> <li>CGPA &lt; 2</li> <li>Up to one DVF or ZDF</li> </ul>	<ul style="list-style-type: none"> <li>CGPA <math>\geq 2</math></li> <li>2 or more DVF, ZDF</li> </ul> <p>-or-</p> <ul style="list-style-type: none"> <li>CGPA &lt; 2</li> <li>2 or more F, ZF, DVF, or ZDF</li> </ul>	n/a See Academic Policy 271
End of subsequent semester(s); attempted 30 or more credits	<ul style="list-style-type: none"> <li>Same as "up to attempt of 29 credits"</li> </ul>	<ul style="list-style-type: none"> <li>Same as "up to attempt of 29 credits"</li> </ul>	<ul style="list-style-type: none"> <li>CGPA &lt; 2</li> <li>CGPA &lt; 1.5</li> <li>Term GPA <math>\geq 2</math></li> </ul> <p>-or-</p>	<ul style="list-style-type: none"> <li>CGPA &lt; 1.5</li> <li>Term GPA &lt; 2</li> </ul> <p>See Academic Policy 271</p>

### Academic Probation

Students placed on Academic Probation may continue study; however, they may not enroll in more than their

designated credit limits in fall/spring semester or 6 credits in a summer session.

### Academic Separation

Students who are Academically 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, for a period of one year.

### Academic Appeal Procedure

Students who have been placed on Academic Probation or who have been Academically Separated may appeal the status to an Appeals Board. Appeals of Academic Probation and Academic Separation from the College are adjudicated by an Appeals Board, convened by the Vice President of Academic Affairs after the conclusion of the Fall and Spring semesters of each academic year.

Appeals Boards shall be composed of 3-5 members (faculty or department chairs), one of whom will serve as Chair of the Appeals Board, and all shall be selected by the Vice President for Academic Affairs (or designee) based on responses to a call for service at the end of each semester.

### ■ Fresh Start Policy

This policy is intended to provide a “fresh start” for students who have earned unsatisfactory grades in courses that are not explicitly required for their current program of study.

A student can only be awarded ONE Fresh Start. Once a Fresh Start has been applied to the student’s transcript it is permanent.

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

1. Be matriculated in a registered degree or certificate program at the College.
2. Be currently enrolled in classes.
3. Have an overall GPA lower than 2.0 at the time of the request.
4. Have not previously been granted a Fresh Start.

Application of the Fresh Start means:

1. Credits and grades not explicitly required for the current program of study will be omitted from the student’s overall GPA until it reaches as close as possible to 2.0.
2. Grades omitted from the re-calculation will, however, remain on the transcript and be identified on the transcript by the symbol “X”.
3. The student has acknowledged in writing the restrictions of this policy via student signature on the Fresh Start application.

If the application is denied by the Registrar or the Registrar’s designee, a written appeal may be made to the Vice President for Academic Affairs.

### ■ Official Withdrawals

#### Official Withdrawal from a Course

When a student finds it necessary to withdraw from one or more courses, he or she must submit an Add/Drop Form with appropriate signatures by the end of the 12th week or its equivalent (see Academic Calendar). A student who officially withdraws from a course between the 4th and 12th week or its equivalent will have the course appear on his/her transcript with a grade of W.

For a student to withdraw from a developmental English, reading or writing course he or she must receive approval from the appropriate Divisional Associate Vice President or designee. The forms are submitted to the Registrar for placement in the student’s academic file. The same applies to a student to withdraw from a developmental math course after having attempted 24 non-developmental credits.

#### Official Withdrawal from the Semester

When a student finds it necessary to withdraw from all courses (including developmental) during a semester, he or she must submit an Add/Drop form with an Official Withdrawal from College Form with the appropriate signatures by the end of the 12th week or its equivalent (see Academic Calendar). A student who officially withdraws from the semester between the 4th and 12th week or its equivalent will have the course(s) appear on his/her transcript with a grade of W.

#### Official Withdrawal or Leave of Absence from a course(s) because of a medical condition

When students request either a medical leave of absence or a full medical withdrawal from the college or course(s), they must submit written verification from the health care provider and all other required documentation to Student Services Central before the end of the semester in which the condition occurs.

If requesting a medical leave of absence, the appropriate medical documentation must contain an anticipated return date. All such information given to the college is treated as confidential and privileged, as allowable by law.

The Director of the Wellness Center will verify that proper medical documentation has been received and will communicate his/her findings to the Registrar, who will either approve or deny the request.

The student has the right to appeal this decision to the VPAA using the academic grievance procedure.

Note that approvals do not generate an automatic refund of tuition, waiver of the physical education requirement, or waiver of financial aid requirements.

### ■ Audit of a Course

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

### ■ Developmental Courses

A. Completion of developmental courses and/or sequences into which a student has been placed by assessment to the college is required.

B. Students must have completed all developmental courses and/or sequences into which they have been placed prior to applying for graduation.

C. Students placed in developmental writing and reading and study courses must be enrolled in these courses during every semester of attendance until they receive a grade of DVP in these courses.

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

E. Students will be permitted to re-take an assessment test with the approval of the appropriate Department Chair or his/her designee (i.e. the Chair of English Department for Reading and Writing and the Chair of the Math Department for Math), or AVP of Enrollment Management, only prior to attendance in classes.

F. The appropriate Department Chairs or his/her designee (i.e. English and Math) may waive placement. (Academic Policy #15 permits Department Chairs to waive prerequisites.)

G. Developmental courses may be prerequisites for certain college credit courses (i.e. WRT 040 Basic Writing II is a prerequisite for ENG 101 Freshman English I and MAT 020 Developmental Algebra is a prerequisite for MAT 101 Elementary Algebra).

H. Students who place into any developmental reading and/or writing courses must successfully complete all of their developmental reading and writing coursework before registering for distance learning/hybrid courses.

I. This Policy applies to all students regardless of the number of developmental courses they are required to take. Students who receive a grade of "DVF" in a particular developmental course will be allowed to repeat that developmental course only two additional times for a total of three attempts. "Attempts" include those made in summer sessions. After a second attempt, students who do not pass a developmental course must meet with one of the Associate Vice Presidents for Academic Affairs.

If students do not successfully complete a particular developmental course on the third attempt, they will be separated from the College for one year. Students may not appeal separation except if they met with an Academic AVP after the second unsuccessful attempt and

provide documented extenuating circumstances. Upon return to the college following a separation, students will be granted one attempt to successfully repeat the course(s). A grade of "DVF" in this attempt will result in another year's separation with no option to appeal.

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

### ■ Academic Calendar

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

### ■ Students' Rights

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

#### Protection of Freedom of Expression

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

#### Protection Against Improper Academic Evaluation

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

#### Protection Against Improper Disclosure

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



### ■ Cancellation of Classes due to Inclement Weather

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

### ■ Reports on Educational Travel and Field Trips

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

### ■ Individual Exceptions to Academic Policies

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

### ■ Official Academic Email Policy

For Degree-Seeking and Non-Degree Seeking students, the College issued email account (@sunyorange.edu) is designated as the student's official email address as it is validated by an authentication process. This will be used as the method of communication when administrative offices, academic departments and faculty need to communicate with students. Electronic communication through the use of the college's learning management system (e.g. Angel or Blackboard) remains at the discretion of the instructor and should be communicated to the student in the course syllabus.

### ■ Change of Catalog Term

- A. Students follow the program requirements of the catalog term in which they were originally admitted except in the cases of 1) readmission, or 2) change of program (major). In those cases, the student will follow the program requirements of the catalog term in effect at the time of change.
- B. Non-health professions students may also request to follow the program requirements of a more recent catalog term, but they may not mix program requirements from different terms for the same program.

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# Registration Information and Student Records

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

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

Most of the information above can be found at the Registrar's Office website at [www.sunyorange.edu/registrar](http://www.sunyorange.edu/registrar)

## ■ Registration

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

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

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

Currently enrolled students or re-admitted students should:

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

All students:

- Contact the Financial Aid Office, if you are seeking financial aid.
- Ensure proper payment arrangements are in place to avoid being dropped.

## ■ Academic Procedures

The degree requirements and academic regulations contained in the SUNY Orange Catalog affect all students who begin their study during the period covered in this Catalog. All information is accurate as of the time of publication. For the most current information, please consult the College web page at [www.sunyorange.edu](http://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. Winter session 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 cancelled for the day, evening or both when hazardous driving conditions or similar inclement weather circumstances make such action advisable. Cancellation of day classes does not necessarily mean evening classes are also cancelled. Cancellation of day classes is usually announced at no later than 6 a.m. on the impacted day while cancellation of evening classes is usually announced at approximately 2 p.m. News regarding delays and cancellations can be found on the College's website and social media sites, broadcast over local radio stations, and announced on the College's main telephone number, (845) 344-6222.

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

## Change of Program

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

## Conduct Expected of Students

The College reserves the right to dismiss any student who exhibits conduct incompatible with the purposes of

## Academic Procedures / Course Policies and Procedures

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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 available online at [www.sunyorange.edu/studentservices/index.html](http://www.sunyorange.edu/studentservices/index.html)

### Developmental Course Placement

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

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

The following policy is in place for students regardless of the number of developmental courses they are required to take:

- Students who receive a grade of "DVH" or "DVF" in a particular developmental course will be allowed to repeat that developmental course only two additional times for a total of three attempts. "Attempts" include those made in summer sessions. After a second attempt, students who do not pass a developmental course must meet with one of the Associate Vice Presidents for Academic Affairs. If students do not successfully complete a particular developmental course on the third attempt, they will be separated from the College for one year. Students may not appeal separation except if they met with an Academic AVP after the second unsuccessful attempt and provided documented extenuating circumstances. Upon return to the college following a separation, students will be granted one attempt to successfully repeat the course(s). A grade of "DVH" or "DVF" in this attempt will result in another year's

separation with no option to appeal.

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

## ■ Course Policies and Procedures

### Prerequisites

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

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

### Course Outline/Syllabus

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

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

### Repeating a Course

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



with the Financial Aid Office before repeating a course in which a grade of D or better was earned.

### Audit of Course

Students who wish to audit a course, where they do not earn credit or a grade in that course, must complete a special permission form, available at Student Services Central or online, 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 forms 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. Students are obligated to pay in full all tuition and fees whether or not they attend classes unless they officially drop classes.

### Credit Load

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

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

### Schedule Changes and Withdrawals

Student schedules will be given only to the student, who must also show proper photo identification. Should a student need to change any portion of his or her schedule, or to withdraw from the College during the semester, the following policies have been established:

### Official Withdrawal from the College

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

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

and file their forms with Student Services Central.

### Medical Withdrawal

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

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

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

### Withdrawal from a Non-Developmental Course

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

### Withdrawal from a Developmental Course

Per Academic Policy, students may not withdraw from developmental courses. Students may seek special permission to withdraw from an Academic Associate Vice President. Documentation of extenuating circumstances is required.

To withdraw from a developmental Mathematics course, no permission is needed if the student has not yet attempted 24 non-developmental credits. If a student has already attempted 24 non-developmental credits, he/she must obtain the permission of an Academic Associate Vice President (or designee).

### Impact Upon Financial Aid Awards

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

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

# Grades and Grading

## ■ Grades and Grading

### Grades, Quality Points and Cumulative GPA

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

A = 4.00	A- = 3.67	
B+ = 3.33	B = 3.00	B- = 2.67
C+ = 2.33	C = 2.00	C- = 1.67
D+ = 1.33	D = 1.00	D- = .67
F = 0		

ZF = 0 (failure; stopped attending before the 10th week of the semester or its equivalent and did not officially withdraw from the course)

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

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

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

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

**PP** (Pass) indicates satisfactory performance in a physical activity course

**PF** (Fail) is received for unsatisfactory performance in a physical activity course

**ZPF** (Fail) stopped attending a Pass/Fail course failure; stopped attending before the 10th week of the semester or its equivalent and did not officially withdraw from the course

**I** (Incomplete) work unfinished due to unavoidable circumstances

**W** (Withdrawal) indicates that the student withdrew by the deadline

**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.

**ZDF** (Developmental Fail) stopped attending failure; stopped attending before the 10th week of the semester or its equivalent and did not officially withdraw from the course

**NR** (Not Reported) by instructor.

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.

### Mid-Semester Progress Reports

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

#### Academic Standing

CumGPA: 2.00 - 4.00	Good Standing
CumGPA: 1.50 - 1.99	Academic Probation
CumGPA: 0.0-1.49 (less than 30 credit hours completed+)	Academic Probation
CumGPA: 0.00 - 1.49 (30 or more Credit hours completed+)	Probation if SemGPA* is 2.0 or higher
	Separation if SemGPA* is 0.00 – 1.99

CumGPA - Cumulative grade point average

+ Grades of W, I, M, N or Pass/Fail in developmental and physical activity courses do not apply

\* SemGPA - Semester grade point average

### 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 2010 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 Registrar's 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 2010** but who have taken semesters off should follow the catalog year in which they were first readmitted and attended after the Summer 2010 semester. Students may choose to follow later catalog versions. The Registrar's Office will, however, base the student's degree audit upon the first semester of readmission and attendance after Fall 2010, unless otherwise notified in writing by the student.

The only students eligible to follow a pre-Fall 2010 catalog year are non-Health Professions students who have been in continuous attendance since prior to Fall 2010.

### ■ Final Examination Schedules

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

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

### ■ Graduation

#### Graduation Application

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

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

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

- Self Identify at time of applying in February or March
- Are in good Academic Standing (2.00 CGPA or higher)
- Have no more than 6 credits remaining; or 2 courses that do not exceed 8 credits to graduate in August

#### Waiver or Substitution of Graduation Requirement

Students who seek a waiver or substitution of a

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

#### Waiver of Physical Education For Health Reasons

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

- Obtain a Physical Education Waiver Request form from the office of the appropriate associate vice president.
- Give the Physical Education Waiver Request form to their physician (They 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 if required for their program of study. This applies to all students, regardless of when they were admitted to the College. Students with long-term disabilities should make application for physical education waivers during their first semester at the College.

#### Residence

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

### ■ Transfer Credits and the Transfer Application Process

#### Transfer Credit From Other Colleges

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

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



## Transfer Credits / Transfer Application Process

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If the student is not satisfied with the Registrar's decision, they may appeal to the appropriate Department Chair within 10 business days after the Registrar's appeal decision is made. If the student wishes to appeal a Department Chair's decision, they may do so to the appropriate Associate Academic Vice President within 10 business days of being informed of the chair's appeal decision. The decision of the appropriate Academic Associate Vice President is final.

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

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

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

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

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

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

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

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

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

If a student has a passing grade in a course at SUNY Orange, an equivalent course will not be accepted from another institution. If a course is failed at SUNY Orange, an equivalent transferred course may be accepted, but the

failing grade will still appear on the student's transcript and will be calculated in the student's CumGPA. No grades are ever eliminated from a student transcript.

Active duty military personnel may receive up to 45 credits and veterans up to 30 credits for courses and military occupational specialties if those courses or specialties are directly applicable to an area of academic interest at SUNY Orange. Students who have completed basic training in the U.S. armed forces may receive credit for both PES 100 and the one credit of physical activity requirement if required for their program of study.

### Credit by SUNY Orange Examination

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

### Transcript Requests

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

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

#### **Online Transcript Ordering:**

SUNY Orange has partnered with Credentials Solutions to provide transcript ordering, printing, and delivery services for students and alumni quickly and conveniently online. Please visit [www.sunyorange.edu/registrar/transcripts](http://www.sunyorange.edu/registrar/transcripts) for additional information and to order your transcripts.

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.

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 \$10 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 their transcript, unless they have given written permission to a designee, with a verified signature. The designee should also provide photo identification.



## Policy for Transcript Notations for Crimes of Violence

For crimes of violence, including, but not limited to sexual violence, defined as crimes that meet the reporting requirements pursuant to the federal Clery Act, SUNY Orange shall make a notation on the transcript of any student found responsible after a conduct process that they were “suspended after a finding of responsibility for a code of conduct violation” or “expelled after a finding of responsibility for a code of conduct violation.”

For the respondent who withdraws from the institution while such conduct charges are pending, and declines to complete the disciplinary process, SUNY Orange shall make a notation on the transcript that the student “withdrew with conduct charges pending.”

Students may appeal seeking removal of the transcript notation for a suspension through written request to the Vice President for Student Services. The notation shall not be removed prior to one year after the conclusion of the suspension. Notations for expulsion may not be appealed and will not be removed. If a finding of responsibility is vacated for any reason, any such transcript notation will be removed.

## Transfer to Four-Year SUNY Colleges

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

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

## ■ Student Records

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

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

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

### Student Records/Confidentiality

All student records are maintained and made available in accordance with the Federal Family Educational Rights and

Privacy Act (FERPA) of 1974. With some exceptions, all student records are available for review upon request by that student, and the right to challenge the content is provided.

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

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

No non-directory information records are released to third persons except as provided in the Act. Further information is available from the Records and Registration Office or in the SUNY Orange Student Handbook.

## Notification of Student Rights under FERPA

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

- **The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.** Students should submit to the Registrar or Vice President for Student Services written requests that identify the record(s) they wish to inspect. A College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- **The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.** Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- **The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA**

## Student Rights and Responsibilities

**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.

### Directory Information

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

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

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

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

A student interested in obtaining a FERPA Directory Information Block should be aware that unlike other institutions,

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

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

### Consent Forms for Release of Non-Directory Information

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

If the consent form does not specify the actual educational records to be inspected or simply states something equivalent to "all educational records", the only records that will be disclosed are those that appear on the most current academic transcript.

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

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

### Parents' Rights

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

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

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

If the student is unwilling to provide a signed written consent, the final alternative is for the parents/guardians to provide the Registrar with a copy of the preceding year's tax returns to demonstrate the student is a tax dependent. The copy provided must have either been completed by a third party (accountant, tax preparer, etc.) or be an official full complete copy (not the

shortened version) from the Internal Revenue Service. Information on how to obtain this version can be found by contacting the IRS Office at (800) 829-1040. When the documentation is submitted, the parents/guardians must also specify the records to be inspected. If the request simply states something equivalent to “all educational records,” the only educational records that will be disclosed are those that appear on the most current academic transcript.

## ■ Student Rights and Responsibilities

### Conduct Expected of Students

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

### Academic Separation, Probation and Appeals

Please see Grades and Grading.

## ■ Academic Grievance Procedure

### Purpose of the Procedures:

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

### Procedures:

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

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

### Informal Stage:

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

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

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

### Formal Stage:

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

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

### Appeal:

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

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

### Final Appeal:

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

## Non-Discrimination and Sexual Violence Prevention

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

### Record Keeping

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

## ■ Non-Discrimination and Sexual Violence Prevention

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

In addition, the College is committed to creating and maintaining an educational environment free from all forms of sexual misconduct. Any act involving sexual harassment, violence, coercion, and intimidation will not be tolerated. Specifically, the College strictly prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. These acts have a real impact on the lives of victims. They not only violate a person's feelings of trust and safety, but they can also substantially interfere with a student's education. No person or persons will, by coercion or physical force, engage in sexual acts with any member of the College community. It is the policy of SUNY Orange that, upon learning that an act of sexual misconduct has taken place, immediate action will be taken to address the situation and punish the perpetrator.

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

The Student Handbook, which can be reviewed at [www.sunyorange.edu/studentdev/student\\_handbook.shtml](http://www.sunyorange.edu/studentdev/student_handbook.shtml), contains more detailed information regarding students' rights, responsibilities, confidentiality, grievance procedures, and Code of Student Conduct.



# Student Services

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

## ■ Academic Advising at SUNY Orange

### Mission

The mission of Academic Advising at SUNY Orange is to collaborate with students in developing resources, skills, and knowledge to pursue their academic and career goals.

### Definition

Academic advising is an intentional educational process that guides students in the development, implementation, and achievement of educational and career plans.

Effective advising includes:

- Assisting students to develop meaningful and attainable goals, make informed decisions, and effectively use college resources;
- Guiding students to information about SUNY Orange programs, classes, resources, services, policies, and procedures, as well as transfer and career opportunities;
- Facilitating students' self-sufficiency; and
- Fostering students' intellectual development toward academic success.

### Academic Advising

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

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

Based on a student's area of study, an academic advisor is assigned to assist students in developing and meeting their academic goals. Advisors work collaboratively with students in an intentional educational process to assist in the development, implementation and achievement of educational, career and life plans.

- **First semester students:** Students are assigned an academic advisor, often a professional advisor in the First Year Support Team. This person will provide individualized attention and introduce students to advising tools and resources. First year support advisors reach out to students throughout the semester to discuss academic goals and planning.
- **Second semester students:** After their first semester, students who are ready to proceed with the core courses in their program are assigned a faculty advisor within their program department. A faculty advisor will guide students through the requirements and opportunities within their chosen program of study and throughout their studies at SUNY Orange.



### Transfer Advising

The Office of Academic Advising assists students with transfers by helping them understand the transfer process; navigate information about the application requirements and deadlines; determine course appropriateness; and understand articulation agreements and the SUNY Transfer Guarantee. The Office also provides transfer workshops and arranges visitations by 4-year college representatives from a variety of institutions throughout the year. During the Annual Transfer Fair in the Fall, approximately 80 public and private college and university representatives visit the campus to meet and discuss their programs with students.

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

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

### Veterans Services

SUNY Orange is approved for study under:

- Chapter 30: The Montgomery GI Bill (MGIB)
- Chapter 31: Vocational Rehabilitation
- Chapter 33: Post 9/11 GI Bill
- Chapter 33T: Dependents attending school with benefits transferred from the Veteran
- Chapter 35: The Survivors and Dependents Educational Assistance Program

## Academic Advising / Student Services

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- Chapter 1606: Montgomery GI Bill Selected Reserve as well as a number of other programs, awards and benefits:
- Army Tuition Assistance Program
- Recruitment Incentive Retention Program (RIRP)
- Military Spouse Career Advancement Account (MSCAA)
- Marine Gunnery Sergeant John D. Fry Scholarship
- The World Trade Center Scholarship
- Child of Veteran Award Program (CVA)
- Veteran Tuition Award (VTA)
- NYS Regents Award for Children of Deceased and Disabled Veterans
- Air Force Tuition Assistance
- Tuition Assistance Wide Area Workflow

SUNY Orange has a VA Certifying Official, located in the Office of Academic Advising, who is ready to provide benefit information and enrollment certification services to our military students and their dependents. Academic Advisors assist Veterans with developing academic plans and accessing resources necessary for academic success.

An on-campus Veteran Resource Room is available as a place to relax and socialize with other Veteran students. It is also the meeting place of the SUNY Orange Veterans' Club.

SUNY Orange is committed to our Veteran students from the moment of acceptance through advising and registration, accessing benefits, program completion, and on to your proud walk on graduation day.

### ■ Student Services

#### Student Services Central

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

#### **Middletown:**

George F. Shepard Student Center, 3rd floor.

#### **Newburgh:**

Kaplan Hall, Room 110

### 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**

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**

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

#### **Office of Accessibility Services**

The Office of Accessibility Services (OAS) provides access and equal educational opportunity for students with disabilities. Prior to admission, or any time after beginning classes, students with disabilities are encouraged to contact the office to schedule an intake interview. Based on the intake interview and documentation provided by a student, a variety of accommodations may be provided to help students limit the impact of their disability on their academic performance. OAS also acts as a liaison between the student, faculty and staff. Once students have self-identified, applied for services, and provided documentation of their disability, staff works to determine eligibility for reasonable accommodations. Under the Americans with Disabilities Act (ADA), both the student and the College must carry out these responsibilities in a timely manner.

The Office of Accessibility Services is an official New York State Voter Registration site. Individuals who visit our office are given the opportunity to register as NYS voters. Assistance is available to complete the registration process.

For more information, contact the Office of Accessibility Services at (845) 341-4077 (Middletown Campus) or (845) 341-9034 (Newburgh Campus).

#### **Educational Opportunity Program**

The Educational Opportunity Program (EOP) serves as a primary vehicle for increasing the academic excellence and retention of Orange County's historically underserved students. We commit to providing timely access to academic, personal, and social support services assisting in the matriculation, retention, and graduation of SUNY Orange EOP students.

For more information, please call (845) 341-4407

#### **TRiO Student Support Program**

TRiO Student Support Services assists students who are the first generation in their family to attend college, have a documented disability, and/or are considered to be low income as per federal guidelines. Our goal is to

increase student retention and graduation rates, and facilitate a smooth transition and transfer to four-year institutions. We help students to achieve their academic, personal, and career goals by providing support with: selecting a major and appropriate courses; exploring transfer schools; improving financial literacy; discovering and applying for scholarships; accessing tutorial and other support services; researching careers; improving study and organization skills; and overcoming personal barriers to success.

For more information, please call the TRiO office at (845) 341-4175

## Lab School—Campus-Based Childcare

To help alleviate childcare concerns that may become obstacles for students wishing to continue their education, the College Association provides childcare services in what is called a lab school. This service is available to children of SUNY Orange students, as well as children of staff and faculty, and the community.

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.

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

## The Wellness Center

The Wellness Center is open to all students, staff, and faculty free of charge. Our mission is to promote physical and mental health education and wellness for our entire campus community, and to assist students in reaching their academic and career goals. We provide health and wellness programs and workshops throughout the academic year to help students maintain a healthy lifestyle and build on their strengths. All physical and mental health services are provided by licensed professionals. Our registered nurses are available for consultation regarding health concerns including accidents, injuries and illness. Our personal counselors provide short-term counseling and if needed referrals to help students cope with a variety of issues including stress, anxiety, depression, and difficulties related to adjustment to college life. We offer a safe haven during stressful or troubling times.

The Wellness Center also maintains all immunization and health records for SUNY Orange.

Shepard Student Center, Room 236, Middletown Campus; Kaplan Hall, Room 322, Newburgh Campus. Phone (845) 341-4870

## Bookstore

SUNY Orange's bookstore services are provided by Follett, which operates the College's bookstores at the following locations:

### In Middletown:

George F. Shepard Student Center (2nd Floor)

### In Newburgh:

Tower Building (1st Floor)

Textbooks, course materials, supplies, clothing, gifts, technology, academic regalia and other items are available for purchase in-person at either campus location, as well as online at [www.sunyorangebookstores.com](http://www.sunyorangebookstores.com).

Hours of operation vary throughout the academic year and are posted online. Follett offers many textbook options (purchase new, purchase used, rent, etc.) to suit each student's needs.

## Food Service

The College Association, through a contract with Avanti Markets, provides micro-markets at three locations on the Middletown campus and one location on the Newburgh campus.

### In Middletown:

Rowley Center (Ground floor)

Bio-Tech Building (South Street lobby)

George F. Shepard Student Center (2nd Floor)

### In Newburgh:

Kaplan Hall (2nd Floor)

The micro markets are accessible to students, employees and visitors whenever those buildings are open for operation. A micro market is an unmanned retail space where individuals can purchase food and beverages. These markets include a wide variety of fresh and healthy items that are restocked regularly. Refrigerated cases contain fresh foods like salads and sandwiches, as well as beverages, fruits, vegetables and other perishable snacks. A variety of beverages and other non-perishable snacks are also be available.

Customers can select the food or beverage they wish to purchase and pay at the intuitive, self-checkout kiosk. Customers may also use an Avanti card that they can preload with funds and then use to pay for food. Students can acquire an Avanti card from the Welcome Desk in the Shepard Student Center on the Middletown campus, and at the Security Desk in the Tower Building on the Newburgh campus. More technically savvy customers may wish to download and use the Avanti Markets App as a payment source.

Because the micro market locations are unmanned, each area will also be outfitted with security cameras to monitor activities and transactions. Those who commit theft will be subject to disciplinary action. Removing



## Center for Student Involvement

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items from an Avanti Micro Market without paying is larceny. Under New York State Law, larceny is punishable by up to one year in jail or up to a \$1,000 fine if convicted.

To further support a variety of food choices at the Middletown campus, the College may occasionally contract with vendors to provide additional food options during limited hours on weekdays.

### ■ Center for Student Involvement

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

#### Identification Card

Each student receives a SUNY Orange ID card displaying their picture. This card must be carried and be readily available at all times for purposes of identification. The ID card is also used as the College library card.

A replacement fee of \$15 is charged for lost or mutilated cards. The ID cards must be validated every semester.

#### Parking Tags

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

### Co-Curricular Activities

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

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

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

#### Clubs

The wide variety of student clubs and organizations are open to all SUNY Orange students. Whether it is the Biology Club, Board of Activities, International Club,

Nursing Club or Student Senate, SUNY Orange likely offers a club that will match your interests. If not, the Center for Student Involvement stands ready to help students start a new club. For more information and to see an up-to-date listing of our clubs and activities, visit the CSI website:

[www.sunyorange.edu/csi](http://www.sunyorange.edu/csi)

#### Athletics

The College schedules intercollegiate competition for men in basketball, baseball, cross country, soccer, and golf, and for women in basketball, cross country, softball, and volleyball. 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 Center for Student Involvement-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 Center for Student Involvement and the Cultural Affairs sponsors a variety of concerts each semester.

#### Phi Theta Kappa

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

#### Religious Activities

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

#### Cultural Affairs

Cultural Affairs at SUNY Orange presents a broad spectrum of events throughout the year. Programming is diverse and is meant to augment the educational and academic opportunities of the college community, as well as provide enriching experiences to the community-at-large. Inasmuch as SUNY Orange is a community college, the community is invited to participate and avail itself of all programs. Events include jazz, classical, and world music concerts; classics, modern, new, and children's theatre; short and full-length films with introductions & discussions; poetry and book readings



by poets and authors; music, visual art, theatre, literary, biology/botany master classes; lectures on science, social studies, history, humanities, art, architecture, music, film, theatre, timely issues; art or other timely exhibits including small musical performances and art demonstrations during receptions. Questions may be directed to (845) 341-4891 or 341-9386 and [cultural@sunyorange.edu](mailto:cultural@sunyorange.edu).

For more information visit our website at [www.sunyorange.edu/culturalaffairs](http://www.sunyorange.edu/culturalaffairs).

### ■ College Photography Policy

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

### ■ Using Telecommunications Relay Service (711) to Contact SUNY Orange

Telecommunications Relay Service, 711, allows telephone communications between individuals who are deaf, hard of hearing, deaf-blind or speech disabled using a Telecommunications Device for the Deaf (TDD) and anyone using a regular telephone.

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

### ■ College Email Policy

SUNY Orange uses e-mail as the official means of communicating academic and administrative information to students.

#### Assignment of E-mail Address

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

#### College Responsibility

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

#### Student Responsibility

Students are responsible for receiving, reading, responding to and complying with official e-mail communications sent by the College. Because information may be time-sensitive, students are

encouraged to check their e-mail regularly (daily, several times weekly) throughout the semester.

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

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# Academic Support & Developmental Education

## ■ Academic Support Center

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

Students participating in tutor-led academic support will:

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



## Academic Support Center Offices

### *Middletown Campus*

Library, 2nd Floor (845) 341-4171

### *Newburgh Campus*

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

## When to contact the Academic Support Center

Students should contact an Academic Support Center office to ask questions about the College's tutoring services and options for support, to apply to be scheduled for paired appointments or study groups, and when interested in being hired as a peer tutor.

## ■ Developmental Education

*See pages 7-8, 34, and 39-40 for more information about developmental education.*

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

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

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

The following developmental courses (and their corresponding replacements) are offered at the College:

Course	Replacement
WRT 020 English as a Second Language (ESL) Writing	WRT 020
WRT 030 Basic Writing Skills 1	WRT 030
RDG 060 and RDG 061 ESL Reading with Support Module	RDG 060
RDG 070 Reading and Study Skills 1	RDG 070
ENG 098 Co-Requisite Support Module taken together with ENG 101	WRT 040 only RDG 080 only Both WRT 040 and RDG 080
MAT 010 Fundamentals of Arithmetic	MAT 010
MAT 020 Fundamentals of Algebra	MAT 020
MAT 030 Fundamentals of Mathematical Reasoning	MAT 030

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

details.

Students placed in developmental math courses must complete these courses, even though there may not be a specific math requirement in their curriculum. If students have not successfully completed the appropriate developmental math course sequence (see \* below) 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.

*\* Successful completion of developmental math includes either completion of the MAT 010/020 sequence, or the MAT 010/030 sequence (if applicable). See your advisor for details.*

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

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

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



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

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

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

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

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

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

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

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

		<u>Credits</u>			
ACC 101	Accounting Principles 1	4	EET 110	Computer Appl. and Graphics	3
ACC 102	Accounting Principles 2	4	GEO 101	Elements of Phys Geography	3
ACC 111	Personal Finance	3	HTL101	Introduction to Health Professions	2
ACC 205	Acct Microcomputer Applications*	3	MUS 121	Fundamentals of Music	3
ACC 211	Federal Income Tax Procedures*	3	MUS 123	Basic Musicianship 1*	5
ANT 104	Archaeological Field Experience	3	MUS 131	Elementary Piano 1	2
ARC 101	Architect Graphics*	3	MUS 132	Elementary Piano 2*	3
ARC 105	Building Materials and Methods 1*	2	MUS 151	Chorus	1
ART 101	Intro to Art	3	MUS 153	Madrigal Singers*	1
ART 103	Drawing 1	2	MUS 155	Orchestra*	1
ART 104	Drawing 2*	2	MUS 157	Chamber Ensemble*	1
ART 107	Design 1	3	MUS 159	Band*	1
ART 111	Color	2	MUS 161	Jazz Ensemble	1
ART 113	Painting 1	3	MUS 163	Jazz Improv 1*	2
ART 114	Painting 2*	3	MUS 164	Jazz Improv 2*	2
ART 117	Figure Drawing 1*	4	MUS 167	Jazz/Commercial Guitar 1*	2
ART 118	Figure Drawing 2*	4	MUS 170-177	Private Instruction*	1
ART 119	Photography 1	3	MUS 231	Intermediate Piano 1*	2
ART 120	Photography 2*	3	MUS 232	Intermediate Piano 2*	2
ART 121	Digital Photography 1	3	MUS 233	Advanced Piano 1*	2
ART 122	Digital Photography 2*	3	MUS 234	Advanced Piano 2*	2
ART 123	Visual Comm. & Graphic Design 1	3	OFT 103	Medical Coding	3
ART 131	History of Animation	1	OFT 106	Keyboarding	1
BIO 110	Introduction to Biology	3	OFT 107	Elementary Computer Keyboarding	3
BIO 123	Prehistoric Life	3	OFT 108	Inter. Computer Keyboarding*	3
BIO 125	Nutrition	3	OFT 201	Records Management	3
BIO 141	Diversity of Life	3	OFT 208	Computer Fund. for the Office*	3
BUS 101	Business Math*	3	OFT 209	Microsoft Word and Powerpoint	3
BUS 103	Intro to Business	3	PEM ____	Skills Courses	.5
BUS 105	Business and Society	3	PED 100	Introduction to Physical Education	2
BUS 111	E-Business	3	PED 111	Substance Abuse and Health	3
BUS 201	Business Law 1	3	PED 112	Contemporary Health	3
CAD 101	Intro to CAD*	3	PED 114	Stress Management	1
CIT 103	Management Information Systems	3	PED 150	First Aid and Safety	2
CIT 111	Internet and HTML	3	PED 151	Lifeguard Training*	1
CCS 100	Career Planning	1	PED 152	Water Safety Instructor*	1
CCS 101	College Success Seminar	1	PED 155	CPR	1
CCS 102	College Life Skills*	1	PED 156	Infant and Child First Aid and CPR	1
COM 107	Intro to Television Production	3	PES ____	Physical Education	.5
COM 113	Digital Storytelling	3	PES 100	Concepts of Physical Wellness	1
COM 115	TV Studio Production	3	PSC 125	Physical Science: Physical World*	3
CRJ 101	Criminal Justice	3	PSC 140	Physical Science: Environment*	3
ECO 100	Intro to Economics	3	PSY100	Psychology of Adjustment	3
ECO 201	Macroeconomics	3	THE 109	Stage Make-up	3
ECO 202	Microeconomics	3			
EDU 101	Child Development 1	3			
EDU 105	Preparing to Teach Young Children	2			

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

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

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

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

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

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

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

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

Students registered in **Fundamentals of 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:

	<u>Credits</u>
BUS 103 Intro to Business	3
BUS 105 Business and Society	3
BUS 111 E-Business	3
BUS 201 Business Law 1	3
BUS 203 Business Communications	3
C1T 103 Management Info Systems	3
CIT 111 Internet and HTML	3
CCS 101 College Success Seminar	1
CCS 102 College Life Skills	1
COM 113 Digital Storytelling	3
COM 115 TV Studio Production	3
EDU 105 Preparing to Teach Young Children	2
EDU 107 Mandated Training-Child Abuse	1
EDU 111 Childhood Health, Safety & Nutrition	3
EET 110 Computer Graphics	3
OFT 106 Keyboarding	1
OFT 107 Elementary Computer Keyboarding	3
OFT 108 Intermed. Computer Keyboarding	3
OFT 109 Advanced Computer Keyboarding	3
OFT 208 Computer Fund. for the Office	3
PEM ___ Skills Courses	.5
PED 100 Intro to Physical Education	2
PED 111 Substance Abuse and Health	3
PED 112 Contemporary Health	3
PED 114 Stress Management	1
PED 151 Lifeguard Training	1
PED 152 Water Safety Instructor	1
PED 156 Infant and Child First Aid & CPR	1
PES ___ Physical Education	.5
PES 100 Concepts of Physical Wellness	1

Students registered in **Fundamentals of 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:

	<u>Credits</u>
BUS 103 Intro to Business	3
BUS 105 Business and Society	3
BUS 111 E-Business	3
BUS 201 Business Law 1	3
BUS 203 Business Communications	3
C1T 103 Management Info Systems	3
CIT 111 Internet and HTML	3
CCS 101 College Success Seminar	1
CCS 102 College Life Skills	1
COM 113 Digital Storytelling	3
COM 115 TV Studio Production	3
EET 110 Computer Graphics	3
MKT 101 Principles of Marketing	3
MKT 201 Principles of Advertising	3
MKT 202 Salesmanship	3
OFT 103 Medical Coding	3
OFT 106 Keyboarding	1
OFT 107 Elementary Computer Keyboarding	3
OFT 108 Intermediate Computer Keyboarding	3
OFT 109 Advanced Computer Keyboarding	3
OFT 201 Records Management	3
OFT 207 Transcription Skills	3
OFT 208 Computer Fund. for the Office	3
PEM ___ Skills Courses	.5
PED 100 Introduction to Physical Education	2
PED 111 Substance Abuse and Health	3
PED 112 Contemporary Health	3
PED 114 Stress Management	1
PED 150 First Aid and Safety	2
PED 151 Lifeguard Training	1
PED 152 Water Safety Instructor	1
PED 155 CPR	1
PED 156 Infant and Child First Aid and CPR	1
PES ___ Physical Education	.5
PES 100 Concepts of Physical Wellness	1

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



## ■ Learning Resources

### Library

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

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

The student's college identification card serves as a library card and is required to borrow books, videos, and reserve readings.

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

### Academic Support

Academic Support is dedicated to providing open and accessible support to SUNY Orange students, working toward their college and career goals. With a center on both the Middletown and Newburgh campuses, we offer an inclusive and encouraging environment where students succeed in becoming more confident and independent learners. Each semester, we offer a range of services that meet students where they are, academically and individually. This includes drop-in, one-time, or weekly tutoring, study groups, online tutoring, as well as workshops.

Academic Support is committed to providing guidance, practice, and encouragement for our students at any stage of learning. Students who work with us will:

- Articulate academic, professional, and personal goals
- Improve and increase academic engagement through self-directed learning
- Increase awareness of, independently navigate, as well as utilize college resources
- Identify and apply strategies to study effectively, manage time, and priorities

### Academic Support Locations

#### Middletown Tutorial Center

Library, 2nd Floor  
(845) 341-4171  
[tutorialcenter@sunyorange.edu](mailto:tutorialcenter@sunyorange.edu)

#### Newburgh Learning Center

Kaplan Hall, Room 220  
(845) 341-9504  
[learningcenternewburgh@sunyorange.edu](mailto:learningcenternewburgh@sunyorange.edu)

Please contact either center for current semester hours of operation.

### Biology and Health Science Learning Facilities

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

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

### Mathematics Tutorial Labs

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

## Learning Resources

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### Education Curriculum Resource Area

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

### English Department Writing Centers

The English Department Writing Centers serve all students who need to work on writing skills. Students may sign up for writing practice or be referred by their instructors. Some courses also require mandatory weekly hours in the Writing Center. The center operates on the philosophy that students learn to write by writing. Skills instruction is done in the context of the student's own work, generated in the center. Using instructor-created materials, students work individually with English Department instructors and tutors. Computers accommodate various learning styles. Day and evening Writing Center hours are posted each semester. Writing Centers are located in Middletown (Bio-Tech 360) and Newburgh (Kaplan Hall, Room 225).

### The Writing Consultancy Project

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

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

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

### English as a Second Language

For incoming students whose first language is not English and who demonstrate the need to improve their English, the College offers these courses: WRT 020, English as a Second Language; RDG 060, ESL Reading. RDG 060 requires attendance in RDG 061, a once-a-week support module.

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

# Academic Programs

## Registered Programs

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

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



Registered Programs	Award	Hegis #	Page #
Accounting	AS	5002	60-61
Accounting	AAS	5002	62-63
Accounting Procedures	Cert.	5002	64-65
Architectural Technology	AAS	5317	66-67
Business Administration	AS	5004	68-69
Business Management	AAS	5004	70-71
Clerical Office Assistant	Cert.	5005	72-73
Computer Information Technology (CIT)–Networking	AAS	5101	74-75
Computer Science	AS	5101	76-77
Criminal Justice	AS	5505	78-79
Criminal Justice-Police	AAS	5505	80-81
Cyber Security	AAS	5199	82-83
Dental Hygiene	AAS	5203	84-85
Early Childhood Development & Care	AAS	5503	86-87
Early Childhood Development & Care	Cert.	5003	88-89
Engineering Science	AS	5609	90-91
Exercise Studies	AS	5299.30	92-93
Fire Protection Technology	AAS	5507	94-95
Green Building Maintenance and Management	AAS	5317.00	96-97
Honors Program			98-99
Human Services	AS	5501	100-101
International Studies	AA	5622	102-103
Jointly Registered Teacher Education Program (JRTEP)	AA/AS	5649	104-108
Law Enforcement/Security	Cert.	5505	110-111
Liberal Arts: Humanities & Social Science	AA	5649	112-117
Liberal Arts: Individual Studies	AS	5699	118-119
Liberal Arts & Sciences/Mathematics & Natural Science	AS	5649	120-123
Marketing	AAS	5004	124-125
Medical Laboratory Technician	AAS	5205	126-127
Medical Office Assistant	AAS	5005	128-129
New Media	AAS	5012	130-131
Nursing	AAS	5208.10	132-135
Occupational Therapy Assistant	AAS	5210	136-137
Office Technologies	AAS	5005	138-140
Performing Arts: Music	AAS	5610	142-145
Physical Therapist Assistant	AAS	5219	146-147
Public Health	AS	5299	148-149
Radiologic Technology	AAS	5207	150-151
Teaching Assistant	Cert.	5101	152-153
Visual Communications Technology: Graphic Arts/Printing	AAS	0590	154-155
SUNY General Education Course Listing			156-157
Guide for Social Science Requirement			158
Non-SUNY Elective Categories			159

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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.



## General Degree Requirements

*The following academic standards apply to all first degrees:*

- 6 credits of Freshman English
- Achievement of at least an overall “C” average (CGPA of 2.00)
- 30 of the total number of required credits must be taken at SUNY Orange
- For all A.A.S. degree programs, students are also required to achieve at least an overall “C” average (CGPA of 2.00) in their professional/technical major

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

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

Students may complete no more than 30 of their credits online, unless they are enrolled in one of the following programs (since the college is approved by SUNY to offer these programs in distance learning format):

- Accounting A.S.
- Accounting A.A.S.
- Accounting Procedures Certificate
- Business Administration A.S.
- Business Management A.A.S.
- Clerical Office Assistant Certificate
- Marketing A.A.S.
- Medical Office Assistant A.A.S.
- New Media A.A.S.
- Office Technologies A.A.S.: Legal Office Assistant
- Office Technologies A.A.S.: Office Management
- Office Technologies A.A.S.: Secretarial/Word Processing
- Public Health A.S.

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

# Accounting

Degree Awarded: Associate in Science

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

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

## Recommended Course Sequence

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

Total Credits: 62

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

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

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

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

## 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 (HSEs). 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.)

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

Degree Awarded: Associate in Science

## Program 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.
- explain the purpose and responsibilities of the professional accountant in the business community.
- express business information effectively in both oral and written form.
- learn critical thinking skills through an analytical business report project.



## Career Opportunities

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

## Transfer Opportunities

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

These transfer institutions include:

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

## Contact Information

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

# Accounting

Degree Awarded: Associate in Applied Science

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

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

## Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
MAT ____ Mathematics	3
OFT 106 Keyboarding*	1
BUS 161 Computer Applications for Business	3
ACC 101 Accounting Principles 1	4
BUS 103 Introduction to Business	3
<b>Second Semester</b>	
ENG 102 Freshman English 2	3
____ Social Science Elective	3
MAT ____ Mathematics	3
BUS 101 Business Math	3
ACC 102 Accounting Principles 2	4
<b>Third Semester</b>	
BUS 201 Business Law 1	3
____ Social Science Elective	3
ACC 211 Income Tax Procedures	3
ACC 205 Accounting w/ Spreadsheet Applications	3
BUS 105 Business & Society	3
<b>Fourth Semester</b>	
BUS 203 Business Communications	3
BUS 202 Business Law 2	3
ACC 214 Accounting Practice**	4
ACC 111 Personal Finance <i>or</i>	
ACC 220 Accounting Internship	3
____ Liberal Arts Elective	3

Total Credits: 64

\* 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.

## 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 (HSEs). 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.)

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



Degree Awarded: Associate in Applied Science

## Program Learning Outcomes

Students will:

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

## Career Opportunities

General accounting and bookkeeping positions exist in the following fields:

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

## Transfer Opportunities

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

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

## Contact Information

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

# Accounting Procedures

Degree Awarded: Certificate

## Recommended Course Sequence

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

Total Credits: 30-31

\* 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.

## 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 (HSEs). 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.)

## Program Learning Outcomes

Students will:

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



## Career Opportunities

General accounting and bookkeeping positions exist in the following fields:

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

## Transfer Opportunities

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

## Contact Information

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

# Architectural Technology

Degree Awarded: Associate in Applied Science

## Recommended Course Sequence

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

Total Credits: 65

## Program Description

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

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

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

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

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

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



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

## Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). 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.

## Program Learning Outcomes

Students will:

- Graphically communicate architectural forms and building assemblies, both two and three dimensionally
- Demonstrate fluency using digital graphics software packages to produce construction drawings and other architectural representations
- Solve architectural problems through the development of an aesthetic approach and the manipulation of form and space
- Demonstrate an understanding of building materials and methods
- Demonstrate an understanding of the coordination within a building project between architecture and related professions
- Demonstrate an understanding of basic life safety and regulatory requirements in building projects
- Demonstrate an understanding of fundamental structural principles
- Utilize research from web based and other sources in architectural projects
- Identify basic methods of sustainable building practices and their environmental impacts
- Demonstrate an understanding of the historical and social context of western architecture

## Career Opportunities

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

## Transfer Opportunities

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

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

## Contact Information

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

# Business Administration

Degree Awarded: Associate in Science

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

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

## Recommended Course Sequence

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

Total Credits: 63

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

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

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

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

## 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 (HSEs). 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.)

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

## Program Learning Outcomes

Students will:

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



## Career Opportunities

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

## Transfer Opportunities

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

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

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

## Contact Information

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

# Business Management

Degree Awarded: Associate in Applied Science

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

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

## Recommended Course Sequence

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

Total Credits: 63

\*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 CGPA.

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

## Program Description

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

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

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

## Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). 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.)

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



## Program Learning Outcomes

Students will:

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

## Career Opportunities

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

## Transfer Opportunities

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

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

## Contact Information

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

# Clerical Office Assistant

Degree Awarded: Certificate

## Recommended Course Sequence

First Semester		Credits
OFT 108	Intermediate Computer Keyboarding	3
OFT 201	Records/Information Management	3
OFT 209	Microsoft Word and PowerPoint	3
	Business Elective	3
Second Semester		
OFT 109	Advanced Computer Keyboarding	3
BUS 203	Business Communications	3
OFT 207	Transcription Skills	3
OFT 214	Microsoft Excel and Access	3
	Business Elective	3

Total Credits: 27

## Program Description

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

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

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

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

## Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). 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.

## Program Learning Outcomes

Students will:

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

## Career Opportunities

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

## Transfer Opportunities

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

## Contact Information

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

# Computer Information Technology–Networking

Degree Awarded: Associate in Applied Science

## Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
MAT ____ College Algebra or higher	3
CIT 105 Data Communic. & Networking	3
CIT 117 Unix/Linux	3
CSC 138 Scripting	3
<b>Second Semester</b>	
ENG 102 Freshman English 2	3
MAT ____ College Trigonometry or higher	3
CIT 112 Computer Hardware and Software	4
CIT 116 Networking 1	4
CSC 101 Computer Science 1	4
<b>Third Semester</b>	
____ Social Science Elective	3
CIT 103 Management Information Systems	3
CIT 203 Networking 2	4
CIT 218 Systems Analysis and Design	3
CIT 225 Database Fundamentals	3
<b>Fourth Semester</b>	
____ Social Science Elective	3
CIT 206 Network Security	3
CIT 228 System Administration	3
CIT 230 Internship	3
____ Restricted Elective*	3

Total Credits: 64

### \*Restricted Electives:

CSC 102 Computer Science 2

CIT 111 Internet & HTML

Any course approved by the department

\*\* Students unprepared for technical coursework are strongly urged to take CIT 100 - Computer Literacy - in addition to the standard curriculum

## Program Description

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

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

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

## Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). 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

## Program Learning Outcomes

Students will:

- Install and configure networking equipment and configure network protocols.
- Assemble a PC and troubleshoot PC hardware and software.
- Identify and summarize security threats and appropriate actions to minimize those threats.
- Install, configure, and manage a Network Operating System.
- Analyze an existing system and determine appropriate systems design and implementation strategies.

## Career Opportunities

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

## Transfer Opportunities

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

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



## Contact Information

Computer Science & Technology  
Department Chair  
341-4523  
Admissions Office  
(845) 341-4030

# Computer Science

Degree Awarded: Associate in Science

## Recommended Course Sequence

### First Semester

ENG 101	Freshman English 1	3
_____	SUNY Social Science (GE 3)	3
CSC 138	Scripting	3
MAT 205	Calculus 1	4
COM 101	Foundations of Communication	3

### Second Semester

ENG 102	Freshman English 2	3
HIS _____	Restricted History Elective*	3
MAT 206	Calculus 2	4
CSC 101	Computer Science 1	4
EET 104	Digital Electronics 1	4

### Third Semester

CSC 102	Computer Science 2	4
CSC 204	Computer Organization & Assembly	3
PHY 105	General Physics 1 w/calculus	4
MAT 211	Linear Algebra	3
_____	Restricted SUNY Elective***	3

### Fourth Semester

CSC 201	Data Structures	3
PHY 106	General Physics 2 w/calculus	4
MAT 120	Introduction to Statistics	3
MAT 136	Discrete Mathematics	3

Total Credits: 64

\*SUNY American History (GE 4) or Western Civilization (GE 5) or Other/World Civilization (GE 6).

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

\*\*\*SUNY Arts (GE 8) or Foreign Language (GE 9) lists or any list not selected from in Second Semester SUNY History Elective above.

## Program Description

The Associate in Science degree program in Computer Science is designed for students of mathematics and science who wish to pursue a Bachelor of Science degree in Computer Science at senior colleges and universities. Its goal is to prepare the students for a successful transfer into such degree programs.

The curriculum is structured to emphasize scientific applications and the theoretical concepts which underlie computer design and development, languages, and systems. The program provides the core courses that would be encountered in the first two years of study at most four-year institutions.

Associate degree core courses in calculus, linear algebra, discrete math, digital electronics, computer science, data structures and assembly language programming constitute the nucleus of this program. Selected courses in the liberal arts support and enhance this central core.

To initiate this plan of study, students must have tested into college algebra (MAT 121) or higher on the mathematics placement test. Students who do not meet the math requirement can be successful in reaching their academic goals by taking foundation courses and extending the program to three years.

## Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). 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.)

## Program Learning Outcomes

Students will:

- Demonstrate ability in problem solving and communicating algorithms clearly, utilizing structures/top-down algorithm design processes.
- Demonstrate familiarity with a wide variety of abstract data structures and data encapsulation concepts.
- Demonstrate knowledge of assembler language programming as it applies to computer architecture and operating systems.
- Demonstrate ability in computational methods of mathematics and physical science necessary for computer modeling.

## Career Opportunities

- computer engineering
- computer systems analysis
- education
- computer programming
- cryptology
- applied mathematics
- financial analysis

## Transfer Opportunities

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

These transfer institutions include:

- Clarkson University
- Florida Memorial University
- Marist College
- R.P.I.(Rensselaer Polytechnic Institute)
- St. John's University
- SUNY Binghamton
- SUNY Buffalo
- SUNY Institute of Technology
- SUNY New Paltz
- SUNY Oneonta
- SUNY Purchase



## Contact Information

Computer Science & Technology  
Department Chair  
(845) 341-4523  
Admissions Office  
(845) 341-4030

# Criminal Justice

Degree Awarded: Associate in Science

## Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
SOC 101 Introduction to Sociology	3
MAT 120 Introduction to Statistics or higher	3
CRJ 101 Criminal Justice	3
CRJ ____ Criminal Justice elective *	3
Second Semester	
ENG 102 Freshman English 2	3
PSY 111 Intro to Psychology	3
COM 101 Foundations of Communication	3
CRJ 111 Criminology	3
CRJ 113 Correction, Probation & Parole	3
PES ____ Physical Education	1
Third Semester	
CRJ 213 Police Organization Admn.	3
CRJ 115 Constitutional Law & Criminal Procedure	3
CRJ ____ Criminal Justice elective *	3
____ SUNY Natural Science (GE 2)	3-4
____ Restricted SUNY Elective ♦	3
PES 100 Concepts of Physical Wellness	1
Fourth Semester	
CRJ 211 Criminal Law	3
CRJ ____ Criminal Justice elective *	3
CRJ ____ Criminal Justice elective *	3
____ Restricted SUNY Elective #	3
____ Any SUNY GE elective	3

Total Credits: 62-64

♦ Select from GE 4, 5 or 6.

# Select from GE 4, 5, 6, 8 or 9 (not already taken).

\* CRJ Electives

CRJ 103 Understanding the Juvenile Offender

CRJ 105 Police Community Relations

CRJ 106 Patrol Operations

CRJ 107 Industrial and Private Security

CRJ 109 Critical Issues in Law Enforcement

CRJ 210 Terrorism and Society

CRJ 215 Criminal Investigation 1

CRJ 216 Criminal Investigation 2

CRJ 226 Criminalistics

CRJ 230 Criminal Justice Internship

## Program Description

The mission of the SUNY Orange Department of Criminal Justice is to provide qualitative educational programs in the areas of Law, Justice, Corrections and Law Enforcement. Through this programming, our students develop skills and knowledge that prepares them to continue their education and/or to pursue entry level careers in the field of criminal justice.

The Associate in Science (A.S.) degree in Criminal Justice prepares students to continue their education in four-year degree programs in criminal justice or related liberal arts areas of study. These may include forensic psychology, public administration, sociology, cyber security, criminology and pre-law. The A.S. degree in Criminal Justice is designed to facilitate the acquisition of the technological and critical thinking skills that are essential for success in the criminal justice field. Graduates of this program will have both a general educational background as well as the criminal justice insight needed to pursue careers within the justice system. This degree program is reviewed regularly to ensure that the course content reflects contemporary issues facing the criminal justice system (e.g. homeland security, terrorism, cyber security, technological advancements, diversity and ethics) and explores criminal justice topics such as the nature and extent of crime, public policy implications related to justice, racial and ethnic profiling, crime scene processing, law enforcement technology and terrorism. Moreover, there are courses devoted to the treatment of adult and juvenile offenders as well as an internship program where students are afforded the opportunity to utilize their newly acquired skills and knowledge in an actual criminal justice environment. The A.S. in Criminal Justice provides students with a solid foundation from which to continue their education as well as pursue a rewarding career.

## Admission Criteria

Admission to these programs requires that students be high school graduates or have high school equivalency diplomas (HSEs). If students are not high school graduates they may be eligible for admission to the college's 24 credit hour program. If students are home schooled, they may be eligible for admission. (See pages 7 through 13 for more details on the admission process for all applicants).

## Degree Programs, Classes and Advising

Criminal Justice degree programs are offered at both the Middletown and Newburgh campuses. We have day and evening classes and many of our courses are also available online. Students will be assigned a faculty advisor who can help answer any questions they might have regarding classes, scheduling, etc. All teaching faculty have weekly office hours during the Fall and Spring semesters and are usually available at other times by appointment. If you need to contact a faculty member we encourage you to email them. Email addresses can be found on our website - [www.sunyorange.edu/cj/faculty.shtml](http://www.sunyorange.edu/cj/faculty.shtml)

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



## Program Learning Outcomes

Upon completion of these programs, students will demonstrate:

- an understanding of the components and functions of the criminal justice system (police, courts, corrections)
- an understanding of the common concepts relevant to the criminal justice system and be able to assess and discuss these concepts.
- an understanding of our legal system, constitutional law, procedural law and substantive law.
- an understanding of the importance of diversity and ethics and their impact and relevancy within the criminal justice system.
- effective oral and written communication skills

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



## Criminal Justice Offices

The Department of Criminal Justice's Middletown office is located Hudson Hall room 103 and our Newburgh office is located in room 317 of the Tower Building. Please feel free to stop by and say hello. You will find the Criminal Justice faculty and staff eager to assist you as you move towards completing your degree.

## Career Opportunities

- Federal Bureau of Investigation (FBI)
- Immigration and Naturalization Service (INS)
- park police
- postal inspector
- secret service agent
- secret service uniformed
- deputy sheriff
- state police/trooper
- police officer
- district attorney
- defense counsel
- correction officer
- forensics specialist
- court clerk
- judge

## Transfer Opportunities

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

These institutions include:

- Alfred University
- Berkley College
- John Jay College of Criminal Justice
- Marist College
- Mount St. Mary College
- Pace University
- St. Thomas Aquinas
- St John's University
- 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

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

Total Credits: 62

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

## Program Description

The mission of the SUNY Orange Department of Criminal Justice is to provide qualitative educational programs in the areas of Law, Justice, Corrections and Law Enforcement. Through this programming, our students develop skills and knowledge that prepares them to continue their education and/or to pursue entry level careers in the field of criminal justice.

The Associate in Applied Science (A.A.S) degree program in Criminal Justice–Police is aimed at students who do not anticipate continuing their studies at a four-year institution because they envision themselves entering the workforce directly upon graduating. As a result, the A.A.S. degree does not have the same math or science requirements as the A.S. degree, though many of the other required courses in the A.A.S. degree are identical to those required by the A.S. degree. The A.A.S. provides students with the college credits often required by many local, state and federal criminal justice agencies so it is intended to prepare students for entry level positions in law enforcement, security, law, probation, parole, juvenile justice and investigations. All instructors, in addition to their advanced educational backgrounds, are experienced practitioners in their fields.

## Admission Criteria

Admission to these programs requires that students be high school graduates or have high school equivalency diplomas (HSEs). If students are not high school graduates they may be eligible for admission to the college's 24 credit hour program. If students are home schooled, they may be eligible for admission. (See pages 7 through 13 for more details on the admission process for all applicants).

## Degree Programs, Classes and Advising

Criminal Justice degree programs are offered at both the Middletown and Newburgh campuses. We have day and evening classes and many of our courses are also available online. Students will be assigned a faculty advisor who can help answer any questions they might have regarding classes, scheduling, etc. All teaching faculty have weekly office hours during the Fall and Spring semesters and are usually available at other times by appointment. If you need to contact a faculty member we encourage you to email them. Email addresses can be found on our website - [www.sunyorange.edu/cj/faculty.shtml](http://www.sunyorange.edu/cj/faculty.shtml)

## Program Learning Outcomes

Upon completion of these programs, students will demonstrate:

- an understanding of the components and functions of the criminal justice system (police, courts, corrections)
- an understanding of the common concepts relevant to the criminal justice system and be able to assess and discuss these concepts.
- an understanding of our legal system, constitutional law, procedural law and substantive law.
- an understanding of the importance of diversity and ethics and their impact and relevancy within the criminal justice system.
- effective oral and written communication skills

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



## Criminal Justice Offices

The Department of Criminal Justice's Middletown office is located Hudson Hall room 103 and our Newburgh office is located in room 317 of the Tower Building. Please feel free to stop by and say hello. You will find the Criminal Justice faculty and staff eager to assist you as you move towards completing your degree.

## Career Opportunities

- Federal Bureau of Investigation (FBI)
- Immigration and Naturalization Service (INS)
- park police
- postal inspector
- secret service agent
- secret service uniformed
- deputy sheriff
- state police/trooper
- police officer
- district attorney
- defense counsel
- correction officer
- forensics specialist
- court clerk
- ballistics specialist
- fingerprint specialist
- security

## Transfer Opportunities

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

These transfer institutions include:

- Alfred University
- Berkley College
- John Jay College of Criminal Justice
- Marist College
- Mount St. Mary College
- Pace University
- St. Thomas Aquinas
- St John's University
- SUNY

## Contact Information

Criminal Justice  
Department Chair  
(845) 341-4355  
Admissions Office  
(845) 341-4030

# Cyber Security

Degree Awarded: Associate in Applied Science

## Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
MAT 121 College Algebra	3
CRJ 101 Intro to Criminal Justice	3
CIT 100 Computer Literacy	3
CIT 105 Data Communications and Introduction to Networking	3
<b>Second Semester</b>	
ENG 102 Freshman English 2	3
CIT 116 Networking 1	4
CIT 112 Computer Hardware and Software	4
CIT 118 Operating Systems	4
MAT 122 College Trigonometry	3
<b>Third Semester</b>	
CIT 203 Networking 2	4
CIT 217 Introduction to Unix/Linux	3
CFR 221 Computer Forensics	3
CSS 223 Information Security	3
PSY ____ Psychology	3
<b>Fourth Semester</b>	
CFR 222 Network Forensics	3
CSS 224 Network Perimeter Security	3
CSS 226 Cyber Crime Investigations	3
CRJ 111 Criminology	3
_____ Restricted Elective *	3

Total Credits: 64

\* Restricted Electives:

CIT 111 - Internet & HTML Programming

CIT 115 - Visual Basic

Any course approved by the Department Chair

## Program Description

The Associate in Applied Science degree program in Cyber Security prepares students for employment in a variety of entry level careers in Cyber Security. Today, everyone is concerned with security, and people with knowledge in this area are in high demand. Positions can include such titles as Network Administrator, network security specialist, information security technician, just to name a few. The main thrust is protection of information and limiting access to network resources. In addition to security, students will also be instructed in techniques used to track perpetrators once an attack has occurred.

In addition to basic computer and networking skills, the student will be instructed in Operating Systems, Computer Forensics, Network Forensics, Information Security, Network Perimeter Security, and Cyber Crime Investigation.

Classes are designed to provide students with hands-on training utilizing state-of-the-art computer facilities. Lab work and assignments will present real world cyber security scenarios encountered in the work place. For forensics studies, industry standard software will be used.

While A.A.S. graduates are prepared to enter the workforce immediately, many students choose to transfer to upper-level programs leading to a bachelor's degree in technology. If students are considering this, they should consult with the department chair and advisors for program planning. Special planning is available for students entering the program with previous college credit or equivalent training/work experience.

## Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). If students are not high school graduates, they may be eligible for admission to the College's 24 Credit Hour Program. If students are home schooled, they may be eligible for admission.

Hudson Valley Educational Consortium students from Sullivan County Community College or Ulster Community College who plan to register for Cybersecurity courses must apply to and be accepted in the program by the following dates: August 15 for a Fall semester; December 15 for a Spring semester.



Degree Awarded: Associate in Applied Science

## Program Learning Outcomes

Students will:

- Develop basic networking and computer skills, specifically as they relate to industry environments and practices.
- Demonstrate knowledge of Operating Systems fundamentals and configure and utilize software packages.
- Demonstrate an understanding of network security and forensics and perform computer forensic analysis.
- Develop an understanding of the social, institutional, and legal issues associated with cybersecurity and document appropriate procedures for handling case evidence.

## Career Opportunities

Entry level

- Network Administrator
- Network Security Specialist
- Computer Crime Investigation

## Transfer Opportunities

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

These transfer institutions include:

- St. John's University

## Contact Information

Computer Science & Technology  
Department Chair  
341-4523

Admissions Office  
(845) 341-4030

# Dental Hygiene

Degree Awarded: Associate in Applied Science

Accredited by the Commission on Dental Accreditation, American Dental Association

211 East Chicago Avenue, Chicago, Illinois 60611, (312) 440-2500.

## Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
BIO 115 Human Biology	4
CHM 110 General and Biological Chemistry	3
DNT 101 Preventive Oral Health Services 1	5
DNT 103 Maxillofacial Anatomy and Oral Histology	4
<b>Second Semester</b>	
ENG 102 Freshman English 2	3
DNT 102 Preventive Oral Health Services 2	5
DNT 104 Dental Radiology	3
DNT 106 Oral Health Education	2
DNT 108 Pharmacology	2
MLT 106 Microbiology for Health Professionals	3
<b>Summer Session 1</b>	
DNT 110 Pain Management in Dentistry	2
<b>Third Semester</b>	
BIO 125 Nutrition	3
DNT 201 Preventive Oral Health Services III	5
DNT 203 Oral Pathology	2
DNT 205 Periodontology	2
DNT 207 Dental Bio-Materials and Advanced Functions	3
<b>Fourth Semester</b>	
COM 101 Foundations of Communication	3
PSY 111 Introduction to Psychology	3
SOC 101 Introduction to Sociology	3
DNT 202 Preventive Oral Health Services IV	5
DNT 206 Community Dental Health	2
Total Credits: 70	

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 domains: 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 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 off-campus facilities and are required to purchase their own instruments and related supplies. They must also have a yearly physical examination with a TB test and criminal background check. Upon initial entrance into the program, a negative 10- panel drug test will also be required. The Hepatitis B vaccine is strongly recommended. Students with disabilities should meet with the Coordinator of Special Services upon entering the program. Non-citizen graduates must have permanent residence status to obtain a dental hygiene license in New York State. An individual who has charges pending or has ever been convicted of a felony or misdemeanor and/or has been found guilty of professional misconduct or negligence may not be eligible for licensure. Contact the Office of Professional Discipline, New York State Education Department prior to applying to this program. Finally, pregnant or potentially pregnant students should note that there is a risk associated with exposure to nitrous oxide gas. Students who are unwilling or unable to sit as patients should not apply to this program.

## Admissions Criteria

### Academic Requirements:

- *New, Transfer, Readmit and Seeking 2nd SUNY Orange Degree Students ONLY:* Must have a current college application on file
- High School Diploma or high school equivalency (HSE) diploma
- Eligible to take Freshman English 1 (ENG 101)
- Eligible to take Intermediate Algebra (MAT 102) or have successfully completed Elementary Algebra (MAT 101), or

equivalent, with a "C" or higher

- Completed one of the following within 5 years of the application deadline: Intro to Biology (BIO 110), General Biology I (BIO 101), Human Biology (BIO 115), Anatomy & Physiology I (BIO 111), Anatomy & Physiology II (BIO 112) with a grade of "C" or higher; Passing grade on the Biology CLEP examination; or High School AP Biology (score of 3 or higher) – submit the official AP transcript from College Board. Bio 112 (A&P II) can serve as a substitute for BIO 115 (Human Biology)
- Completed High School Regents (New York State) course or College Prep Chemistry course with a grade of 75 or higher; passing grade on the Chemistry CLEP examination (no credit will be given, but will count towards meeting admissions criteria), or a college Chemistry course (with a lab), all with a grade of "C" or higher and all within 5 years of the application deadline
- Students must attain a minimum cumulative GPA of 2.5

### Department Specific Requirements:

- Attendance at a Dental Hygiene pre-admission seminar within 3 years of the application deadline. At this seminar, students will receive and sign off on information pertaining to health forms, drug testing, criminal record, and infectious disease policies.
- Submit Dental Hygienist Observation Form (16 hour minimum with documentation) within 3 years of the application deadline.

**\*\*Pre-Admission seminar dates and observation forms are available online at [www.sunyorange.edu/admissions/healthforms.shtml](http://www.sunyorange.edu/admissions/healthforms.shtml)\*\***

Note: Admission to this program is selective. In addition to an application to the College, students must apply for acceptance into this program through the Admissions office. Consideration for admission is based on the completion of all mandatory academic and departmental-specific requirements, highest combination of CGPA and credits completed towards the degree, Orange County residency and seat availability. All requirements must be completed and an eligibility form must be submitted to the Admissions Office before February 1 in order for a student to be considered for acceptance into this program for the Fall semester.

### Program Learning Outcomes

Students will:

- discern and manage the ethical issues of dental hygiene practice in a rapidly changing environment.
- acquire and synthesize information in a critical, scientific and effective manner.
- be concerned with improving the knowledge, skills and values of the profession.
- provide planned educational services using appropriate interpersonal communication skills and educational strategies to promote optimal health.
- initiate and assume responsibility for health promotion and disease prevention activities for diverse populations.
- systematically collect, analyze and accurately record baseline data on the general, oral and psychosocial health status of the patient using methods consistent with medicolegal principles.
- discuss the condition of the oral cavity, the actual and potential problems identified, the etiological and contributing factors, as well as recommended and alternative treatments available.
- provide treatment that includes preventive and therapeutic procedures to promote and maintain oral health and assist the patient in achieving oral health goals.
- evaluate the effectiveness of planned clinical and educational services and modify them as necessary.

### Career Opportunities

- private practice
- hospitals
- health service agencies
- overseas
- military

### Transfer Opportunities

While the A.A.S. degree leads to immediate employment, SUNY Orange students can transfer to:

- Manhattan College
- Massachusetts College of Pharmacy and Health Sciences
- Pennsylvania College of Technology

### Contact Information

Dental Hygiene  
Department Chair  
341-4306  
Admissions Office  
(845) 341-4030

# Early Childhood Development and Care

Degree Awarded: Associate in Applied Science

## Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
EDU 105 Preparing to Teach Young Children	2
EDU 101 Child Development +	3
PSY 111 Introduction to Psychology	3
PES 100 Concepts of Physical Wellness	1
_____ SUNY Gen Ed Elective #	3
<b>Second Semester</b>	
ENG 102 Freshman English 2	3
EDU 111 Childhood Health and Safety	3
MAT _____ SUNY Math* (GE1)	3
EDU 109 Language and Literacy Development in the Young Child	3
PES _____ Physical Education	1
_____ SUNY Gen Ed Elective #	3
<b>Third Semester</b>	
EDU 107 Protecting Children's Well-Being	1
COM 101 Foundations of Communication	3
EDU 203 Child Care Curriculum Development/Field Experience 1 + @	5
EDU 201 Observation & Assessment +	3
_____ SUNY Gen Ed Elective #	3
<b>Fourth Semester</b>	
PED 156 Infant/Child First Aid & CPR	1
EDU 202 Infant and Toddler Development and Curriculum + %	3
EDU 204 Child Care Curriculum Development/Field Experience 2 + %	5
EDU 206 Administration and Management of Child Care Centers %	3
EDU 208 Home, School, Community %	3
Total Credits: 61	

+ Local daytime observations beyond college classroom required.

\* MAT 102 or higher (MAT 111 recommended)

# These electives **MUST** satisfy **three (3) different SUNY** General Education categories chosen **ONLY** from: Natural Sciences (GE2), American History (GE4), Western Civilization (GE5), Other World Civilizations (GE6), Arts (GE8), Foreign Languages (GE9), with at least **ONE** from either Category GE 4, GE 5 or GE 6.

% Offered Spring semester only

@ Offered Fall semester only

## Program Description

The Associate in Applied Science degree program in Early Childhood Development and Care prepares students for responsible and effective employment in positions ranging from aide to head teacher in a variety of early childhood settings. (*Note: In order to be a Universal PreK teacher a four-year degree is required. See an Education Department adviser to determine the appropriate transfer degree program.*) The program provides theory, practical information and extensive supervised experience concerning normal early human development, developmental difficulties, caring for and educating young children, methods for fostering child development, and the operation and management of early childhood facilities.

The primary goals of the Early Childhood Development and Care program are to develop cognitive and critical thinking skills through an integrated education plan; to promote the use of applied knowledge of developmentally appropriate practices in both the College classroom and early learning field site environments; to furnish opportunities for self-directed, creative, professional learning activities; to provide field experiences ranging from minimal observation to full participation, allowing students to demonstrate increasing technical skills working with young children.

Because current research shows that the early years are among the most vital in human development, professional and appropriate educational experiences will develop the ECDC student's thinking, practical and personal skills necessary to teach and care for young children. These activities take place in college classes and seminars, and also in local area field sites. In the field, extensive "hands-on" observation and participation give opportunities to apply education principles, receive individual guidance and feedback, and be involved first-hand, with day-to-day activities in diverse early childhood learning environments. Upon completion of the coursework students will have accumulated 235 hours of field work.

A grade of C (2.00) or better is required in all EDU courses for progression in the program and graduation with an A.A.S. or Certificate in Early Childhood Development and Care.

## Admission Criteria

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



# Early Childhood Development and Care

Degree Awarded: Associate in Applied Science

## Program Learning Outcomes

Students will:

- Demonstrate a firm foundation of knowledge in child development.
- Understand essential concepts of developmentally appropriate practice in teaching young children.
- Understand and value the importance of children's diverse families and communities, and how to use that knowledge to foster respectful, reciprocal relationships with children and their families.
- Understand the goals, benefits, and uses of assessment, and be able to effectively use developmentally appropriate observation and assessment practices.
- Design, implement, and evaluate developmentally appropriate curriculum and environments for young children.
- Understand and uphold ethical standards and other professional guidelines in the field of early childhood, and engage in, practice that is both collaborative and reflective in college classrooms and through extensive field assignments.
- Demonstrate college level proficiency in written and oral communication, critical thinking, and analytical, mathematical, and scientific reasoning.



## 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  
341-4486  
Admissions Office  
(845) 341-4030

# Early Childhood Development and Care

Degree Awarded: Certificate

## Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
PSY 111 Introduction to Psychology	3
EDU 105 Preparing to Teach Young Children	2
EDU 101 Child Development 1 +	3
PED 156 Infant/Child First Aid & CPR	1
EDU 107 Protecting Children's Well-Being	1
<b>Second Semester</b>	
ENG 102 Freshman English 2	3
EDU 111 Childhood Health and Safety	3
EDU 109 Language and Literacy Development in the Young Child	3
EDU 202 Infant and Toddler Development and Curriculum + *	3
EDU 208 Home, School, and Community *	3

Total Credits: 28

+ 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 (HSEs). 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.)

## Program Learning Outcomes

Students will:

- Demonstrate a firm foundation of knowledge in child development.
- Understand essential concepts of developmentally appropriate practice in teaching young children.
- Understand and value the importance of children's diverse families and communities, and how to use that knowledge to foster respectful, reciprocal relationships with children and their families.
- Understand and uphold ethical standards and other professional guidelines in the field of early childhood, and engage in practice that is both collaborative and reflective in college classrooms and through 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  
341-4486  
Admissions Office  
(845) 341-4030

# Engineering Science

Degree Awarded: Associate in Science

## Recommended Course Sequence

First Semester-Fall	Credits
ENG 101 Freshman English 1	3
CHM 105 General Chemistry 1	4
PHY 103 Physics for Science & Eng. 1	4
MAT 205 Calculus 1	4
EGR 101 Intro to Engineering Design	3
Second Semester-Spring	
ENG 102 Freshman English 2	3
PHY 104 Physics for Science & Eng. 2	4
CHM 106 General Chemistry 2	4
MAT 206 Calculus 2	4
EGR 102 Programming for Engineers	3
Third Semester-Fall	
_____ SUNY Social Science (GE 3)	3
PHY 203 Physics for Science & Eng. 3	4
MAT 207 Calculus 3	4
EGR 205 Statics	4
_____ Engineering Elective *	3
Fourth Semester-Spring	
_____ SUNY American History (GE 4)	3
MAT 214 Differential Equations & Series	4
EGR 206 Dynamics	4
_____ Engineering Elective *	3

Total Credits: 68

\* Note: Students must take a minimum of two courses from the following depending on their area of specialization:

Physical Geology (GLG 110)  
 Thermodynamics (EGR 214) summer  
 Solid Mechanics (EGR 220) spring  
 Circuit Theory (EGR 212) spring  
 Modern Physics (PHY 204)  
 Materials Science (EGR 218) fall  
 Linear Algebra (MAT 211) fall/summer  
 Engineering Computations (EGR 216)

Students majoring in chemical, biological or environmental engineering should plan to take:

Organic Chemistry I (CHM 201) and  
 Organic Chemistry II (CHM 202)

CHM 202 may be substituted for EGR 206 with permission from the department chair

Computer Engineering majors should take:

Computer Science I and II (CSC 101 and 102) and  
 Data Structures (CSC 201). (CSC 101 may be substituted for EGR 102 and CSC 201 may be substituted for EGR 206, with the permission of the department chair.) Proper advising is crucial for proper course selection.

## Program Description

The Associate in Science degree program in Engineering Science is designed specifically to enable students to transfer, with junior status, to the upper-level engineering college or university of their choice, where they can complete the Bachelor of Science degree in Engineering. As such, the program provides the same core courses that would be encountered in the first two years of study at most four-year institutions offering engineering degrees in the following disciplines:

- Aeronautical Engineering
- Architectural Engineering
- Biological Engineering
- Chemical Engineering, ChE
- Civil Engineering, CE
- Computer Engineering
- Electrical Engineering, EE
- Environmental Engineering
- Geological Engineering
- Materials Engineering
- Mechanical Engineering, ME
- Nuclear Engineering

Core courses in calculus, chemistry, engineering physics and engineering science constitute the nucleus of this program. Selected courses in the liberal arts support and enhance this central core.

**To begin the two year program, students must be at the mathematical level of Calculus 1 (MAT 205) or must have completed either College Trigonometry\* (MAT 122) or Pre-Calculus Mathematics\* (MAT 131).**

Students who do not meet the above requirements should not be discouraged. Many students, who have either missed some foundational courses or who have family/job commitments, opt to take the extended program, which prepares them for Calculus 1 (MAT 205). Although this path will require more than four semesters, it enables students to reach their educational goal and to work as professional engineers in the above-mentioned fields. Students taking the extended option should meet with their advisor to arrange a planned course of study.

The Engineering Science program at SUNY Orange strives to form a student's ability to think critically in real time, to develop a professional work ethic built on cooperation and group problem solving, and to provide the rigorous conceptual and ethical framework required in a field where professional competence is expected.

\*These prerequisite courses may be taken in the summer.



## Admission Criteria

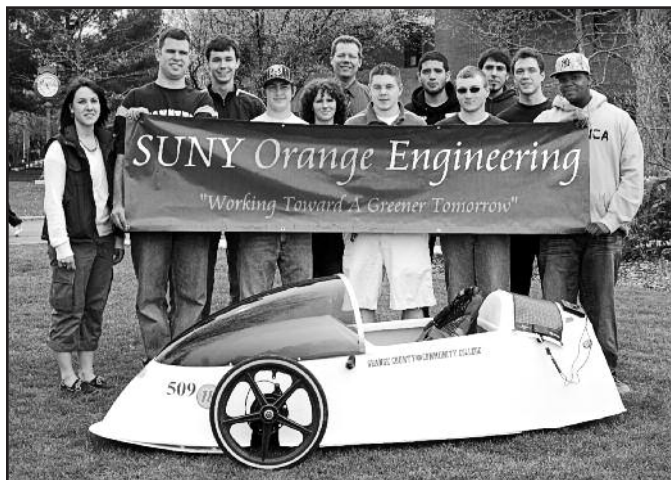
Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). If students are not high school graduates, they may be eligible for admission to the College's 24 Credit Hour Program. If students are home schooled, they may be eligible for admission. (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 131) during the summer before their entrance into the program.

## Program Learning Outcomes

Students will:

- demonstrate literacy in the mathematical, computational and scientific languages of Engineering Science.
- demonstrate competency in written, oral and graphic communication skills, including applications to Engineering Science.
- demonstrate literacy in a programming language and in computer assisted techniques for engineering problem solving and design.
- plan, organize and implement laboratory experiments and prepare a formal detailed laboratory report of findings.



## Career Opportunities

- private sector engineering firms
- research and development opportunities in private and public sector
- engineering positions in city, state or federal agencies
- excellent background for other fields, i.e. law or medicine

## Transfer Opportunities

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

These transfer institutions include:

- Clarkson University
- Manhattan College
- New Mexico Tech
- Ohio State University
- Penn State University
- Rensselaer Polytechnic University (RPI)
- Stevens Institute of Technology
- SUNY Binghamton
- SUNY Buffalo
- SUNY New Paltz.
- SUNY Stony Brook
- Syracuse University
- University of Colorado
- University of Dayton
- University of Illinois

## Contact Information

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

# Exercise Studies

Degree Awarded: Associate in Science

## Recommended Course Sequence

First Semester		Credits
ENG 101	Freshman English 1	3
_____	SUNY Math (GE 1) - MAT 102 or higher	3
BIO 110	Introduction to Biology	3
PEM_____	Skills	1
PED 100	Introduction to Phys. Ed. <b>or</b>	
PED 101	Introduction to Exercise Studies	2
PED 150	First Aid	2
_____	Restricted SUNY History Elective*	3
Second Semester		
BIO 111	Anatomy and Physiology 1	4
ENG 102	Freshman English 2	3
_____	SUNY Social Science (GE 3)	3
PEM_____	Skills	1
PED 201	Introduction to Human Movement^	3
BIO 125	Nutrition	3
Third Semester		
BIO 112	Anatomy & Physiology 2	4
PED 112	Contemporary Health	3
PED 202	Basic Exercise Physiology @	3
COM 101	Foundations of Communication	3
PEM_____	Skills	1
PED_____	Exercise Studies Elective**	2-3
Fourth Semester		
PED 203	Physical Fitness & EXRX+ <b>and</b>	3
PED 204	Lab Fitness Assessment+	1
_____	Restricted SUNY Elective***	3
PED 280	Exercise Studies Capstone	2
PED 230	Exercise Studies Practicum	2
PED 111	Substance Abuse	3
Total Credits		64-65

\* SUNY American History (GE 4) or Western Civilization (GE 5) or Other World Civilization (GE 6) list

\*\*Any PED course NOT required in the above curriculum

\*\*\*SUNY Arts (GE 8) or Foreign Languages (GE 9) list or any list not selected from the Restricted History elective

+ PED 203 & 204 are co-requisites and MUST be taken together

^ PED 201 has a pre/co-requisites of BIO 111

@ PED 202 has a pre/co-requisites of BIO 112

## Program Description

The Associate in Science degree program in Exercise Studies is designed for students who are interested in professional areas of fitness and exercise specialties in a variety of physical fitness/health promotion programs. This program prepares students to pursue further education and careers in such fields as athletics, medicine, instruction, research and community health. Completing this degree program, students will have built a base knowledge and prepare for transfer to four-year programs including physical education, health and wellness programs, exercise physiology or nutrition.

The theoretical coursework is concentrated in the areas of human movement, exercise physiology, exercise prescription and fitness assessment. These classes give students a broad background in, as well as a practical experience with, the mechanics and physiology of the human body with regard to fitness, health and well-being. The Exercise Studies students complete specific lifetime and sport skills coursework. In addition, students complete coursework in a broad liberal arts education; this work includes study in arts, foreign language, english, history, and sociology.

## Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). 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.

## Program Learning Outcomes

Students will:

- Learn and demonstrate problem solving, critical thinking and ethical behavior according to industry standards in the field of exercise science.
- Analyze, design, implement and evaluate health promotion and wellness education materials, nutritional projects, sport and fitness conditioning programs and recreational pursuits.
- Interpret health status, risk stratification and physical assessment, data employing national standards to produce: exercise prescriptions, health interventions and behavior modification
- Communicate expressively and receptively (verbal, non-verbal, written) both individually and within groups in ways that are respectful
- Demonstrate, instruct, and modify exercise using proper form and technique to ensure safe execution in accordance with industry standards and guidelines.
- Practice personal and social behaviors that exemplify commitment to and value of personal lifelong health, wellness and fitness
- Prepare and sit for a National certification in personal training and/or group fitness instructor.



## Career Opportunities

- athletic trainer
- cardiac technician
- coach
- director of recreation
- exercise physiologist
- health instructor
- personal trainer
- physical educator
- recreational therapist
- strength and conditioning coach
- sports agent
- sports equipment designer
- weight management specialist
- wellness coordinator
- cardiopulmonary rehabilitation specialist
- community health director

## Transfer Opportunities

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

These transfer institutions include:

- Dominican College
- East Stroudsburg University
- Montclair State University
- Queens College
- SUNY Brockport
- SUNY Cortland

## Contact Information

Movement Science  
Department Chair  
341-4245  
Admissions Office  
(845) 341-4030

# Fire Protection Technology

Degree Awarded: Associate in Applied Science

Offered through the Hudson Valley Educational Consortium.

Lead college: SUNY Rockland

## Recommended Course Sequence

First Semester:		Credits:
ENG 101	Freshman English 1	3
SOC 101	Introduction to Sociology	3
MAT 101	Elementary Algebra	3
FIR 101	Introduction to Fire Technology	3
_____	Intro. to Fire & Emergency Services Admin.	3
PED _____	Physical Education Elective	1
Second Semester:		
ENG 102	Freshman English 2	3
PSY 101	General Psychology *	3
SOC 220	Race, Ethnicity, and Society	3
FIR 103	Principles of Building Construction	3
FIR _____	Fire Protection Tech. Elective	3
PED _____	Physical Education Elective	1
Third Semester:		
POL 103	U.S. Government	3
COM 101	Foundations of Communication	3
FIR _____	Fire Protection Tech. Elective	3
FIR _____	Fire Protection Tech. Elective	3
FIR _____	Fire Protection Tech. Elective	3
PED _____	Physical Education Elective	1
Fourth Semester:		
_____	Natural Science Gen Ed Elective +	3
CIT 100	Computer Literacy	3
FIR _____	Fire Protection Tech. Elective	3
FIR _____	Fire Protection Tech. Elective	3
FIR _____	Fire Protection Tech. Elective	3
Total Credits		64

+ Minimum credit value for this course is 3 credits.  
Students may fulfill this requirement with a course of a higher credit value.

\* PSY 111 may be substituted for PSY 101

## Program Description

Given the unique conditions that have developed in our country over the last several years in public safety and homeland security, the Fire Protection Technology Program has gained increasing importance. The program is designed to meet the growing needs of Rockland, Orange, Sullivan and Ulster Counties and their neighboring communities for persons preparing for a career as a firefighter, fire and emergency service practitioner or engineer specialist.

The study of fire protection technology is multifaceted. It involves the study of the complete fire protection system, including fire department resources, private resources and system, chemistry and physics of fire safety, fire department management, emergency management, the legal environment and fire protection.

This program includes field training off campus which requires students to travel to Rockland County.

Studies in fire protection technology guide the student through a series of college-level courses that are designed to prepare the student for a career in the highly demanding field of fire and emergency services. Through the study of fire protection technology the student will discover the entire process for the requirements of becoming a firefighter.

The role of the firefighter has increased in complexity in recent years. The scope of responsibilities and knowledge requirements of a firefighter has grown significantly and now includes emergency medical services, assisting in the recovery from disasters, and responding to and recovering from hazardous materials incidents, building safety compliance issues, public education, wildlands fire fighting, mutual aid and more. The program is designed to prepare the students to perform as a firefighter and an effective member of a multi-agency emergency response team.

The program is designed to meet the guidelines established by the New York Emergency Management System and the National Interagency Integrated Management System (NIIMS) under the Department of Homeland Security. The A.A.S. degree in Fire Protection Technology has already received SUNY and NYSED approval through the Hudson Valley Educational Consortium.

SUNY Rockland has taken a leadership role in developing the Fire Protection Technology curriculum and the Associate of Applied Sciences degree is currently available there. Students wishing to register in this program from other HVEC colleges (SUNY Orange, SUNY Ulster and SUNY Sullivan) and participate via the Interactive Television Training Rooms will receive their degree from SUNY Rockland. Interested students should contact their home school Registrars office for assistance in the registration process.

Recent graduates have secured positions within the New York City Fire Department and as Fire Inspectors for local government. The current fire protection management program follows the recommendations of the Fire and Emergency Service Higher Education (FESHE) model which is a division of the Federal Department of Homeland Security. An articulation agreement with John Jay College, a member of the City University of New York (CUNY) system is available for those student intending to continue their education in fire protection management.

## Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). 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.)

## Program Learning Outcomes

Students will:

- discover the entire process for the requirements of becoming a firefighter.
- effectively communicate knowledge of Fire Science content areas, including fire safety critical incident command system, emergency planning, fire scene operations, fire exercise planning, fire and emergency operations center organization and management, leadership, resource planning, and utilization of national fire science operation guidelines.
- demonstrate critical thinking, communications and management skills by analyzing situations, determining proper actions, understanding the costs and benefits of actions, evaluating possible alternatives and unforeseen circumstances, and then taking appropriate actions as an incident responder or manager.
- possess the technical and general education courses needed to be able to pursue a baccalaureate degree in fire science or emergency management.
- support the community by providing fire and emergency services when required.

## Career Opportunities

- firefighter
- fire heavy equipment operator
- fire prevention specialist
- fire hazard program specialist
- fire training specialist
- public safety and education
- dispatcher
- fire equipment manufacturing, sales, service, research and development
- forestry service fire control
- technician and consultant in aerospace services
- fire protection education

## Transfer Opportunities

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

- John Jay College
- University of Maryland - University College
- University of New Haven

## Contact Information

Criminal Justice  
Department Chair  
(845) 341-4355  
Admissions Office  
(845) 341-4030



# Green Building Maintenance and Management

Degree Awarded: Associate in Applied Science

Offered through the Hudson Valley Educational Consortium.

Lead college: SUNY Sullivan

## Recommended Course Sequence

### Pre-Program Requirements

Math Comp

First Semester:	Credits
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CCS 102	College Life Skills	1
ENG 101	Freshman English I	3
MAT 101	Elementary Algebra	3
GRB 1100	Intro to Green Buildings (fall only)	3
GRB 1200	Intro to Renewable Energy # (fall only)	3
_____	Computer Science elective	3
PES 100	Concepts of Wellness	1
PES _____	Physical Education	1

### Second Semester:

ENG 102	Freshman English II	3
PHL 220	Ethics	3
GRB 1300	Energy Management # (spring only)	3
GRB 1400	Green Building Materials # (spring only)	3
BIO 101	General Biology 1	4

### Third Semester:

ECO 202	Microeconomics	3
GRB 2100	Building Automation and Controls # (fall only)	3
GRB 2200	Solar & Wind Systems # (fall only)	3
BIO 205	General Ecology	3
GRB 2300	Commercial Electrical # (fall only)	3

### Fourth Semester:

GRB 2400	Care of Green Spaces # (spring only)	3
MGT 205	Human Resources Management	3
GRB 2500	Troubleshooting Building Systems # (spring only)	3
_____	Liberal Arts elective +	3
GRB 2600	Green HVAC # (spring only)	3
Total Credits:		65

\* Required of all first-time, full-time students

NOTE: See College Catalog for math competency requirement.

\$ All AAS degrees require ENG 1001 Composition I, ENG 1301 Fundamentals of Speech, a 4 credit science course with lab and a minimum of 10 additional Liberal Arts credits from at least two other areas of study. Liberal Arts prefixes: ANT, ART, ECO, ENG, FLA, GEO, HIS, HON, HUM, MAT, PHO, POL, PSY, SCI, and SOC. CPT 1301, Logic and Problem Solving, is also singularly classified as liberal arts.

# The technical courses for this program will be delivered on site and/or through interactive TV Distance Learning Technology approved for all Consortium colleges.

+ Minimum credit value for this course is 3 credits. Students may fulfill this requirement with a course of a higher credit value.

## Program Description

The associate in applied science degree in Green Building Maintenance and Management provides students with the skills and knowledge needed to maintain and manage high-performance commercial buildings.

New construction and existing buildings that have upgraded energy systems rely on sustainable technology. Recent emphasis on green technologies and LEED-certified (Leadership in Energy and Environmental Design) building standards support the use of alternative forms of energy as well as the use of sustainable products for construction, interior design and building maintenance. In addition to learning the most current theories, students will acquire the hands-on training needed to work with rapidly evolving technologies including photovoltaic cells, wind generators and geothermal heating, ventilation and air conditioning (HVAC) systems.

This program has a hands-on component which may require students to travel to Sullivan County. .

## Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). 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.

## Program Learning Outcomes

Students will learn:

- the skills and knowledge necessary to make decisions about the management and maintenance of building systems,
- to maintain both conventional and green building technologies and systems that are used to produce energy, heat, light, and ventilation as well as those that consume energy,
- to calculate energy efficiency and recommend changes for better outcomes,
- the essential components of building wiring, heating, cooling, and ventilation systems so they can assume responsibility for maintenance of these systems,
- the basic principles for the positioning and use of wind turbines, photovoltaic cells, passive solar systems and other green building systems,
- to manage projects, including communication with the building owners, utilities, planners, and contractors to assure effective and efficient building maintenance and management.

## Career Opportunities

- Energy and indoor air quality auditor
- HVAC operations and maintenance technician
- Solar and wind energy technician
- Green building, renewable energy and energy efficiency consultant

## Transfer Opportunities

While the A.A.S. degree leads to immediate employment, please check with the intended transfer school for details.

## Contact Information

Anne Prial  
Associate Vice President  
Business, Math, Science and  
Technologies Division  
845-341-4286  
Admissions Office  
(845) 341-4030

# Honors Program

Degree Awarded: Associate in Arts, Science or Applied Science

Member of the National Collegiate Honors Council and Regional NCHC

## Program Requirements

### A.A. Degree

6 credits Honors English: ENG 101H and ENG 102H  
3 credits Honors Social Science  
3 credits Honors Humanities  
MAT 205 Calculus 1 \*  
HON 201H Honors Seminar  
(3 semesters, 1 credit each) \*\*\*  
HON 120H Service Learning (1 cr) freshman year  
HON 288H Honors Capstone 1: Planning & Research  
HON 289H Honors Capstone 2: Writing & Presentation

### A.S. Degree

6 credits Honors English: ENG 101H and ENG 102H  
6 credits Honors Social Science  
MAT 205 Calculus 1 \*  
HON 201H Honors Seminar  
(3 semesters, 1 credit each) \*\*  
HON 120H Service Learning (1 cr) freshman year  
HON 288H Honors Capstone 1: Planning & Research  
HON 289H Honors Capstone 2: Writing & Presentation

### A.A.S. Degree

6 credits Honors English: ENG 101H and ENG 102H  
6 credits Honors Social Science **or**  
3 credits Honors Social Science **and**  
3 credits Honors Humanities \*  
MAT 205 Calculus 1 \*  
HON 201H Honors Seminar  
(3 semesters, 1 credit each) \*\*  
HON 120 Service Learning (1 cr) freshman year  
HON 288H Honors Capstone 1: Planning & Research  
HON 289H Honors Capstone 2: Writing & Presentation

\* May be fulfilled by taking one of the following math courses **and** one of the following four credit lab science courses, depending upon degree requirements:

Math: MAT 120 Introduction to Statistics  
MAT 121 College Algebra  
MAT 122 College Trigonometry  
MAT 131 Pre-Calculus

Lab Science: PHY 101 General Physics 1  
CHM 105 General Chemistry 1  
BIO 101 General Biology 1  
BIO 143 Field Biology  
GLG 110 General Geology

\*\* The seminar, service and capstone credits are specific requirements of the Honors Program. They also may be counted as Liberal Arts or General Electives. They are restricted to those students who have been admitted into the program.

## Program Description

The Honors Program was created to offer highly motivated and talented students an opportunity to develop their potential more fully as they study for the associate degree. Honors courses are selected from the areas of: English, social science, arts, communication, humanities, math, biology, movement science and business. Honors sections of these courses follow the Socratic dialogue format and offer enrichment through alternative texts, outside readings, research projects and abstract concept development beyond the traditional course section. Additionally, students complete three honors seminars, the service course and the capstone project.

The Honors Program is open to both full and part-time degree-seeking students.

## Program Learning Outcomes

Students will:

- **Learn and integrate:** Through independent and collaborative learning, acquire and apply knowledge in the liberal arts and sciences, within and across disciplines.
- **Question, think and create:** Use multiple higher order inquiry and thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems and make consequential decisions.
- **Communicate:** Acquire, create and convey intended meaning using oral, written and non-verbal methods of communication that demonstrate respect and understanding in a complex global society.
- **Clarify purpose and perspective:** Explore one's life purpose and meaning through transformational experiences that foster an understanding of and respect for self, relationships, and diverse global perspectives.
- **Practice citizenship:** Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and display a service-oriented commitment to advance and sustain local and global communities.

For expanded Program Learning Outcomes, please visit the Honors web page at [www.sunyorange.edu/honors](http://www.sunyorange.edu/honors).

Students who already possess a first Honors degree may not seek a second should they pursue a second degree at SUNY Orange.

Students who are not in the Honors Program but are interested in taking an honors course should contact the Honors Program Coordinator.

## Admission Criteria

All applicants must:

- complete the Honors Program application.
- take the required College Placement Assessment in English and math and place into Freshman English 1. Those who have taken and passed a college-level English class may obtain an Assessment Waiver. Information is available on the College's web site.
- provide two letters of recommendation from faculty, counselors, administrators or mentors.

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 high school equivalency (HSE) diploma 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 provide a three- to five-page typed essay to be evaluated as part of the admissions application.

Honors courses taken at other colleges will be accepted toward the SUNY Orange Honors Program, where appropriate, following current transfer course guidelines.

Students may meet an honors English course requirement with a course previously taken at another college with a grade of "A" in an appropriate transfer English course or a grade of 4 in Advanced Placement English from high school. If AP English, student must also submit the essay component of the AP English exam for evaluation; however, the Honors Program required credits must be made up with other honors courses, in consultation with the Program Coordinator.

4. Current SUNY Orange students, including 24 Credit Hour students, must have a GPA of 3.5 and provide an essay to be included with the admissions application for evaluation.

Note: If students have already achieved an "A" in SUNY Orange's Freshman English 1 and/or 2\*, the above noted essay and Honors English 1 and/or 2 requirement will be satisfied. Still, the three or six honors credits must be made up with other honors courses, in consultation with the Program Coordinator.

\* *Dependent upon major*

## Transfer Opportunities

Completion of the Honors Program may enhance transfer and scholarship opportunities to more selective colleges and universities and prepare students for the academic work required for continued pursuit of undergraduate and graduate degrees.

Our students have successfully transferred to many prestigious schools including:

- Smith College
- Clemson University
- Rensselaer Polytechnic Institute (RPI)
- Vassar College
- Emerson University
- American University
- Cornell University
- Bard College
- Johns Hopkins University

## Requirements for Honors Designation

In order for students to show the Honors Designation on their transcripts and seal on their diplomas upon graduation, they must have been accepted to and have attained the following in the Honors Program:

1. Completion of all degree requirements;
2. Achievement of a 3.5 GPA at the time of graduation, with no semester GPA less than 3.0.

## Contact Information

Honors Program  
Coordinator  
(845) 341-4004  
Admissions Office  
(845) 341-4030

# Human Services

Degree Awarded: Associate in Science

## Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
COM 101 Foundations of Communication	3
PSY 111 Introduction to Psychology	3
SOC 101 Introduction to Sociology	3
HMS 101 Intro to Human Services	3
PES 100 Concepts of Physical Wellness	1
<b>Second Semester</b>	
ENG 102 Freshman English 2	3
_____ SUNY American History (GE 4)	3
PSY _____ Psychology Elective *	3
_____ SUNY Natural Science (GE 2)	3-4
PHL 220 Ethics	3
PES _____ Physical Education	1
<b>Third Semester</b>	
_____ Restricted Elective #	3
PSY 260 Introduction to Counseling	3
SOC 120 Social Problems	3
MAT 120 Introduction to Statistics	3
HMS 201 Human Services Field Exp 1	2
ENG 160 Technical Writing	1.5
<b>Fourth Semester</b>	
_____ SUNY Western Civilization (GE 5)	3
_____ SUNY Foreign Language (GE 9)	3
_____ SUNY Arts Course (GE 8)	3
SOC 231 Family	3
HMS 202 Human Services Field Exp 2	2
ENG 161 Technical Writing	1.5

Total Credits: 63-64

\* either MAT 102 or (if tested into MAT 120 or higher) MAT 120

\* PSY 220 Developmental Psychology  
PSY 221 Child Psychology  
PSY 222 Adolescent Psychology  
PSY 230 Abnormal Psychology  
PSY 223 Adulthood and Aging

# Psychology course  
SUNY Gen Ed course  
PED 111 Substance Abuse and Health

## 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.

## Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). 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. *If required by the site, a student may need to have a background check, physical, and/or drug test completed before he/she can begin his/her internship.*
- have an overall C average upon completion of all coursework.
- successful internships require communication with the Internship Coordinator prior to the beginning of the semester.

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



## Program Learning Outcomes

Students will:

- Develop a comprehensive portfolio that demonstrates an application of theory, goals, and objectives associated with effective helping strategies and techniques in Human Services.
- Demonstrate appropriate critical thinking and problem solving skills necessary to continue their education toward a four-year degree or effectively gain entry level employment in a human service agency
- Demonstrate an ability to effectively interact with recipients, families, and/or professionals in a manner that demonstrates an application of their academic preparation, and also demonstrates heightened cultural awareness.

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



## 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

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.

## Contact Information

Behavioral Sciences  
Department Chair  
(845) 341-4344  
Admissions Office  
(845) 341-4030

# International Studies

Degree Awarded: Associate in Arts

## Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
COM 101 Foundations of Communication	3
MAT ____ SUNY Math (GE 1)	3-4
GEO 102 Human Geography <b>or</b>	
ANT 101 Cultural Anthropology	3
POL 220 Comparative Governments	3
PES 100 Concepts of Physical Wellness	1
Second Semester	
ENG 102 Freshman English 2	3
PSY 111 Introduction to Psychology	3
____ SUNY Natural Science (GE 2)	3-4
POL 221 International Relations	3
HIS 121 World History 1	3
PES ____ Physical Education	1
Third Semester	
ENG 203/4 World Literature	3
HIS 122 World History 2	3
____ SUNY Art (GE 8)	3
____ SUNY Foreign Language (GE 9)	
(Elementary 2 or above)	3
ECO 201 Macro-Economics	3
Fourth Semester	
ENG 225 International Literature	3
____ General Elective	3
____ Liberal Arts Science or	
Math (MAT 113 or higher)	3-4
____ Restricted Elective*	3
____ Restricted Elective*	3

Total Credits: 62-64

\* Choose two of the following courses:

COM 211 Intercultural Communications

ECO 203 Economic Development

HIS 220 Modern China and Japan

HIS 222 The Middle East

HIS 223 Latin American History

HIS 224 Africa: Past and Present

HIS 233 Modern Europe

HIS 234 History of Russia and Eastern Europe

\_\_\_\_ Non-Western Art

\_\_\_\_ Foreign Language Intermediate 1 (or higher)

BUS 207 Intro to International Business

## Program Description

The Associate in Arts degree program in International Studies provides students with a range of studies that emphasize the interconnections among global political, economic, social, and cultural events and processes. As globalization literally makes the world a smaller place, International Studies helps prepare students to take advantage of those changes, both in terms of their personal growth and career opportunities. The degree is designed to prepare students for transfer and continued academic success within a liberal arts setting, especially one dedicated to the study of international and global events. This program also features a solid grounding in liberal arts education.

The curriculum is designed to include a broad range of courses with international themes in the humanities and social sciences. In addition to core courses in the liberal arts common to many programs, International Studies requires students to take classes in foreign languages, international relations, world history and international literature. Through these courses, students will develop critical learning skills, a foundation of knowledge about the international system and the ability to clearly write, analyze and communicate about concepts in the discipline.

## Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). 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.)

## Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- demonstrate foundational knowledge of and an appreciation for the cultural, social, and natural worlds.
- recognize the diversity of human experience, values, and perspectives.
- demonstrate an understanding of the forms of artistic expression and their creative processes.
- apply critical thinking and systematic reasoning skills.
- demonstrate information management, quantitative skills, and an understanding of the role of empirical measurement.
- use effective oral and written communication skills.
- transfer to, and succeed at, an upper-level institution.
- understand the processes that contribute to globalization and increased interdependence among people, governments and states.



## Career Opportunities

- language interpreter
- high school teacher
- international business
- international law
- government or diplomatic work
- export-import work

## Transfer Opportunities

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

These transfer institutions include:

- four-year SUNY units
- a variety of public and private four-year colleges with whom articulation agreements are under development

## Contact Information

Global Studies  
Department Chair  
(845) 341-4828  
Admissions Office  
(845) 341-4030

# Jointly Registered Teacher Education Program (JRTEP)

Degrees Awarded: Associate in Arts, Associate in Science

## Recommended Course Sequence

### JRTEP A.S. — B-6 Biology or English or History or Mathematics or Spanish

First Semester	Credits
ENG 101 Freshman English 1 #	3
COM 101 Foundations of Communication	3
_____ Academic Concentration	3-4
MAT 111 Foundations of Teaching	3
_____ Elementary School Mathematics ❖	
PSY 111 Introduction to Psychology	3
Second Semester	Credits
ENG 102 Freshman English 2 #	3
EDU 103 Introduction to Early Childhood/ Childhood Education ★◆	3
_____ Academic Concentration	3-4
GEO 101 Elements of Physical Geography	3
PSY 221 Child Psychology	3
_____ SUNY Other/World Civilization (GE 6) *	3
Third Semester	Credits
EDU 109 Language and Literacy Development in the Young Child ◆	3
_____ Academic Concentration	3-4
_____ SUNY Foreign Language 1 (GE 9) <	3
EDU 201 Observation and Assessment ★◆	3
_____ SUNY Arts (GE 8)	3
Fourth Semester	Credits
HIS 101 United States History 1 or	
HIS 102 United States History 2 (GE 4)	3
_____ SUNY Western Civilization (GE 5) *	3
EDU 207 Social and Philosophical Foundations of Education ★♣	3
_____ SUNY Natural Science (GE 2) ♢	3-4
_____ SUNY Foreign Language 2 (GE 9) <	3
EDU 107 Protecting Children's Well-Being	1
Total Credits:	64-68
# Must earn a B or higher for SUNY New Paltz School of Education	
< If completed Elementary Language 1, must also complete Elementary Language 2 of the same language. If completed Elementary Language 2, must also complete Intermediate Language 1 of the same language. IF completed Intermediate Language 1, no other language need be taken. See Foreign Language instructors for questions concerning placement.	
★ Local observations beyond college classroom required.	
* <b>History</b> concentration should choose from SUNY GE 5 and SUNY GE 6 that also meets courses from Approved Academic Concentration Course List.	
♢ <b>Biology</b> concentration should choose from SUNY GE 2 that also meets courses from Approved Academic Concentration Course List.	
❖ <b>Math</b> concentrations must earn a B- or higher in MAT 111	
◆ Must earn a B- or higher for SUNY New Paltz	
♣ Must earn a C or higher	

## Approved Academic Concentration Courses

### Biology Concentration

Required:

BIO 101 (GE 2) **and** BIO 102 (GE 2)

Choose one (1) of the following courses:

BIO 143 (GE 2)

BIO 146

BIO 148 (GE 2)

And choose one (1) of the following courses:

BIO 201

BIO 202

BIO 204 (GE 2)

BIO 205 (GE 2)

### English Concentration

Choose one (1) of the following courses:

ENG 207

ENG 208

Choose one (1) of the following courses:

ENG 209

ENG 210

Choose one (1) of the following courses:

ENG 203

ENG 204

ENG 211

ENG 212

### History Concentration

Choose three (3) in addition to the history courses required to satisfy GE requirements:

HIS 101 (GE 4) HIS 102 (GE 4)

HIS 121 **or** HIS 122 (not both)

HIS 231 (GE 5) HIS 220 (GE 6)

HIS 233 (GE 5) HIS 221 (GE 6)

### Mathematics Concentration

Required:

MAT 205 ◆ **and** MAT 206

Choose one (1) of the following courses:

MAT 120

CSC 101

### Spanish Concentration

Choose three (3) consecutively in addition to the two (2) Foreign Language requirements (GE 9):

SPN 201

SPN 202

SPN 203

SPN 204

# Jointly Registered Teacher Education Program (JRTEP)

Degree Awarded: Associate in Arts, Associate in Science

## Program Description

The Associate in Arts or Associate in Science degree in this Jointly Registered Teacher Education Program (JRTEP) is primarily for students who plan to transfer to SUNY New Paltz or another SUNY school and become certified to teach in New York State in either Early Childhood, Childhood or Adolescent 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 3.0 grade point average, students who are accepted will transfer to SUNY New Paltz with full junior standing in order to complete the bachelor's degree.

The primary focus of the JRTEP concentration is to develop and integrate critical thinking, problem solving, and creative skills with information and theories about education. Coupled with a broad general liberal arts foundation, JRTEP students will experience between 10 and 80 hours of observation in local schools and centers. This field work provides excellent practical application opportunities.

Students planning to transfer to other institutions or SUNY four-year schools may also benefit from these courses. They should see their advisor and check transfer credits with transfer school if other than SUNY New Paltz.

## Admissions Criteria

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

Before beginning their coursework, JRTEP students must choose an age level: birth to sixth grade (B-6), or seventh to twelfth grade (7-12).

Then, students must choose an educational concentration:

- Biology (available in B-6 or 7-12)  
OR
- English (available in B-6 or 7-12)  
OR
- History (available in B-6)  
OR
- Mathematics (available in B-6 or 7-12)  
OR
- Social Studies (available in 7-12)  
OR
- Spanish (available in B-6 or 7-12)

Note: Because teacher education programs and the New York State Education Department certification regulations are precisely defined, it is essential that JRTEP students work closely with both their SUNY Orange advisor and their New Paltz advisor, who is on the SUNY Orange campus by appointment.

## Career Opportunities

- public school classroom teacher (pre-K through grade 12)
- positions in related educational fields, such as special education teacher, and guidance counselor

## Transfer Opportunities

JRTEP is specifically designed to transfer seamlessly to SUNY New Paltz. Other SUNY and non-SUNY schools with teaching preparatory programs may accept all or a large percentage of credits (see transfer criteria below left).

When JRTEP students successfully complete the A.A. or A.S. at SUNY Orange, they may apply for transfer to SUNY New Paltz to complete the bachelor's degree. JRTEP applicants are given priority review and the highly academically prepared student will be accepted first.

## Contact Information

Education  
Department Chair  
(845) 341-4486  
Admissions Office  
(845) 341-4030



# Jointly Registered Teacher Education Program (JRTEP)

Degree Awarded: Associate in Arts, Associate in Science

## Program Learning Outcomes

Students will:

- Demonstrate an awareness of and a beginning understanding of the teaching profession and articulate a beginning philosophy of education that incorporates an understanding of developmentally appropriate practices, relevant theories and models of education.
- Students will demonstrate an understanding of diversity and its role in education.
- Demonstrate foundational knowledge and skills in one's chosen area of academic concentration.
- Demonstrate foundational knowledge of and an appreciation for the cultural, social, and natural worlds
- Demonstrate college level proficiency in written and oral communication, critical thinking, and analytical, mathematical, and scientific reasoning.

## Transfer Criteria:

To be eligible for admission to SUNY New Paltz, SUNY Orange JRTEP students must:

- Complete all SUNY Orange degree program requirements.
- Complete SUNY-mandated General Education Requirements.
- Maintain a minimum cumulative GPA of 3.0.
- Earn a grade of "B" or better in ENG 101 and ENG 102.
- Earn a grade of "B-" or better in EDU 103, EDU 109, and EDU 201.
- Math concentrations must earn a "B-" or better in either MAT 134 or MAT 205 and MAT 111.
- Must earn a grade of C or better in EDU 207, PSY 221, GEO 101, and MAT 111.
- Earn a grade of "C-" or better in all other courses.
- Complete a separate application and/or procedures for SUNY New Paltz or other transfer institution.
- Submit a writing sample to be completed at SUNY New Paltz prior to acceptance.
- Show evidence of clearance of fingerprinting on NYS Education Department TEACH account.

## JRTEP A.S. —7-12 Biology

First Semester		Credits
ENG 101	Freshman English 1 #	3
	Restricted SUNY Gen Ed Elective *	3
PSY 111	Introduction to Psychology	3
BIO 101	General Biology 1	4
MAT 205	Calculus 1	4
Second Semester		Credits
ENG 102	Freshman English 2 #	3
	Restricted SUNY Gen Ed Elective *	3
PSY 222	Psychology of Adolescence	3
BIO 102	General Biology 2	4
CHM 105	General Chemistry 1	4
EDU 107	Protecting Children's Well-Being	1
Third Semester		Credits
	Restricted SUNY Gen Ed Elective *	3
BIO 201	Genetics	4
CHM 106	General Chemistry 2	4
	SUNY Foreign Language (GE 9)<	3
EDU 207	Social and Philosophical Foundations of Education ★♣	3
Fourth Semester		Credits
COM 101	Foundations of Communication	3
BIO 202	Comparative Vertebrate Anatomy or	
BIO 204	General Botany	4
MAT 120	Introduction to Statistics	3
	SUNY Foreign Language (GE 9)	3
	SUNY Arts (GE 8)	3
Total Credits:		88

\* Students must take one course from each of the following SUNY General Education Requirements: American History (GE 4); Western Civilization (GE 5); Other/World Civilizations (GE 6)

< If completed Elementary Language 1, must also complete Elementary Language 2 of the same language. If completed Elementary Language 2, must also complete Intermediate Language 1 of the same language. If completed Intermediate Language 1, no other language need be taken.

★ Local observations beyond college classroom required

# Must earn grade of B or higher for SUNY New Paltz School of Education

♣ Must earn a C or higher

# Jointly Registered Teacher Education Program (JRTEP)

Degree Awarded: Associate in Arts, Associate in Science

## JRTEP A.A. — 7-12 English

First Semester		Credits
ENG 101	Freshman English 1#	3
COM 101	Foundations of Communication	3
HIS 101	United States History 1 or	
HIS 102	United States History 2	3
_____	SUNY Math (GE 1) - (MAT102 or higher)	3
_____	SUNY Foreign Language (GE 9)<	3
EDU 107	Protecting Children's Well-Being	1
Second Semester		Credits
ENG 102	Freshman English 2#	3
_____	SUNY Arts (GE 8)	3
PSY 111	Introduction to Psychology	3
_____	SUNY Natural Science (GE 2)	3-4
_____	SUNY Foreign Language (GE 9)<	3
Third Semester		Credits
ENG 207	English Literature: 14th Through 18th Century	3
ENG 209	American Literature: To the Civil War	3
ENG ____	Restricted English Elective ▲	3
ENG ____	Restricted English Elective ▲	3
PSY 222	Psychology of Adolescence	3
EDU 207	Social and Philosophical Foundations of Education ★♣	3
Fourth Semester		Credits
ENG 208	English Literature: 19th and Early 20th Century	3
ENG 210	American Literature: 1865 to Present	3
ENG ____	Restricted English Elective ▲	3
_____	SUNY Western Civilization (GE 5)	3
_____	SUNY Other World Civilization (GE 6)	3
_____	Add'l Math (MAT 102 or higher), or Liberal Arts Science or Computer Science	3-4
		Total Credits: 67-69

▲ Choose from the following: ENG 120, ENG 203, ENG 204, ENG 205, ENG 206, ENG 211, ENG 212, ENG 215, ENG 216, ENG 217, ENG 220, ENG 221, ENG 222, ENG 223, ENG 225, ENG 226, ENG 230, ENG 297

< If completed Elementary Language 1, must also complete Elementary Language 2 of the same language. If completed Elementary Language 2, must also complete Intermediate Language 1 of the same language. If completed Intermediate Language 1, no other language need be taken.

★ Local observations beyond college classroom required.

# Must earn grade of B or higher for SUNY New Paltz School of Education

♣ Must earn a C or higher

## JRTEP A.S. — 7-12 Mathematics

First Semester		Credits
ENG 101	Freshman English 1 #	3
COM 101	Foundations of Communication	3
PSY 111	Introduction to Psychology	3
MAT 205	Calculus 1	4
_____	SUNY Foreign Language (GE 9)	3
EDU 107	Protecting Children's Well-Being	1
Second Semester		Credits
ENG 102	Freshman English 2#	3
PSY 222	Psychology of Adolescence	3
MAT 206	Calculus 2	4
_____	SUNY Foreign Language (GE 9)<	3
EDU 207	Social and Philosophical Foundations of Education ★♣	3
Third Semester		Credits
_____	Restricted SUNY Gen Ed Elective *	3
PHY 105	General Physics 1 with Calculus	4
MAT 211	Linear Algebra	3
MAT 207	Calculus 3	4
_____	SUNY Arts (GE 8)	3
Fourth Semester		Credits
MAT 134	Mathematical Reasoning and Proof	or
MAT 136	Intro to Discrete Mathematics	3
_____	Restricted SUNY Gen Ed Elective *	3
_____	Restricted SUNY Gen Ed Elective *	3
PHY 106	General Physics 2 with Calculus	4
CSC 130	Computers and Computing	3
		Total Credits: 66

\* Students must take one course from each of the following SUNY General Education Requirements: American History (GE 4); Western Civilization (GE 5); Other/World Civilizations (GE 6)

< If completed Elementary Language 1, must also complete Elementary Language 2 of the same language. If completed Elementary Language 2, must also complete Intermediate Language 1 of the same language. If completed Intermediate Language 1, no other language need be taken.

★ Local observations beyond college classroom required

# Must earn grade of B or higher for SUNY New Paltz School of Education

♣ Must earn a C or higher

# Jointly Registered Teacher Education Program (JRTEP)

Degree Awarded: Associate in Arts, Associate in Science

## JRTEP A.A.—7-12 Social Studies

First Semester	Credits
ENG 101 Freshman English 1#	3
HIS 101 United States History 1	3
PSY 111 Introduction to Psychology	3
_____ SUNY Math (GE 1)-(MAT102 or higher)	3
_____ SUNY Natural Science (GE 2)	3-4
EDU 107 Protecting Children's Well-Being	1
Second Semester	Credits
ENG 102 Freshman English 2#	3
COM 101 Foundations of Communication	3
HIS 102 United States History 2	3
PSY 222 Psychology of Adolescence	3
_____ SUNY Arts (GE 8)	3
Third Semester	Credits
GEO 102 Human Geography	3
ECO 201 Introduction to Macroeconomics	3
HIS 231 Medieval and Renaissance Europe	3
_____ SUNY Foreign Language (GE 9) <	3
EDU 207 Social and Philosophical Foundations of Education ★♣	3
Fourth Semester	Credits
ECO 202 Introduction to Microeconomics	3
HIS _____ Restricted SUNY Social Science ▲	3
POL _____ Restricted SUNY Social Science *	3
POL _____ Restricted SUNY Social Science *	3
_____ Add'l Math (MAT 102 or higher) or	
_____ Liberal Arts Science or	
_____ Computer Science	3-4
_____ SUNY Foreign Language (GE 9) <	3
Total Credits: 64-66	

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

▲ Choose from the following: HIS 221, HIS 222, HIS 223

< 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 for SUNY New Paltz School of Education

♣ Must earn a C or higher

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# Law Enforcement/Security

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Degree Awarded: Certificate

## Recommended Course Sequence

First Semester	Credits
CRJ 101 Criminal Justice	3
CRJ 211 Criminal Law	3
CRJ 106 Patrol Administration	3
CRJ 107 Industrial & Private Security	3
CRJ 215 Criminal Investigation 1	3
<b>Second Semester</b>	
POL 102 U. S. Gov't-State & Local	3
SOC 120 Social Problems	3
CRJ 105 Police-Community Relations	3
CRJ 111 Criminology	3
CRJ 216 Criminal Investigation 2	3

Total Credits: 30

## Program Description

The Law Enforcement/Security certificate program is designed for students who are interested in a career in law enforcement or industrial security. The program provides an analysis of the close relationship between the public and private sector and their importance in providing a secure and safe environment for our citizens. The program emphasizes the methods, procedures and techniques that are utilized in the area of private security and current security-related issues such as loss prevention, disaster preparation, business continuity and homeland security. The program provides the student with an in-depth knowledge of police-related issues such as criminal law, patrol operations and criminal investigations.

Students who complete this program will be certified to seek employment as security officers with local or state security agencies.

## Admissions Requirements

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). 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.)

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



## Program 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.

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



## Career Opportunities

- uniformed security officer
- plainclothes security officer
- loss prevention analyst
- risk analyst
- hotel security
- industrial security
- executive protection

## Transfer Opportunities

Although this is a certificate program designed for immediate entry into the workplace, credits can be applied to further college study.

Consult a department advisor for more information.

## Contact Information

Criminal Justice  
Department Chair  
(845) 341-4355  
Admissions Office  
(845) 341-4030

# Liberal Arts: Humanities and Social Science

Degree Awarded: Associate in Arts

## Recommended Course Sequence

First Semester		Credits
ENG 101	Freshman English 1	3
_____	SUNY Math (GE 1)	3-4
_____	Social Science (Cat. A)*	3
COM 101	Foundations of Communication	3
_____	Liberal Arts Elective	3
PES 100	Concepts of Physical Wellness	1
Second Semester		
ENG 102	Freshman English 2	3
_____	SUNY Natural Science (GE 2)	3-4
_____	Social Science (Cat. B)	3
_____	Restricted SUNY Elective**	3
_____	Liberal Arts elective	3
PES ____	Physical Education	1
Third Semester		
ENG __	200-level Advanced English	3
_____	Math/Liberal Arts Science***	3-4
_____	Social Science (Cat. C)	3
_____	Liberal Arts elective	3
_____	SUNY Arts (GE 8)	3
Fourth Semester		
ENG__	200-level Advanced English	3
_____	Social Science (Cat D)	3
_____	Elective	3
_____	Elective	3
_____	Elective	3

Total Credits: 62-65

\*Categories A-D must include a SUNY History (GE 4, GE 5 or GE 6) and a SUNY Social Science (GE 3).

\*\*SUNY Humanities (GE 7) list or SUNY Foreign Language (GE 9) list-Elementary 2 level or above.

\*\*\* MAT 102 or higher. Lab science not required.

See SUNY Transfer Path link for information about recommended courses –

[www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/suny-transfer-paths-all-2015/](http://www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/suny-transfer-paths-all-2015/)

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

## Program Description

The Liberal Arts: Humanities and Social Science Associate in Arts degree program is a transfer degree that provides a broad-based foundation for students to pursue a variety of academic interests. A liberal arts degree focused on humanities and social sciences includes study of humankind's intellectual, historical and creative endeavors and the implications of how humans interact. The value of a strong grounding in the liberal arts is that students will be equipped with broad perspectives, tools to analyze challenging problems, and skills to seek and communicate solutions.

This Associate in Arts degree program is similar to the first two years of many baccalaureate degree programs, in that it prepares students to think and write critically about a range of subject matter. The coursework is designed to flexibly balance exploration of ideas and subjects with transfer preparation.

Students in this degree program will take specific required courses and also have the opportunity to choose from categories of courses and electives. The choice of several electives provides students freedom to customize and focus on a specific discipline, area of interest, or pursuit of specific coursework that is recommended by transfer destinations.

By fulfilling a minimum of 30 General Education credits and a minimum of seven of SUNY's general education categories, students are prepared for smooth transfer within the SUNY system and beyond. The General Education categories of the State University of New York (SUNY) are math, natural sciences, social sciences, American history, western civilization, world civilizations, humanities, the arts, foreign language and communication.

An Associate in Arts degree is an excellent choice for students who plan to transfer but may not have all the next steps clearly mapped out. Liberal Arts degrees position students to pursue careers in the social sciences, arts, humanities, communication, education, advocacy, policy and law and many other avenues.

Students should consult regularly with their advisors to determine the best course of study for their particular area of interest and to update their academic plans.

## Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). 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 11 for more details on the admission process for all applicants.)

For students with more defined career goals, see the four-semester sequences in select disciplines that follow.

# Liberal Arts: Humanities and Social Science

Degree Awarded: Associate in Arts

## Program Learning Outcomes

Students will:

- demonstrate foundational knowledge of and an appreciation for the cultural, social, and natural worlds.
- recognize the diversity of human experience, values, and perspectives.
- demonstrate an understanding of the forms of artistic expression and their creative processes.
- apply critical thinking and systematic reasoning skills.
- demonstrate information management, quantitative skills, and an understanding of the role of empirical measurement.
- use effective oral and written communication skills.
- transfer to, and succeed at, an upper-level institution.



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

## Career Opportunities

The Associate in Arts degree program serves as a foundation for students who will complete their bachelor's degree at a four-year institution. They may then pursue careers in a number of areas, including:

- the social sciences
- the arts
- the humanities
- education and communication

In addition, successful completion of a bachelor's degree can also lead to continued study on the graduate level. For a more complete list of career opportunities, consult the individual Associate in Arts program descriptions in this catalog.

## Transfer Opportunities

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

These transfer institutions include:

- four-year institutions in the State University of New York (SUNY) system
- private NYS and national four-year institutions

To provide for a smooth transfer, students should consult with both their academic advisors and the potential transfer institutions for academic course selection and guidance as soon as possible.

## Contact Information

Advising and Counseling Center  
(845) 341-4070  
Admissions Office  
(845) 341-4030

# Liberal Arts: Humanities and Social Science

Degree Awarded: Associate in Arts

## Tracks within the Liberal Arts: Humanities and Social Science Associate in Arts Program

Seven discipline-specific tracks have been developed in the Liberal Arts: Humanities and Social Science Associate in Arts degree program. Students who follow these tracks will benefit by taking the courses as sequenced and will build a body of knowledge about a specific discipline.

Embedded within the course sequencing of each track are specific courses that align with advising guides (also known as transfer paths) developed by the SUNY system to ensure seamless transfer to baccalaureate degree programs.

The curricula ensure that students will fulfill a minimum of thirty general education credits, seven of ten SUNY general education categories, and coursework in the first two years of study in specific disciplines, thereby ensuring junior-level status when transferring to a school within the SUNY system.

Each track has specific faculty advisors and discipline-related activities that take place throughout the academic year. The seven tracks are Anthropology, English, History, Music Industry, Political Science, Psychology and Sociology.

## Recommended Course Sequence

### Registered Track: Anthropology

First Semester	Credits
ENG 101 Freshman English 1	3
MAT ____ SUNY Math (GE 1)	3
COM 101 Foundations of Communication	3
ANT 101 Cultural & Social Anthropology	3
____ SUNY Social Science (Cat A) (GE 4)	3
PES 100 Concepts of Physical Wellness	1
<b>Second Semester</b>	
ENG 102 Freshman English 2	3
____ SUNY Natural Science (GE2)	3
PSY 111 Introduction to Psychology	3
ANT 103 Archeology & Prehistory	3
____ SUNY Restricted Elective (GE 7 or GE 9)	3
PES ____ Activity Courses	1
<b>Third Semester</b>	
ENG 2__ Advanced English	3
____ Math/Liberal Arts Science	3
ANT 102 Human Evolution	3
HIS ____ SUNY (GE 6) (Cat D)	3
____ SUNY Arts (GE 8)	3
<b>Fourth Semester</b>	
ENG 2__ Advanced English	3
ANT 104 Archeological Field Experience or	
ANT 220 Indians of North America	3
SOC 101 Introduction to Sociology	3
MAT 101 Elementary Algebra <i>or</i>	3
____ General Elective	
____ General Elective	3
Total Credits: 62	

## Program Description

Anthropology seeks to document and understand the breadth of the human experience and cultural diversity. The Registered Track in Anthropology provides a thorough foundation in disciplinary concepts and methods, preparing a student to transfer directly into upper division coursework to complete a bachelor's degree at a four year institution. Anthropology is a flexible major with broad application to many fields and students may take their studies further and pursue careers in academia, business, government, community building, and the non-profit sector.

Link to SUNY Transfer Path:  
[www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/](http://www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/)

# Liberal Arts: Humanities and Social Science

Degree Awarded: Associate in Arts

## Registered Track: English

First Semester		Credits
ENG 101	Freshman English 1	3
MAT ____	SUNY Math (GE 1)	3
____	SUNY Social Science (GE 3 or 4) (Cat A)	3
COM 101	Foundations of Communication	3
____	General Elective	3
PES 100	Concepts of Physical Wellness	1
Second Semester		
ENG 102	Freshman English 2	3
____	SUNY Natural Science (GE2)	3
____	Social Science Cat B	3
____	SUNY Restricted Elective (GE 7 or GE 9)	3
____	General Elective	3
PES ____	Activity Courses	1
Third Semester		
ENG 2__	Advanced English (Survey or Genre)*	3
ENG 2__	Advanced English	3
____	MAT 102 or Higher, Liberal Arts	
____	Science or Computer Science	3
____	Social Science (Cat C)	3
____	SUNY Arts (GE 8)	3
Fourth Semester		
ENG 2__	Advanced English (Survey or Genre)*	3
ENG 2__	Advanced English	3
____	SUNY Social Science (GE 5 or 6) (Cat D)	3
____	Liberal Arts Elective	3
____	General Elective	3
Total Credits:		62

\* If Survey course is taken in the third semester, then Genre course must be taken in the fourth semester. If Genre course is taken in the third semester, then Survey course must be taken in the fourth semester.

## Program Description

English is a broad area of concentration which prepares you to transfer to a four-year college or university. Following the registered track in English prepares you for a variety of programs that emphasize writing, research, reading, and critical thinking. Students in this concentration gain creativity as well as communications and interpersonal skills, qualities sought after by many employers. Graduates with degrees in English have many options for careers, including education, advertising, public relations, publishing, technical writing, media, law, public service, and more.

Link to SUNY Transfer Path:  
<https://www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/>

## SUNY English Transfer Path

### Conventions of the Discipline

ENG 101 Freshman English 1  
 ENG 102 Freshman English 2

### Literature and Identity

ENG 216 Children's Literature  
 ENG 220 Women Writers  
 ENG 230 African American Literature  
 ENG 297 Special Studies Latin American Lit

### Major Genres and Author Courses

ENG 205 Drama Ibsen to O'Neill  
 ENG 213 Journalism and Mass Media  
 ENG 215 Shakespeare  
 ENG 217 Film & Lit  
 ENG 226 Fantasy Fiction  
 ENG 297 Special Studies in Science Fiction

### Survey and Period Courses

ENG 120 Intro to Mythology  
 ENG 203 World Lit to 1650  
 ENG 204 World Lit 1650 - present  
 ENG 206 Contemporary Drama  
 ENG 207 English Lit 14th to 18th Centuries  
 ENG 208 English Lit 19th and 20th Centuries  
 ENG 209 American Lit to the Civil War  
 ENG 210 American Lit 1865 to present  
 ENG 221 Contemporary Short Story  
 ENG 222 Contemporary Novel  
 ENG 223 Contemporary Poetry  
 ENG 225 International Lit non-European

### Writing as Craft

ENG 130 Writing for the Media  
 ENG 211 Creative Writing: Fiction  
 ENG 212 Creative Writing: Poetry



# Liberal Arts: Humanities and Social Science

Degree Awarded: Associate in Arts

## Registered Track: History

First Semester	Credits
ENG 101 Freshman English 1	3
MAT ____ SUNY Math (GE 1)	3
COM 101 Foundations of Communication	3
HIS 101 US History 1 or	3
HIS 102 US History 2	
POL 101 Introduction to Political Science	3
PES 100 Concepts of Physical Wellness	1
Second Semester	
ENG 102 Freshman English 2	3
ANT 101 Cultural & Social Anthropology	3
HIS 121 World History 1 <i>or</i>	3
HIS 122 World History 2 <i>or</i>	
HIS ____ World Region	
HIS 232 Age of Revolutions <i>or</i>	3
HIS 233 Modern Europe	
PSY 111 Introduction to Psychology	3
PES ____ Activity Courses	1
Third Semester	
ENG 2__ Advanced English	3
HIS ____ Any History course	3
SOC 101 Introduction to Sociology	3
____ SUNY Natural Science (GE 2)	3
____ SUNY Foreign Language (GE 9)	3
Fourth Semester	
ENG 2__ Advanced English	3
ECO 201 Macroeconomics or	
ECO 202 Microeconomics	3
____ SUNY Arts (GE 8)	3
____ Math/Liberal Arts Science/ Computer Science	3
____ General Elective	3
Total Credits: 62	

## Program Description

The study of history prepares students for careers in education, government service, museum and archives administration, and the legal professions, while at the same time, honing the communication and critical thinking skills sought by 21st century employers. Designed for Seamless transfer to four-Year-SUNY Colleges, the History Transfer Path not only allows students to complete the initial coursework in the discipline, it also provides students the opportunity to study with published authors and experts the fields of American, Greco-Roman, European, World, and Asian history and culture.

Link to SUNY Transfer Path:  
[www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/](http://www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/)

## Registered Track: Music Industry

First Semester	Credits
ENG 101 Freshman English 1	3
____ SUNY Social Science (Cat A) (GE 4)	3
MAT ____ SUNY Math (GE 1)	3
MUS 101 Introduction to Music	3
EET 110 Computer Apps and Graphics	3
PES 100 Concepts of Physical Wellness	1
Second Semester	
ENG 102 Freshman English 2	3
____ SUNY Social Science (Cat B)	3
____ SUNY Natural Science (GE2)	3
COM 101 Foundations of Communication	3
MUS 17__ Private Music Instruction	1
____ General Elective	3
PES ____ Activity Courses	1
Third Semester	
ENG 2__ Advanced English	3
____ SUNY Social Science (Cat D) (GE 5 or GE 6)	3
MUS 121 Fundamentals of Music	3
____ Liberal Arts Elective	3
____ Liberal Arts Elective	2
Alternate Third Semester	
ENG 2__ Advanced English	3
____ SUNY Social Science (Cat D) (GE 5 or GE 6)	3
MUS 123 Basic Musicianship	5
MUS ____ Piano (MUS 131 - MUS 134)	1
____ Liberal Arts Elective	2
Fourth Semester	
ENG 2__ Advanced English	3
____ SUNY Social Science (Cat C)	3
____ Math/Liberal Arts Science/ Computer Science	3
BUS 103 Introduction to Business	3
____ SUNY Humanities (GE 7)	3
Total Credits: 62	

## Program Description

Students following the Music Industry track of the Associate in Arts program complete a blend of general education courses enabling them to transfer more easily to four-year colleges and music classes that provide a firm foundation for further study in the field. Music Industry students have two options. One includes a basic music theory course (MUS 121 - Fundamentals of Music), the other a more in-depth course providing a variety of necessary skills in the areas of theory, ear training, keyboard harmony and sight singing (MUS 123 – Basic Musicianship 1) along with a co-requisite piano class. Music courses required in the program may be supplemented by other music courses selected in coordination with students' academic advisors.

Link to SUNY Transfer Path:  
[www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/](http://www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/)

# Liberal Arts: Humanities and Social Science

Degree Awarded: Associate in Arts

## Registered Track: Political Science

First Semester	Credits
ENG 101 Freshman English 1	3
MAT ____ SUNY Math (GE 1)	3
COM 101 Foundations of Communication	3
PSY 111 Introduction to Psychology	3
POL 101 Introduction to Political Science <i>or</i>	
POL 103 US Government - National	3
PES 100 Concepts of Physical Wellness	1

## Second Semester

ENG 102 Freshman English 2	3
____ SUNY Natural Science (GE 2)	3
POL 102 US Government - State and Local	3
____ SUNY Foreign Language (GE 9)	3
____ General Elective	3
PES ____ Activity Courses	1

## Third Semester

ENG 2__ Advanced English	3
POL 104 Introduction to Political Thought	3
ANT 101 Cultural & Social Anthropology	3
____ Math/Liberal Arts Science/ Computer Science	3
____ SUNY Arts (GE 8)	3

## Fourth Semester

ENG 2__ Advanced English	3
HIS 2__ SUNY History (GE 5 or GE 6)	3
POL 220 Comparative Governments	3
POL 221 International Relations	3
HIS 101 US History 1 <i>or</i>	3
HIS 102 US History 2	

Total Credits: 62

## Program Description

The study of political science prepares students for careers in education, government service, and the legal professions, while at the same time, honing the communication and critical thinking skills sought by 21st century employers. Designed for Seamless transfer to four-Year-SUNY Colleges, the Political Science Transfer Path not only allows students to complete the initial coursework in the discipline, it also provides students the opportunity to study with experts in the fields of American politics, International Relations, State and Local Government, some of whom have held or currently hold public office.

Link to SUNY Transfer Path:  
[www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/](http://www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/)

## Registered Track: Psychology

First Semester	Credits
ENG 101 Freshman English 1	3
MAT ____ SUNY Math (GE 1)	3
COM 101 Foundations of Communication	3
PSY 111 Introduction to Psychology	3
HIS ____ SUNY History (Cat A) (GE 4)	3
PES 100 Concepts of Physical Wellness	1

## Second Semester

ENG 102 Freshman English 2	3
____ SUNY Natural Science (GE 2)	3
PSY 220 Developmental Psychology <i>or</i>	3
PSY 221 Child Psychology <i>or</i>	
PSY 222 Psychology of the Adolescent	
SOC 101 Introduction to Sociology	3
____ SUNY Restrict Elective (GE 7 or GE 9)	3
PES ____ Activity Courses	1

## Third Semester

ENG 2__ Advanced English	3
____ Math/Liberal Arts Science/ Computer Science	3
ANT 101 Cultural & Social Anthropology	3
HIS ____ SUNY History (Cat D) (GE 5 or 6)	3
PSY 230 Abnormal Psychology	3

## Fourth Semester

ENG 2__ Advanced English	3
____ SUNY Arts (GE 8)	3
PSY 240 Social Psychology	3
MAT 101 Elementary Algebra <i>or</i>	3
____ General Elective	
____ Liberal Arts Elective	

Total Credits: 62

## Program Description

Psychology seeks to better understand human sensation, perception and behavior with an eye toward assisting individuals facing mental and behavioral challenges. The Registered Track in Psychology provides a thorough foundation in disciplinary concepts and methods, preparing a student to transfer directly into upper division coursework to complete a bachelor's degree at a four year institution. Psychology is a flexible major with broad application to many fields and students may take their studies further and pursue careers in mental health, education, business and community agencies.

Link to SUNY Transfer Path:  
[www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/](http://www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/)

# Liberal Arts: Humanities and Social Science

Degree Awarded: Associate in Arts

## Registered Track: Sociology

First Semester		Credits
ENG 101	Freshman English 1	3
MAT ____	SUNY Math (GE 1)	3
COM 101	Foundations of Communication	3
PSY 111	Introduction to Psychology	3
SOC 101	Introduction to Sociology	3
PES 100	Concepts of Physical Wellness	1
Second Semester		
ENG 102	Freshman English 2	3
_____	SUNY Natural Science (GE 2)	3
ANT 101	Cultural & Social Anthropology	3
SOC 202	Social Inequality	3
_____	SUNY American History (GE 4)(Cat A)	3
PES ____	Activity Courses	1
Third Semester		
ENG 2__	Advanced English	3
SOC ____	Any Sociology Course	3
_____	SUNY Arts (GE 8)	3
_____	Math/Liberal Arts Science/ Computer Science	3
_____	SUNY Western Civilization <i>or</i> Other/World Civ. (GE 5 or GE 6) (Cat D)	3
Fourth Semester		
ENG 2__	Advanced English	3
SOC ____	Any Sociology Course	3
_____	SUNY Humanities or Lang (GE 7 or GE 9)	3
_____	General Elective	3
MAT 101	Elementary Algebra <i>or</i>	3
_____	General Elective	
Total Credits:		62

## Program Description

Sociology seeks to study the relationship between society and human behavior. The Registered Track in Sociology provides a thorough foundation in disciplinary concepts and methods, preparing a student to transfer directly into upper division coursework to complete a bachelor's degree at a four year institution. Psychology is a flexible major with broad application to many fields and students may take their studies further and pursue careers in government entities, business organizations, colleges & universities, and community agencies.

Link to SUNY Transfer Path: [www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/](http://www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/)

# Liberal Arts: Humanities and Social Science

Degree Awarded: Associate in Arts

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# Liberal Arts: Individual Studies

Degree Awarded: Associate in Science

## Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
_____ Restricted SUNY Elective*	3
MAT _____ Found. of Elementary School	
_____ Math (MAT 111) or Higher	3
_____ Restricted SUNY History**	3
COM 101 Foundations of Communication	3
PES 100 Concepts of Physical Wellness	1

### Second Semester

ENG 102 Freshman English 2	3
_____ SUNY Humanities (GE 7)	3
_____ SUNY Natural Science (GE 2)	3-4
_____ SUNY Social Science (GE 3)	3
_____ Concentration	3
_____ Physical Education	1

### Third Semester

_____ Math/Science Elective***	3-4
_____ SUNY Social Science (GE 3)	3
_____ Concentration	3
_____ Concentration	3
_____ Concentration	3

### Fourth Semester

_____ Concentration	3
_____ Concentration	3
_____ Restricted SUNY Elective****	3
_____ Elective	3
_____ Elective	3

Total: 62-64

\*SUNY Humanities (GE 7), SUNY Arts (GE 8), or SUNY Foreign Language (GE 9)

\*\* HIS 101, HIS 102, HIS 121, HIS 122, HIS 130, HIS 131, HIS 132, or HIS 133

\*\*\* Math must be MAT 113 or higher, or any liberal arts science

\*\*\*\*SUNY Arts (GE 8) or SUNY Foreign Language (GE 9) Elementary 2 or higher

See SUNY Transfer Path link for information about recommended courses –

[www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/suny-transfer-paths-all-2015/](http://www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/suny-transfer-paths-all-2015/)

## 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.

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

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



## Program 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.

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



## Career Opportunities

The Individual Studies degree program serves as a base for students who plan to continue their education at a four-year institution.

Because of the flexibility of the degree, students have the option of developing a career path of their choice early in their educational experience.

## Transfer Opportunities

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

These institutions include:

- four year institutions in the State University of New York (SUNY) system
- private state and national four-year institutions

## Contact Information

Advising and Counseling  
Center  
(845) 341-4070  
Admissions Office  
(845) 341-4030

# Liberal Arts and Sciences: Mathematics and Science

Degree Awarded: Associate in Science

## Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
_____ SUNY Social Science (GE 3)	3
_____ SUNY Natural Science (GE 2) +	3
_____ MAT 111 or higher or Computer	
_____ Science or Liberal Arts Science +	3
_____ SUNY Math (GE 1) - MAT 121	
_____ or higher +	3
<b>Second Semester</b>	
ENG 102 Freshman English 2	3
HIS_____ Restricted History Elective*	3
_____ SUNY Natural Science (GE 2) +	3
_____ MAT 111 or higher or Computer	
_____ Science or Liberal Arts Science +	3
MAT _____ MAT 122 or higher +	3
<b>Third Semester</b>	
COM 101 Foundations of Communication	3
_____ MAT 111 or higher or Computer	
_____ Science or Liberal Arts Science +	3
_____ MAT 111 or higher or Computer	
_____ Science or Liberal Arts Science +	3
_____ Restricted SUNY Elective #	3
_____ Elective	3
<b>Fourth Semester</b>	
_____ MAT 111 or higher or Computer	
_____ Science or Liberal Arts Science +	3
_____ MAT 111 or higher or Computer	
_____ Science or Liberal Arts Science +	3
_____ Elective	3
_____ Elective	3
_____ Elective	3

Total Credits: 60

- \* *SUNY American History (GE 4) or Western Civilization (GE 5) or Other/World Civilization (GE 6) lists*
- # *SUNY Arts (GE 8) or Foreign Language (GE 9) lists*
- + *Minimum credit value for this course is 3 credits. Students may fulfill this requirement with a course of a higher credit value.*

*A minimum of 30 credits of math and science combined is required for this degree. At least 6 credits of math must be College Algebra (MAT 121) or higher, at least 3 credits of which must be a SUNY Math and at least 6 credits of science must be from the SUNY Natural Science list.*

*See SUNY Transfer Path link for information about recommended courses – [www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/suny-transfer-paths-all-2015/](http://www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/suny-transfer-paths-all-2015/)*

## 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. Such consultation will facilitate 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 (HSEs). 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.

For students with more defined career goals, see the four-semester course sequences in selected disciplines that follow.

# Liberal Arts and Sciences: Mathematics and Science

Degree Awarded: Associate in Science

## Program Learning Outcomes

Students will:

- demonstrate essential and foundational knowledge in the natural sciences and liberal arts.
- demonstrate understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis
- perform mathematically with proper notation and vocabulary commensurate with chosen field of study
- demonstrate ability to apply systematic reasoning and critical thinking skills.
- demonstrate effective communication both oral and written.



## 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

# Liberal Arts: Mathematics and Science

Degree Awarded: Associate in Arts

## Tracks within the Liberal Arts: Mathematics and Science Associate in Science Program

Two discipline-specific tracks have been developed in the Liberal Arts: Mathematics and Science Associate in Science degree program: Mathematics and Chemistry.

SUNY has defined recommended coursework to be taken in the first two years of study to ensure seamless transfer to baccalaureate degree programs within the system. That recommended coursework is referred to as a transfer path. Each track aligns with a different SUNY transfer path. The four-semester sequences ensure that students will fulfill seven SUNY general education categories and necessary coursework in the first two years of study in specific disciplines, thereby ensuring junior-level status when transferring to a four-year school within the SUNY system.

## Recommended Course Sequence

### Registered Track: Chemistry

First Semester	Credits
ENG 101 Freshman English 1	3
CHM 105 General Chemistry 1 & Lab	4
BIO 101 General Biology & Lab	4
MAT 205 Calculus 1	4
Second Semester	
ENG 102 Freshman English 2	3
CHM 106 General Chemistry 2 & Lab	4
PHY 105 General Physics 1 w/Calc & Lab	4
MAT 206 Calculus 2	4
Third Semester	
COM 101 Foundations of Communication	3
CHM 201 Organic Chemistry 1 & Lab	4
_____ SUNY Elective (GE 4, 5 or 6)	3
_____ SUNY Elective (GE 8 or 9)	3
PHY 106 General Physics 2 w/Calc & Lab	4
Fourth Semester	
CHM 202 Organic Chemistry 2 & Lab	4
_____ SUNY Elective (GE 3)	3
MAT 120 Introduction to Statistics	3
_____ Elective	3
_____ Elective	3
Total Credits: 63	

## Program Description

The chemistry track at SUNY Orange will provide students with the skills and knowledge to begin a career in the field of chemistry or for transfer to upper division universities. There, students will be prepared to study chemistry and related fields required for professional schools, including medical, dental, law and business programs.

Link to SUNY Transfer Path:  
[www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/](http://www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/)

# Liberal Arts and Sciences: Mathematics and Science

Degree Awarded: Associate in Science

## Registered Track: Mathematics

<u>First Semester</u>		<u>Credits</u>
ENG 101	Freshman English 1	3
MAT 205	Calculus 1	4
_____	Elective	3
_____	SUNY Elective (GE 2)	3
_____	SUNY Elective (GE 3)	3
<u>Second Semester</u>		
MAT 206	Calculus 2	4
ENG 102	Freshman English 2	3
MAT ____	Restricted Math Elective *	3
_____	SUNY Elective (GE 2)	3
_____	SUNY Elective (GE 4, 5 or 6)	3
PES 100	Concepts of Physical Wellness	1
<u>Third Semester</u>		
MAT 207	Calculus 3	4
MAT ____	Restricted Math Elective *	3
COM 101	Foundations of Communication	3
_____	SUNY Elective (GE 8 or 9)	3
PES ____	Physical Education	0.5
PES ____	Physical Education	0.5
<u>Fourth Semester</u>		
MAT ____	Restricted Math Elective *	3
_____	SUNY Elective (GE 2) <i>or</i>	3
	MAT 120/136/211/214 or	
	CSC 101/102/201/204	
MAT 122	College Trigonometry <i>or</i>	3
_____	Elective	
MAT 121	College Algebra <i>or</i>	3
MAT 131	Pre-Calculus <i>or</i>	
_____	Elective	
_____	Elective	3
Total Credits:		62

\* Students may select from these Restricted Math electives

MAT 120 Intro. To Statistics

MAT 136 Intro. To Discrete Math

MAT 211 Linear Algebra

MAT 214 Differential Equations

## **Program Description**

The Mathematics registered track will provide students the opportunity to explore mathematics careers and prepare them for successful transfer to a four-year school. Transfer and career paths include statistics, artificial intelligence, actuarial science, teaching, cryptology, mathematical modeling, finance, economics, and more.

Link to SUNY Transfer Path:

[www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/](http://www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/)



# Marketing

Degree Awarded: Associate in Applied Science

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

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

## Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
_____ Math or Liberal Arts Science	3
OFT 106 Keyboarding**	1
BUS 161 Computer Applications for Business	3
ACC 101 Accounting 1	4
BUS 103 Introduction to Business	3
<b>Second Semester</b>	
ENG 102 Freshman English 2	3
_____ Any Social Science	3
_____ Math or Liberal Arts Science	3
BUS 101 Business Math	3
MKT 101 Principles of Marketing	3
<b>Third Semester</b>	
MKT 115 E-Marketing Principles	3
BUS 201 Business Law 1	3
MKT 203 Marketing Management	3
MKT 201 Advertising	3
BUS 105 Business and Society	3
<b>Fourth Semester</b>	
_____ Any Social Science	3
MKT 204 Problems in Marketing	3
BUS 203 Business Communications	3
MKT 202 Salesmanship <i>or</i>	
MGT 220 Business Internship *	3
ART 123 Visual Comm & Graphic Design	13

Total Credits: 62

*\*It is strongly recommended that students with at least a 2.50 CGPA 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.*

## 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 (HSEs). 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.)

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

## Program Learning Outcomes

Students will:

- demonstrate knowledge of marketing principles and applications.
- demonstrate the ability to identify, analyze, and evaluate market segments and strategies.
- express business information effectively in both oral and in written forms.

## Career Opportunities

- advertising
- marketing and manufacturing
- marketing service
- marketing research
- public relations
- sales
- customer service

## Transfer Opportunities

While the A.A.S. is a degree leading to immediate job placement upon graduation, SUNY Orange has special relationships with Franklin University for transfer to a B.S. degree in marketing, business administration or human resource management .

Other transfer opportunities exist with:

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



## Contact Information

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

# Medical Laboratory Technician

Degree Awarded: Associate in Applied Science

Accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

5600 N. River Road, Suite 720, Rosemont, IL 60018-5119 (773) 714-8880, [www.naacls.org](http://www.naacls.org)

## Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
CHM 103 Applied Chemistry 1	3
MAT ____ Math (Elementary Algebra or Higher)	3
MLT 101 Fundamentals of Medical Physiology	4
MLT 103 Immunology	3
MLT 105 Intro to Lab Science	2
<b>Second Semester</b>	
ENG 102 Freshman English 2	3
_____ Social Science Elective	3
CHM 104 Applied Chemistry 2	3
MLT 102 Urinalysis and Body Fluids	3
MLT 104 Hematology	4
<b>Third Semester</b>	
_____ Social Science Elective	3
MLT 203 Immunochemistry	3
MLT 207 Clinical Chemistry 1	3
MLT 209 General Microbiology	4
MLT 251 Clinical Training 1	2
PES 100 Concepts of Wellness	1
<b>Fourth Semester</b>	
MLT 208 Clinical Chemistry 2	3
MLT 212 Clinical Microbiology	3
MLT 252 Clinical Training 2	5
PES ____ Physical Education	1
MLT 200 Clinical Applications and Review	2
Total Credits: 64	

## Program Description

The Associate in Applied Science degree program in Medical Laboratory Technician prepares students to become certified and licensed as medical laboratory technicians.

A medical laboratory technician is a healthcare professional who performs general testing on biological specimens such as blood, urine, various body fluids and tissues in the medical laboratory. The results of these analyses are utilized to determine the presence, absence, progress and causes of disease. A medical laboratory technician, also known as a clinical laboratory technician, enjoys science, problem solving and investigation, and performs his/her work accurately, efficiently and responsibly. The medical laboratory technician must be able to perform several duties simultaneously, work well in a fast-paced laboratory and be self-motivated.

The Medical Laboratory Technician Program curriculum corresponds to the program's mission: it provides each student with educational experiences and knowledge to develop the critical thinking, technical and interpersonal skills required to be a successful clinical laboratory scientist. The program will integrate knowledge gained from general education, biological science and clinical laboratory science so that the future laboratory professional will exercise good judgment, ethics and appropriate decision-making abilities to serve the needs of the community and the profession.

Students will take courses in the following disciplines: medical physiology, clinical chemistry, hematology, urinalysis, immunology, immunochemistry and microbiology. Students study laboratory safety, microscopy and clinical instrumentation and apply the principles in the laboratory. As part of the program, a clinical rotation is assigned at one of the clinical affiliates.

The program begins in the fall semester of each year and the courses must be taken in the sequence in which they are offered. A grade of C (2.00) or better is required in all MLT courses for progression in the program and graduation with an A.A.S. degree in Medical Laboratory Technician. Once you begin taking MLT courses, the degree must be completed within three years.

Students who are considering this program must provide their own transportation to and from the college and clinical sites. They must also have a yearly physical examination and tuberculin skin test (TST). Upon admission to the program, students will need to successfully complete a urine drug screen as well as a criminal background check. The Hepatitis B vaccine is strongly recommended. An individual who has charges pending or has ever been convicted of a felony or misdemeanor and/or has been found guilty of professional misconduct or negligence may not be eligible for licensure. Contact the Office of Professional Discipline, New York State Education Department prior to applying to this program.

## Admission Criteria

### Academic Requirements

- High school diploma or high school equivalency (HSE) diploma
- Eligible to take Freshman English I (ENG 101)
- Eligible to take Elementary Algebra (MAT 101) or have successfully completed Fundamentals of Algebra (MAT 020)
- Students must attain a minimum cumulative GPA of 2.0

### Department-Specific Requirements:

- Attendance at a pre-admission orientation. At this orientation, students will receive and sign off on information pertaining to health forms, drug testing, and criminal record policies.

Note: Admission to this program is selective. In addition to an application to the College, students must apply for acceptance into this program through the Admissions office. Consideration for admission is based on the completion of all mandatory academic and departmental-specific requirements, highest combination of CGPA and credits completed towards the degree, Orange County residency and seat availability. All requirements must be completed and an eligibility form must be submitted to the Admissions Office before February 1 in order for a student to be considered for acceptance into this program for the Fall semester.

## Program Learning Outcomes

Students will:

- properly collect, process and analyze biological specimens.
- safely and accurately perform analytical procedures, recognize factors affecting results and take the appropriate action.
- Be eligible for national certification as a Medical Laboratory Technician by successfully completing the examination given by the American Society for Clinical Pathology Board of Certification.
- be eligible to sit for the NYS Certified Clinical Laboratory Technician Licensing Examination.

Note: Several essential movement, observational, communication, intellectual and behavioral functions are required to complete the objectives of the courses in the program and to perform the necessary duties required of a medical laboratory technician. A detailed listing of these essential functions is included in the MLT admissions packet and is discussed at the pre-admission orientation session.

## Career Opportunities

- hospitals
- doctors' offices
- reference laboratories
- food/cosmetic industries
- pharmaceuticals
- veterinary laboratories
- research
- sales and marketing
- industry
- forensics
- teaching
- management
- field service
- I.T.

## Transfer Opportunities

This degree program prepares students for immediate entry into the workplace. Consult the department for more information regarding further educational opportunities in this profession.

## Contact Information

Clinical Laboratory Science  
Department Chair  
(845) 341-4136  
Admissions Office  
(845) 341-4030

# Medical Office Management

Degree Awarded: Associate in Applied Science

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

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

## Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
OFT 108 Intro to Keyboarding and Office Applications *	3
RAD 209 Medical Terminology	1
_____ Health or Other Approved Elective	3
BUS 103 Introduction to Business	3
ACC 101 Accounting Principles 1	4
Second Semester	
ENG 102 Freshman English 2	3
_____ Social Science Elective	3
OFT 103 Medical Coding	3
_____ Social Science Elective	3
OFT 109 Advanced Office Applications**	3
Third Semester	
_____ Math or Liberal Arts Science Elective	3
OFT 209 Microsoft Word and PowerPoint	3
BUS 203 Business Communications	3
MGT 205 Human Resource Management	3
OFT 207 Transcription Skills** <i>or</i>	
OFT 211 Medical Transcription	3
Fourth Semester	
_____ Liberal Arts Elective	3
OFT 214 Excel and Access**	3
OFT 201 Records/Information Management	3
MLT 110 Fundamentals of Medical Physiology	3
OFT 220 Office Internship	3

Total Credits: 60-62

\* Students without sufficient keyboarding ability will be required to take OFT 107 Elementary Keyboarding. Students with sufficient keyboarding ability to pass the waiver for OFT 108 fulfill this requirement with a business elective.

\*\* Special medical projects are provided in OFT 109, OFT 207, and OFT 214 for students in this program.

+ Another course must be added to complete the degree such as CPR, First Aid, Stress Management or a business elective. Please see the department chair for other suggestions.

# Students need approval of the department chair to register for this course, and at least a 2.0 CGPA..

## Program Description

The Associate in Applied Science degree program in Medical Office Assistant prepares graduates to begin their careers in medical organizations. Emphasis is placed on developing office skills and knowledge of medical terms.

The medical office assistant provides office support to medical facilities including records management, medical report production, patient interface, insurance and billing responsibilities, telephone interaction, and confidentiality.

Students take a sequence of office skill courses including various levels of Keyboarding, Microsoft Word and PowerPoint, Excel and Access, Transcription Skills, Medical Terminology, Physiology, and Medical Coding. Students learn to use modern office equipment and are exposed to realistic office situations through internships. Special medical projects are provided in Advanced Computer Keyboarding, Transcription Skills and Excel and Access.

## Admission Criteria

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

Students without sufficient keyboarding ability will be required to take Elementary Computer Keyboarding. Students with sufficient keyboarding ability to pass the waiver for Intermediate Computer Keyboarding fulfill this requirement with a business elective.

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



## Program 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

# New Media

Degree Awarded: Associate in Applied Science

## Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
Math or Liberal Arts Science	3
COM 107 Intro to Media Production	3
ART 121 Digital Photography	3
ART 123 Visual Communications	3
Physical Education	.5
<b>Second Semester</b>	
ENG 102 Freshman English 2	3
COM 101 Foundations of Communication	3
COM 113 Digital Storytelling	3
COM 105 Media and Society	3
COM 108 Digital Video: Post Production	3
Restricted Elective **	3
<b>Third Semester</b>	
Social Science Elective	3
ENG 130 Writing for Media	3
COM 111 Digital Radio Production	3
COM 115 TV Studio Production	3
ART 225 Web Design 1	3
Physical Education	.5
<b>Fourth Semester</b>	
Social Science Elective	3
Math or Liberal Arts Science	3
COM 223 Screenwriting	3
Restricted Elective **	3
ART 230 Arts & Comm Practicum	2
PES 100 Concepts of Physical Wellness	1

Total Credits: 64

**\*\* Restricted Electives:**

ART 122 - Digital Photography 2

ART 124 - Visual Communications & Graphic Design 2

ART 125 - Sequential Art: Comics Illustration

ART 226 - Web Design 2

COM 103 - The Speaking Voice

COM 207 - Public Speaking

COM 221 - Cinematography

COM 225 - Sound Design

COM 227 - Visual Effects

ENG 213 - Journalism: Survey of Mass Media

ENG 217 - Film and Literature

THE 103 - Acting 1: Fundamentals

## Program Description

The purpose of the New Media Program is to prepare SUNY Orange students with the skills needed to pursue a career in the field of video, audio, and/or digital film production. Graduates of this program will be proficient in visual composition using different forms of digital media such as video, photography, web design and art. Graduates will also be proficient in audio production, specifically, digital radio production, sound design, and audio engineering. This course of study is designed for students seeking career opportunities in television production, film production, audio production, screenwriting, news broadcasting, and media development. Students may also transfer to a four-year institution upon graduation.

## Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency (HSE) diploma. 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.)

## Program Learning Outcomes

Students will:

- Demonstrate knowledge of communication theories and history of mass media
- Utilize creative software that is standard in the media industry
- Demonstrate a working knowledge of the audio and video production process from pre-production and production to post-production
- Demonstrate a working knowledge of the individual functions of a production crew and exhibit proficiency in each role.
- Demonstrate the application of video/audio synchronization and composition
- Demonstrate fundamental understanding of media business practices
- Develop a personal writing process that culminates in the creation of a short film, scripted, taped, edited and produced by the student
- Create a portfolio containing work developed throughout the program



## Career Opportunities

- television production
- film production
- audio production

## 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

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

# Nursing

Degree Awarded: Associate in Applied Science

Accredited by the Accreditation Commission for Education in Nursing, 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326, Phone: 404-975-5000, Fax: 404-975-5020, [www.acenursing.org](http://www.acenursing.org) email: [info@acenursing.org](mailto:info@acenursing.org) and The State Education Department/Division of Professional Education, Professional Education Program Review Education Building, 89 Washington Ave. 2nd Fl West Wing, Albany, NY 12234 Phone: 518-486-2967, Fax: 518-473-0114

## Recommended Course Sequence for Full-Time Study

First Semester	Credits
ENG 101 Freshman English 1	3
BIO 111 Anatomy and Physiology 1	4
MLT 106 Microbiology for Health Prof.	3
NUR 101 Nursing 1: Fundamentals	7
<b>Second Semester</b>	
ENG 102 Freshman English 2	3
BIO 112 Anatomy & Physiology 2	4
NUR 102 Nursing 2: Fundamentals	10
<b>Third Semester</b>	
PSY 111 Introduction to Psychology	3
NUR 205 Pharmacology & The Human Body	3
NUR 201 Nursing 3: Caring for the Growing Family	7
_____ Elective	3
<b>Fourth Semester</b>	
_____ Liberal Art Elective	3
NUR 202 Nursing 4: Physical and Mental Illness	9
NUR 203 Nursing 5: Transition to Practice	1
Total Credits: 63	

## Program Description

The Associate in Applied Science degree program in Nursing prepares students to become registered nurses. It provides for the development of those competencies expected of registered nurses in general nursing practice at the technical level. Emphasis is on direct client care within a career in nursing.

Through study in the humanities, biological and social sciences, and the experience of academic life, the student gains an understanding of the value of the individual and his/her contribution to society. This curriculum combines general education courses and nursing courses with laboratory and clinical experiences, during which students have the opportunity to care for clients in a variety of healthcare settings. Due to limited availability of clinical experience in some areas, students may be assigned to evening and/or weekend clinical experiences. Evening students may also be assigned to attend a day clinical during the semester. Students' personal schedules will have to be adjusted to allow for these required opportunities. Students gain clinical experience in long-term care, medical-surgical, maternal/child and mental health nursing. A variety of teaching methods is employed to integrate the classroom with the clinical experience.

## Program Learning Outcomes

- The student will utilize the nursing process reflecting sound nursing judgment and critical thinking skills to resolve clinical and professional problems
- The student will demonstrate effective use of interpersonal skills and informatics to ensure effective communication with patient/families and the members of the health care team.
- The student will apply evidence-based standards of nursing practice to provide safe quality care to a diverse population across a multitude of settings.
- The student will demonstrate responsibility and accountability for self-growth with a commitment to the profession, exhibiting a spirit of inquiry and a passion for excellence.

## Program Outcomes

- The NCLEX passing rate will exceed or be equal to the mean for New York State and the Nation.
- Program completion rate will be 70% within 3 years of admission into the nursing program.
- At least 90% of the graduates responding to the graduate survey will report satisfaction with the nursing program.
- At least 90% of the alumni responding to the alumni survey will value lifelong learning as evidenced by their stated intention to be enrolled in a BSN program.
- At least 90% of the alumni responding to the alumni survey will be employed in nursing within 9-12 months after graduation.
- At least 90% of the employers responding to the employer survey distributed within one year after graduation will indicate satisfaction with graduate performance.

## Admission Criteria

### Academic Requirements:

- High school diploma or high school equivalency (HSE) diploma
- Eligible to take Freshman English I (ENG 101)
- Eligible to take Intermediate Algebra (MAT 102), or have completed Elementary Algebra (MAT 101) or equivalent with a 2.0 or higher
- Eligible to take Anatomy and Physiology I (BIO 111) – may be met by successful completion of one of the following: Intro to Biology (BIO 110) with a 2.0 or higher; or High School AP Biology (score of 3, 4, or 5); or a passing grade on the Biology CLEP examination.
- Successful completion of High School Regents Chemistry, or its equivalent with a grade of 75 or higher; or High School AP Chemistry (score 3, 4 or 5); Elements of Chemistry & Physics (CHM 120); or college Chemistry course (with lab) with a grade of 2.0 or higher; or passing grade on the Chemistry 1 CLEP examination within 10 years of application deadline. \*(Please note: SUNY Orange does not offer credit for the Chemistry CLEP, but it can be submitted as evidence of meeting this criteria).
- Students must attain a minimum cumulative GPA of 2.75

### Department-Specific Requirements:

- Completion of an online pre-admission seminar. By viewing this presentation, students will receive information pertaining to health forms; program standards and policies; mandatory CPR certification; and criminal record & drug screening policies. All students must submit to a criminal background check and urine drug screening. The online seminar is available at [www.sunyorange.edu/nursing/preadmission.shtml](http://www.sunyorange.edu/nursing/preadmission.shtml). The certificate of completion at the end of the presentation must be printed and submitted to the Admissions Office.
- Applicants for the Nursing program will be required to take the ATI Test of Essential Academic Skills (ATI TEAS). A score of BASIC is required for admission consideration. A score of PROFICIENT or higher is recommended. Visit [www.sunyorange.edu/testing/services.shtml](http://www.sunyorange.edu/testing/services.shtml) for test information, and scheduling.
- The Nursing Department will review transcripts of those students who have been enrolled in a health professions program at SUNY Orange or another college.
- All students must submit to a criminal background check and physical examination which includes required immunizations, a tuberculosis test, and urine drug screening.

Note: Admission to this program is selective. In addition to an application to the College, students must apply for acceptance into this program through the Admissions office. Consideration for admission is based on the completion of all mandatory academic and departmental-specific eligibility requirements, highest combination of science GPA, total GPA, TEAS score and credits completed towards the degree, and seat availability.

All requirements must be completed and a program application form must be submitted to the Admissions Office before February 1 for the fall semester at the Middletown Campus and October 1st for the spring semester at the Newburgh campus.

Accepted students must attend an in-person orientation session in order to register for classes.

Effective June 2019, legislation was passed in NY State that requires RNs to obtain a BSN within 10 years of licensure in order to continue practicing. Therefore, students are strongly encouraged to begin planning to continue their education as soon as possible.

## Career Opportunities

- hospitals
- long-term care settings
- community agencies
- health maintenance organizations
- government
- physicians' offices
- industry
- military
- education
- nursing specialties

## Transfer Opportunities

Many of our graduates transfer to upper-level colleges and universities to pursue advanced degrees in the nursing profession. Successful transfer depends on the courses taken and the student's grade point average. SUNY Orange has special relationships with a number of colleges and universities.

- Adelphi University
- Chamberlain College
- Dominican College
- Excelsior College
- Mercy College
- Mount St. Mary College
- Pace University
- Russell Sage College
- SUNY Binghamton
- SUNY Delhi
- SUNY Empire State

## Contact Information

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



## Recommended Course Sequence for Part-Time Study

First Semester		Credits
ENG 101	Freshman English 1	3
BIO 111	Anatomy and Physiology 1	4
Second Semester		
ENG 102	Freshman English 2	3
BIO 112	Anatomy & Physiology 2	4
Third Semester		
MLT 106	Microbiology for Health Prof.	3
PSY 111	Introduction to Psychology	3
Fourth Semester		
NUR 205	Pharmacology & The Human Body	3
_____	Elective #	3
Fifth Semester		
NUR 101	Nursing 1: Fundamentals	7
_____	Liberal Arts Elective*	3
Sixth Semester		
NUR 102	Nursing 2: Fundamentals	10
Seventh Semester		
NUR 201	Nursing 3: Caring for the Growing Family	7
Eighth Semester		
NUR 202	Nursing 4: Physical and Mental Illness	9
NUR 203	Nursing 5: Transition to Practice	1
		Total Credits: 63

\* Refer to the list of Liberal Arts electives in this catalog.

## Guidelines for Advanced Placement for Licensed Practical Nurses

### Transfer from a Practical Nursing Program through the SUNY Orange Articulation Agreement with OU BOCES and Ulster BOCES School of Practical Nursing.

Graduates of these program may transfer into NUR 102 – Nursing 2: Fundamentals based on the following criteria:

- o Meet the college and nursing program admission criteria which can be found at [www.sunyorange.edu/nursing/ed\\_mobility.html](http://www.sunyorange.edu/nursing/ed_mobility.html)
- o Attainment of an overall GPA of 85% in the LPN program
- o Graduation within the previous five years
- o Have a letter of recommendation from an OU BOCES or Ulster BOCES practical nursing program instructor
- o Pass the NYS Licensed Practical Nurse Examination
- o Successful completion of Nursing Bridge Course (N3029). Information regarding this course will be provided once you are accepted into the LPN/RN program. The course is taken after acceptance into the program and prior to beginning nursing classes during the Winter recess for Spring entrants and during the Summer recess for Fall entrants.

### Advance Standing into the Second Semester through the Excelsior College Examination

Licensed Practical Nurses who do not meet the transfer requirements from an articulation agreement, may apply for admission to NUR 102 – Nursing 2: Fundamentals. The application will be reviewed when the individual has met the college and nursing program admission criteria and the following has been achieved:

- o Successful completion of an NLN accredited and/or state registered LPN program
- o A minimum score of B on the Excelsior College Examination for Fundamentals of Nursing. (score may not be more than three years old). Information is available at [www.excelsior.edu](http://www.excelsior.edu)
- o Successful completion of Nursing Bridge Course (N3029). This one-week course is taken after acceptance into the program, and prior to beginning Nursing classes during winter recess for spring entrants or during the summer for fall entrants. Information regarding the courses will be provided once you are accepted into the LPN-RN program.

### Advance Standing into the Fourth Semester

Licensed Practical Nurses, who have successfully completed NUR 102 – Nursing 2: Fundamentals, may be considered for advanced standing into NUR 202 – Nursing 4: Physical and Mental Illness after completing the following requirements:

- o Notification of the Nursing department chairperson of your intention to seek advanced standing to NUR 202
- o PN transcript review demonstrates a minimum of 70 clinical hours in Maternal and Child Nursing
- o A Minimum Score of B on the Excelsior College Examination in Maternal and Child Nursing (baccalaureate) (Official transcripts must be submitted to the Records and Registration Office)

- o Completion of NUR 205: Pharmacology and the Human Body with a C or better

Credit for Nursing 101 will be granted after successful completion of Nursing 102 with a grade of C (2.0) or higher. Credit for Nursing 201 will be granted after successful completion of Nursing 202 and 203 with a grade of C (2.0) or higher. Minimum passing grade in all core nursing courses is 75. Nursing 2 and 4 are offered in the Spring semesters on the Middletown campus and in the fall on the Newburgh campus. The offering of these courses out of sequence is never guaranteed & at the discretion of the nursing department based on enrollment & clinical placement availability.

Students will be considered for acceptance into the Nursing Program based on the admission criteria in effect at the time of the request. Please be advised that certain general education requirements are co-requisites with nursing courses. A&P 2 must be taken with or prior to Nursing 2. Introduction to Psychology must be taken prior to Nursing 4.

LPN to RN program application forms are to be submitted by October 1<sup>st</sup> to be considered for acceptance into the program for the spring semester in Middletown, and May 1<sup>st</sup> for admission consideration for the fall semester on the Newburgh campus.

## Progression Through The Program

A minimum grade of 75% (C) in each nursing course is required for progress in and graduation in nursing. A minimum grade of C is required in all laboratory science courses for progression in the nursing program. Nursing students must complete Freshman English 1 & 2 prior to enrollment in Nursing 3. Required nursing courses must be taken in the prescribed sequence. A student may repeat only one required nursing course one time. Once students are enrolled in the core nursing courses, they are to complete the program in three years. Students interested in admission to the evening nursing program are advised that this is a part-time program limited to 11.5 credits each semester. In order to meet this requirement, all non-clinical courses should be completed prior to starting this part-time program. The day program is two academic years in length if pursued on a full time basis. Because of the intense nature of the Nursing Program, the student may find that part-time study is more appropriate.

## Nursing Readmission

Students who withdraw from, fail or receive a grade below "C" in any one of the required nursing courses may apply for readmission to the Nursing program. A student is only allowed to do this one time. Additionally the program is to be completed within three years from the start of the first nursing course. A student seeking readmission must meet the program requirements in effect at the date of re-entry. Readmission is neither guaranteed nor is it an automatic process. Students requesting to be considered for readmission to Nursing 101 are to do so through the admissions office of the college. Students requesting to be considered for readmission to Nursing 102, 201, 202 or 203 must inform the nursing department chairperson in writing. Written requests must be submitted by May 20<sup>th</sup> for the Fall semester and December 20<sup>th</sup> for the Spring semester. Prior to readmission, students are required to successfully complete a special bridge course. To be considered for re-admission a student must have a minimum cumulative GPA of 2.75.

## Licensure

Graduates of the nursing program are eligible to apply for the National Council Licensing Examination for Registered Nurses (NCLEX). Completion of the Nursing program does not assure admittance to attempt the RN licensure exam. When submitting an application for licensure and first registration, the applicant is required to report any history of a felony or misdemeanor. The state boards of nursing will review all applicant information submitted and determine if the applicant is eligible for licensure.

## Career Opportunities

- hospitals
- long-term care settings
- community agencies
- health maintenance organizations
- government
- physicians' offices
- industry
- military
- education
- nursing specialties

## Transfer Opportunities

Many of our graduates transfer to upper-level colleges and universities to pursue advanced degrees in the nursing profession. Successful transfer depends on the courses taken and the student's grade point average. SUNY Orange has special relationships with a number of colleges and universities.

- Adelphi University
- Chamberlain College
- Dominican College
- Excelsior College
- Mercy College
- Mount St. Mary College
- Pace University
- Russell Sage College
- SUNY Binghamton
- SUNY Delhi
- SUNY Empire State

## Contact Information

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

# Occupational Therapy Assistant

Degree Awarded: Associate in Applied Science

Accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449, 301/652-AOTA; [www.acoteonline.org](http://www.acoteonline.org)

## Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
ENG 160 Technical Writing Module	1.5
PSY 111 Introduction to Psychology	3
BIO 111 Anatomy & Physiology 1	4
OTA 101 Fund. of Occupational Therapy 1	3
OTA 103 Occupational Performance 1	1
OTA 107 Principles of OT in Geriatrics & Gerontology	2
Second Semester	
ENG 102 Freshman English 2	3
PSY 220 Developmental Psychology	3
BIO 112 Anatomy & Physiology 2	4
OTA 102 Fund. of Occupational Therapy 2	3
OTA 104 Occupational Performance 2	1
OTA 106 Medical Conditions	3
Third Semester	
PSY 230 Abnormal Psychology	3
OTA 110 Intro to Assistive Technology	3
OTA 201 Principles of OT in Pediatrics & Developmental Disabilities	3
OTA 203 Clinical Reasoning Skills	1
OTA 205 Principles of Occupational Therapy in Mental Health	3
OTA 207 Principles of Occupational Therapy in Physical Disabilities	3
OTA 209 Documentation in Occupational Therapy	1.5
PED 155 CPR	1
Fourth Semester	
OTA 217 Clinical Practice 1	7.5
OTA 218 Clinical Practice 2	7.5

Total Credits: 68

## Program Description

The Associate in Applied Science degree program in Occupational Therapy Assistant prepares graduates to obtain New York State licensure and to take the National Certification Board for Occupational Therapy exam\* to become Certified Occupational Therapy Assistants (COTA). Certified Occupational Therapy Assistants work under the supervision of, and in collaboration with, Registered Occupational Therapists (OTR). Occupational therapy practitioners provide service to children, adults and seniors whose abilities to engage in their occupations (tasks) of living are impaired by physical injury or illness, developmental delays, the aging process or psychological and social disability.

The COTA's responsibilities include providing purposeful and meaningful activity to restore lost or impaired physical, cognitive and psychological skills; development and use of assistive technology; adapting home, play and work environments and activities to ensure successful and safe performance. The COTA may design adapted toys and games for a child with physical limitations; provide handwriting adaptations for students within a school setting to enhance their learning process; evaluate and design home adaptations to enhance independence in self-care activities such as feeding, bathing, shaving, cooking and dressing; encourage the elderly client to participate in leisure activities and to maintain personal independence.

The primary focus of the curriculum is on the development of critical thinking and clinical problem-solving skills, and on essential elements in designing and applying therapeutic interventions for the clients served by COTAs. The program includes classroom instruction, laboratory and community-based fieldwork rotations. Occupational therapy assistant courses are offered once each year. Courses must be taken in the sequence in which they are offered. A minimum grade of C is required in all occupational therapy assistant courses. The course of study may be pursued on a part-time basis. All program requirements must be completed within six consecutive semesters from the time of enrollment in the first OTA course. Individualized part-time schedules can be developed between the student and the OTA faculty advisor.

\* **Note:** Graduates of the OTA program are required to apply for NBCOT® certification. Candidates applying for the Certification Examination must notify the NBCOT's Qualifications Review Committee (QRC) if they have ever been charged with or convicted of a felony. A felony conviction may prevent the candidate from taking the examination. Please consult the department chair if this may be an issue in successfully pursuing a career in occupational therapy.

## Admission Criteria

### Academic Requirements:

- High school diploma or HSE
- Eligible to take Freshman English I (ENG 101)
- Eligible to take Elementary Algebra (MAT 101) or have successfully completed Fundamentals of Algebra (MAT 020)
- Completed High School AP Biology (score of 3, 4, or 5) or a passing grade in the Biology CLEP examination; or Introduction to Biology or Anatomy & Physiology 1 with a grade of 2.0 or better (within 5 years of program entry)
- Students must attain a minimum cumulative GPA of 2.4

### Department-Specific Requirements:

- A minimum of 15 hours of observation at 3 different occupational therapy service sites is required for application to the Occupational Therapy Assistant Program. The observations must occur in at least three different occupational therapy service settings (five hours in each of the major treatment areas: pediatrics (birth-21 years of age), inpatient or outpatient rehabilitation settings, skilled nursing facilities).

The required Pre-Admission Observation Form must be completed to document observations. (Pre-admission observation forms are available online at: [www.sunyorange.edu/admissions/healthforms.shtml](http://www.sunyorange.edu/admissions/healthforms.shtml)).

- Interview with Dept. Chair and selected OTA faculty, a group problem-solving activity and related essay.
- Attendance at a pre-admission orientation (includes interview, problem solving activity and discussion). At this orientation, students will receive and sign off on information pertaining to health forms, drug testing, and criminal record policies. Dates for pre-admission orientation are posted on Admissions and OTA Dept. websites.

Note: Admission to this program is selective. In addition to an application to the College, students must apply for acceptance into this program through the Admissions office. Consideration for admission is based on the completion of all mandatory academic and departmental-specific requirements, highest combination of CGPA and credits completed towards the degree, and seat availability. All requirements must be completed and an eligibility form must be submitted to the Admissions Office before February 1 in order for a student to be considered for acceptance into this program for the Fall semester.

## Program Learning Outcomes

Students will:

- learn problem-solving and clinical reasoning.
- build on knowledge, practice skills, theory and critical thinking applications.
- apply these multiple skills and insights to adapt to and cope in this novel and diverse world.
- think and act with flexibility, to think “outside the box.”
- welcome change and growth in themselves, their clients and the organizations they serve.

## Career Opportunities

- hospitals, inpatient and outpatient mental health facilities
- rehabilitation centers and skilled nursing facilities
- schools, developmental disabilities service sites
- home and community health agencies
- accessibility and home modification specialists
- assistive technology specialists
- health and wellness centers
- advancement to OTR

## Transfer Opportunities

While the A.A.S. is a degree leading to immediate job placement upon graduation and successful completion of the National Certification exam, SUNY Orange has special relationships with weekend college programs for transfer to a B.S./M.S. degree at:

- Dominican College
- Mercy College

## Contact Information

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



# Office Technologies

Degree Awarded: Associate in Applied Science

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

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

## Recommended Course Sequence

### Legal Office Assistant Emphasis

First Semester	Credits
ENG 101 Freshman English 1	3
OFT 108 Intermed. Computer Keyboarding*	3
_____ Math/Liberal Arts Science	3
BUS 103 Introduction to Business	3
ACC 101 Accounting Principles 1	4
Second Semester	
ENG 102 Freshman English 2	3
_____ Social Science Elective	3
POL 102 U.S. Government - State & Local	3
OFT 201 Records/Information Management	3
OFT 110 Legal Documents & Terminology <i>or</i>	
OFT 109 Advanced Computer Keyboarding**	3
Third Semester	
BUS 201 Business Law 1	3
OFT 209 Microsoft Word & PowerPoint	3
BUS 203 Business Communications	3
MGT 205 Human Resource Management	3
OFT 207 Transcription Skills**	3
Fourth Semester	
_____ Liberal Arts Elective	2-3
OFT 214 Excel and Access**	3
_____ Math or Liberal Arts Science	3
BUS 202 Business Law 2	3
OFT 220 Office Internship***	3

Total Credits: 60-62

- \* Students without sufficient keyboarding ability will be required to take OFT 107 Elementary Keyboarding. Students with sufficient keyboarding ability to pass the waiver for OFT 108 fulfill this requirement with a business elective.
- \*\* Special legal/medical projects are provided in OFT 109, OFT 207 and OFT 214 for students in these programs.
- \*\*\* Students need approval of the Chair to register for this course, and at least a 2.0 CGPA

### Office Management Emphasis

First Semester	Credits
ENG 101 Freshman English 1	3
OFT 108 Intermed. Computer Keyboarding*	3
_____ Math/Liberal Arts Science	3
BUS 103 Introduction to Business	3
ACC 101 Accounting Principles 1	4
Second Semester	
ENG 102 Freshman English 2	3
_____ Social Science Elective	3
BUS 101 Business Math	3
OFT 201 Records/Information Management	3
_____ Math/Liberal Arts Science	3
Third Semester	
BUS 201 Business Law 1	3
OFT 209 Microsoft Word & PowerPoint	3
BUS 203 Business Communications	3
MGT 205 Human Resource Management	3
ACC 102 Accounting Principles 2	4
Fourth Semester	
_____ Liberal Arts Elective	2-3
OFT 214 Excel and Access**	3
_____ Social Science Elective	3
MGT 201 Principles of Management	3
OFT 220 Office Internship***	3

Total Credits: 61-62

- \* Students without sufficient keyboarding ability will be required to take OFT 107 Elementary Keyboarding. Students with sufficient keyboarding ability to pass the waiver for OFT 108 fulfill this requirement with a business elective.
- \*\* Special legal/medical projects are provided in OFT 109, OFT 207 and OFT 214 for students in these programs.
- \*\*\* Students need approval of the Chair to register for this course, and at least a 2.0 CGPA

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



## Secretarial/Word Processing Emphasis

First Semester		Credits
ENG 101	Freshman English 1	3
OFT 108	Intermed. Computer Keyboarding*	3
	Math/Liberal Arts Science	3
BUS 103	Introduction to Business	3
ACC 101	Accounting Principles 1	4
Second Semester		
ENG 102	Freshman English 2	3
	Social Science Elective	3
BUS 101	Business Math	3
OFT 201	Records/Information Management	3
OFT 109	Advanced Computer Keyboarding**	3
Third Semester		
	Math/Liberal Arts Elective	3
OFT 209	Microsoft Word & PowerPoint	3
BUS 203	Business Communications	3
MGT 205	Human Resource Management	3
OFT 207	Transcription Skills**	3
Fourth Semester		
	Liberal Arts Elective	2-3
OFT 214	Excel and Access**	3
	Social Science Elective	3
	Business Elective#	3
OFT 220	Office Internship***	3

Total Credits: 60-61

\* 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.

\*\*\* Students need approval of the Chair to register for this course, and at least a 2.0 CGPA

# Business Electives courses begin with ACC, BUS, MKT, MGT, OFT

## 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

# Office Technologies

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Degree Awarded: Associate in Applied Science

## 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 (HSEs). 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.

## Program 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.

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# Performing Arts: Music

Degree Awarded: Associate in Applied Science

## Recommended Course Sequence

### Music Emphasis

First Semester	Credits
ENG 101 Freshman English 1	3
MAT ____ Math (MAT 101 or higher)	3
MUS 123 Basic Musicianship 1	5
MUS ____ Piano*	2
MUS 141 Group Voice 1	2
MUS 1__ Ensemble**	1
MUS 1__ Private Instruction***	1
<b>Second Semester</b>	
ENG 102 Freshman English 2	3
PHY 108 Acoustics	3
MUS 124 Basic Musicianship 2	5
MUS ____ Piano*	2
MUS 142 Group Voice 2	2
MUS 1__ Ensemble**	1
MUS 1__ Private Instruction***	1
<b>Third Semester</b>	
____ Social Science Elective	3
MUS 223 Advanced Musicianship 1	4
MUS ____ Piano*	2
MUS 10_ Music History****	3
MUS 109 Music Business	3
MUS 1__ Ensemble**	1
MUS 1__ Private Instruction***	1
<b>Fourth Semester</b>	
____ Social Science Elective	3
MUS 224 Advanced Musicianship 2	4
MUS ____ Piano*	2
MUS 10_ Music History****	3
MUS 1__ Ensemble**	1
MUS 1__ Private Instruction***	1

Total Credits: 65

- \* MUS 131, 132, 231, 232, 233, 234.
- \*\* MUS 151, 153, 155, 157, 159, 161
- \*\*\* MUS 170-177
- \*\*\*\* MUS 103, 104, 105, 107

### Music Business Emphasis

First Semester	Credits
BUS 103 Introduction to Business	3
ENG 101 Freshman English 1	3
MAT ____ Math (MAT 101 or higher)	3
MUS 123 Basic Musicianship 1	5
MUS ____ Piano*	2
<b>Second Semester</b>	
ECO 202 Micro-Economics	3
ENG 102 Freshman English 2	3
PHY 108 Acoustics	3
MUS 124 Basic Musicianship 2	5
MUS ____ Piano*	2
<b>Third Semester</b>	
BUS 201 Business Law 1	3
MKT 101 Principles of Marketing	3
MUS 223 Advanced Musicianship 1	4
MUS ____ Piano*	2
MUS 10_ Music History****	3
MUS 109 Music Business	3
MUS 1__ Ensemble**	1
<b>Fourth Semester</b>	
ACC 153 Financial Accounting	4
____ Social Science Elective	3
MUS 224 Advanced Musicianship 2	4
MUS ____ Piano*	2
MUS 10_ Music History****	3
MUS 1__ Ensemble**	1

Total Credits: 68

- \* MUS 131, 132, 231, 232, 233, 234.
- \*\* MUS 151, 153, 155, 157, 159, 161
- \*\*\* MUS 170-177
- \*\*\*\* MUS 103, 104, 105, 107

# Performing Arts: Music

Degree Awarded: Associate in Applied Science

## Jazz/Commercial Emphasis

First Semester	Credits
ENG 101 Freshman English 1	3
MAT ____ Math (MAT 101 or higher)	3
____ Social Science Elective	3
MUS 123 Basic Musicianship 1	5
MUS ____ Piano*	2
MUS 161 Jazz Ensemble	1
MUS 1__ Private Instruction***	1
Second Semester	
ENG 102 Freshman English 2	3
PHY 108 Acoustics	3
MUS 124 Basic Musicianship 2	5
MUS ____ Piano*	2
MUS 161 Jazz Ensemble	1
MUS 1__ Private Instruction***	1
Third Semester	
MUS 223 Advanced Musicianship 1	4
MUS ____ Piano*	2
MUS 105 History of Jazz	3
MUS 109 Music Business	3
MUS 161 Jazz Ensemble	1
MUS 163 Jazz Improvisation 1	2
MUS 1__ Private Instruction***	1
Fourth Semester	
____ Social Science Elective	3
MUS 224 Advanced Musicianship 2	4
MUS ____ Piano*	2
MUS 10__ Music History****	3
MUS 161 Jazz Ensemble	1
MUS 164 Jazz Improvisation 2	2
MUS 226 Elements of Arranging	3
MUS 1__ Private Instruction***	1

Total Credits: 68

\* MUS 131, 132, 231, 232, 233, 234.

\*\* MUS 151, 153, 155, 157, 159, 161

\*\*\* MUS 170-177

\*\*\*\* MUS 103, 104, 107

## 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



# Performing Arts: Music

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Degree Awarded: Associate in Applied Science

## 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 transfer, an articulation with SUNY Purchase has been established giving students the opportunity for seamless transition to a four-year program.

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. Detailed course descriptions appear in the course description section of this catalog. Please note that not all courses are offered in the evening.

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, 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 a high school equivalency (HSE) diploma. 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.

## Program 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.

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# Physical Therapist Assistant

Degree Awarded: Associate in Applied Science

*The Physical Therapist Assistant Program at SUNY Orange is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: www.capteonline.org*

## Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
BIO 111 Anatomy & Physiology 1	4
PTA 101 PTA 1	4
PTA 103 Introduction to Physical Therapy	2
PTA 105 Medical Conditions for the PTA	3
<b>Second Semester</b>	
ENG 102 Freshman English 2	3
BIO 112 Anatomy & Physiology 2	4
PTA 102 PTA 2	4
PTA 104 Kinesiology	4
PED 224 Introduction to Exercise Principles	2
<b>Third Semester</b>	
PSY 111 Introduction to Psychology	3
PED 202 Basic Exercise Physiology	3
PTA 201 PTA 3	4
PTA 205 Clinical Education 1	3
PTA 207 Tests and Measurement Skills for the PTA	4
<b>Fourth Semester</b>	
PSY 220 Developmental Psychology	3
PTA 202 PTA 4	4
PTA 206 Clinical Education 2	3
PTA 208 Contemp.Practice for the PTA	3
<b>Summer Clinical</b>	
PTA 220 Clinical Education 3	3

Total: 66

## Licensure

Graduates of the Physical Therapist Assistant program are eligible to apply for certification in the state where they plan to practice. This process includes providing a history of possible existing criminal convictions and/or professional misconduct. Criteria for determination of good moral character varies from state to state, therefore, completion of the program does not guarantee acceptance by that state's regulatory entity to become certified or licensed.

## Program Description

The Associate in Applied Science degree program in Physical Therapist Assistant (PTA) is designed to provide students with both the academic knowledge and clinical skills to become certified/licensed PTAs. The field of Physical Therapy is demanding. Graduates are required to meet all program requirements which are guided by the Commission on Accreditation in Physical Therapy Education. Many states, including New York, also require that students pass the national licensing examination as part of the certification/licensure process.

The PTA works with, and under the direction and supervision of the physical therapist who plans the patient care program; the PTA then helps to carry out this program. Duties of the PTA include monitoring of vital signs, lifting of patients and equipment, training of patients in therapeutic exercises and activities of daily living, wound care, use of whirlpool and electrical stimulation during treatment procedures, application of heat and cold modalities, patient and family education, wheelchair activities, use of walkers and crutches, assisting the physical therapist in performing patient assessments and complex treatment procedures. The PTA also monitors the patient's responses to treatment, documents relevant aspects of patient care and maintains ongoing communication with the patient, family, supervising physical therapist and other health care professionals.

The primary focus of the curriculum is to develop a strong clinician who possesses critical thinking and problem-solving skills. To accomplish this, the program provides the clinical training as well as a broad general education background. Courses include both core classes and non-core classes (general education courses). The core Physical Therapist Assistant courses are offered once each year beginning in the fall semester.

All program requirements must be completed within six consecutive semesters from the time of enrollment in the first PTA course. These courses must be taken in the sequence in which they are offered. The curriculum includes classroom instruction, laboratory time and clinical experiences. However, general education courses may be taken on a part-time basis during the day or evening, and may be completed over a longer period of time than the four semesters. But they must be completed no later than the semester in which they fall into sequence with the core courses.

A minimum grade of C is required in all PTA courses and a minimum grade of C is required in each of the following courses: Anatomy and Physiology 1, Anatomy and Physiology 2, and Basic Exercise Physiology.

## Admission Criteria

### Academic Requirements:

- High school diploma or high school equivalency (HSE) diploma
- Eligible to take Freshman English I (ENG 101)
- Eligible to take Intermediate Algebra (MAT 102) or equivalent with a 2.0 or higher or have completed Elementary Algebra (MAT 101)
- Completed High School AP Biology (score of 3, 4, or 5) or a passing grade in the Biology CLEP examination; or Introduction to Biology or Anatomy & Physiology 1 with a grade of 2.0 or better (within 5 years of program entry)
- Minimum cumulative GPA of 2.0

### Department-Specific Requirements:

- Submit Physical Therapy practitioner observation form with essay (48 hour min. with documentation).
- View the Pre-Admission Orientation Power Point located on the program website and complete the survey. Once completed, you must print the completed survey and submit it to the Admissions Department.
- Most qualified candidates will be invited to attend a program interview.
- If invited, schedule and attend an interview with the Department Chair.

Note: Admission to this program is selective. In addition to an application to the College, students must apply for acceptance into this program through the Admissions office. Consideration for admission is based on the completion of all mandatory academic and departmental-specific requirements, highest combination of program credits completed and cumulative GPA towards the degree, Orange County residency and seat availability. All requirements must be completed and an eligibility form must be submitted to the Admissions Office before February 1 in order for a student to be considered for acceptance into this program for the Fall semester. If seats remain available after February 1, students will be assessed as they apply.

## Program 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.
- successfully complete the National Physical Therapy Exam for PTAs.
- develop the skills necessary to pursue lifelong learning needed for personal and professional growth.
- be aware of their responsibility to promote the profession through membership in the APTA, attending local and national meetings and conferences, and participation in community events.

## Career Opportunities

- hospitals, nursing homes
- private offices
- rehabilitation centers
- schools
- fitness centers
- home care settings

## Transfer Opportunities

The A.A.S. degree is primarily intended to prepare students for immediate employment; however, transfer opportunities exist in some areas.

If a student plans to pursue a Physical Therapy doctorate program, he or she should see the department chair or a faculty advisor as soon as possible.

## Contact Information

Physical Therapist Assistant  
Department Chair  
(845) 341-4290  
Admissions Office  
(845) 341-4030

# Public Health

Degree Awarded: Associate in Science

## Recommended Course Sequence

First Semester		Credits
ENG 101	Freshman English 1	3
SOC 101	Intro to Sociology	3
MAT ____	Math (MAT 102 or higher)	3
BIO 101	General Biology 1	4
PBH 101	Intro to Public Health	3
PES 100	Concepts of Physical Wellness	1
Second Semester		Credits
ENG 102	Freshman English 2	3
PSY 111	Introduction to Psychology	3
MAT 120	Intro to Statistics	3
BIO 102	General Biology 2	4
PBH 102	Promoting Healthy People & Communities	3
Third Semester		Credits
COM 101	Foundations of Communications	3
BIO 125	Nutrition	3
PHL 220	Ethics	3
PBH 203	Concepts of Epidemiology	3
PBH 204	Global Health	3
PES ____	Physical Education Elective	0.5
PES ____	Physical Education Elective	0.5
Fourth Semester		Credits
_____	Liberal Arts Science Elective	3
_____	SUNYHistory Elective (GE 4, 5, 6)	3
_____	SUNY Arts (GE 8) <i>or</i>	
_____	Foreign Language Elective (GE 9)	3
_____	Social Science Elective	3
PBH 205	U.S. Health Care System	3

Total: 64

## Program Description

The Associate in Science degree program in Public Health is designed specifically for students to transfer to the appropriate upper-level college or university of their choice, where they can complete a B.S degree in Public Health or their chosen field of study. As such, the program provides core courses in Public Health and general education requirements that would be included in the first two years of study at four-year institutions. This degree program provides students with foundational knowledge in public health that can also be used in a wide range of professions and many other health-related fields. Public Health professionals work within a variety of settings including state and local health departments, hospitals, workplace wellness programs, government agencies, educational institutions, research organizations, and international development agencies.

## Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). 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.)



## Program Learning Outcomes

Students will:

- Define public health and related roles and responsibilities of government, non- government agencies, and private organizations.
- Describe risk factors and modes of transmission for infectious and chronic diseases and how these diseases affect both personal and population health.
- List the leading causes of mortality, morbidity, and health disparities among local regional, and global populations.
- Discuss the role of gender, race, ethnicity, and other evolving demographics in affecting population health.
- Discuss major local, national, and global health challenges.
- Describe how the methods of epidemiology and surveillance are used to safeguard the population's health.
- Communicate health information to a wide range of audiences through an array of media.
- Conduct a literature search on a health issue using a variety of academic and public resources.
- Recognize the impact of policies, laws, and legislation on both individual and population health.
- Analyze ethical concerns and conflicts of interest that arise in the field of public health.

Offered through the Hudson Valley Educational Consortium

[www.sunyorange.edu/hvec/](http://www.sunyorange.edu/hvec/)

## Career Opportunities

- Biostatistics
- Health Informatics
- Environmental Health
- Global Health
- Management Policy Advisor
- Industrial Hygienist
- Bioterrorism Researcher

## Transfer Opportunities

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

These transfer institutions include:

- SUNY Albany – Public Health
- SUNY Old Westbury – Health & Society

## Contact Information

Movement Science  
Department Chair  
(845) 341-4245  
Admission 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, Suite 2850, Chicago, IL 60606-3182; Phone (312) 704-5300; Website: [www.jrcert.org](http://www.jrcert.org)

## Recommended Course Sequence

First Semester		Credits
BIO 111	Anatomy & Physiology 1	4
EET 110	Computer Applications and Graphics	3
RAD 101	Principles of Radiographic Exposure 1	4
RAD 103	Introduction to Radiography	1
RAD 105	Radiographic Positioning 1	4
RAD 107	Methods of Patient Care 1	2
Second Semester		
BIO 112	Anatomy & Physiology 2	4
ENG 101	Freshman English 1	3
RAD 102	Principles of Radiographic Exposure 2	4
RAD 104	Radiation Protection	1
RAD 106	Radiographic Positioning 2	4
RAD 108	Methods of Patient Care 2	1
RAD 111	Clinical Practicum 1	1
First Summer Clinical		
RAD 112	Clinical Practicum 2	2
Third Semester		
ENG 102	Freshman English 2	3
PSY 111	Introduction to Psychology	3
RAD 209	Radiographic Physics	4
RAD 213	Clinical Practicum 3	1.5
RAD 217	Radiographic Positioning 3	2
RAD 221	Radiographic Pathology	3
Fourth Semester		
SOC 101	Introduction to Sociology	3
RAD 210	Quality Assurance	1
RAD 214	Clinical Practicum 4	1.5
RAD 216	Advanced Imaging Modalities	3
RAD 218	Radiation Biology	2
RAD 219	Medical Terminology	1
Second Summer Clinical		
RAD 215	Clinical Practicum 5	2
Total Credits:		68

## Program Description

The Associate in Applied Science degree program in Radiologic Technology prepares students to apply to take the Registry examination in Radiography 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 and operating room areas, selects technical factors and diagnostic parameters, instructs and assists the patient in order to obtain the necessary positioning, demonstrates appropriate application of radiation safety principles of "time, distance and shielding," in order to protect the patient, self and others, exhibits care and accuracy in the administration, preparation and disposal of drugs and contrast agents.

Note: The Radiologic Technology program, as well as the field of radiologic technology, is a rigorous one. Program standards are not altered for disabled students. The College will make every effort to provide reasonable accommodations to students with disabling conditions.

## Admission Criteria

### Academic Requirements:

- High school diploma or HSE
- Eligible to take Freshman English I (ENG 101)
- Eligible to take College Algebra (MAT 121), or have completed Intermediate Algebra (MAT 102) or equivalent with a 2.0 or higher
- Completed High School AP Biology (score of 3, 4, or 5) or a passing grade in the Biology CLEP examination; or introduction to Biology or Anatomy & Physiology 1 with a grade of 2.0 or better (within 5 years of program entry)
- Minimum cumulative GPA of 2.5

*Optional Group Interview: All applicants found eligible during the admissions process will have the opportunity to interview in order to earn an additional 15 points maximum towards a seat in the program. Eligible students will be contacted in early March. Should an eligible student choose not to participate, the student forfeits the opportunity to earn additional points in the review process. Points earned stand for 3 years after which students can interview again. For more information, please see the department home page [www.sunyorange.edu/dil/index.shtml](http://www.sunyorange.edu/dil/index.shtml)*

## Department-Specific Requirements:

- Attendance at a pre-admission orientation. At this orientation, students will receive and sign off on information pertaining to the Radiologic Technology program including technical standards, health forms, and criminal record policies.

Note: Admission to this program is selective. In addition to an application to the College, students must apply for acceptance into this program through the Admissions office. Consideration for admission is based on the completion of all mandatory academic and departmental-specific requirements, highest combination of CGPA and credits completed towards the degree, and seat availability. All requirements must be completed and an eligibility form must be submitted to the Admissions Office before February 1 in order for a student to be considered for acceptance into this program for the Fall semester.

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.

## Program Goals

1. Students will demonstrate critical thinking skills
2. Students will demonstrate clinical competence in relation to their knowledge and technical skills
3. Students will exhibit professional behavior
4. Students will demonstrate effective written and oral communication skills

## Student Learning Outcomes

- Students will perform routine radiography exams
- Students will perform non-routine radiology procedures
- Students will evaluate radiographs for diagnostic quality
- Students will demonstrate knowledge through Clinical Test Exams
- Students will practice patient safety and radiation protection
- Students will demonstrate professional behavior
- Students will demonstrate effective oral language skills
- Students will demonstrate effective writing skills

## Career Opportunities

- hospitals, clinics, medical imaging centers, doctors' offices, educational facilities and equipment manufacturers as:
- radiographers and special procedures technologists
- mammographers, CT technologists and MRI technologists
- nuclear medicine technologists, PET/CT technologists
- radiation therapists
- sales personnel, educators, clinical instructors and hospital administrators

## Transfer Opportunities

The A.A.S. degree is primarily intended to prepare students for immediate employment; however, some graduates have gone on to further study in radiation therapy, nuclear medicine, cardiac catheterization and education.

## Contact Information

Diagnostic Imaging  
Department Chair  
(845) 341-4277  
Admissions Office  
(845) 341-4030

# Teaching Assistant

Degree Awarded: Certificate

Meeting only the educational requirements for NYSED Teaching Assistant Certification. See the NYSED website for the requirements for NYS Teaching Assistant Certification.

## Recommended Course Sequence

Program Requirements	Credits
ENG 101 Freshman English 1	3
PSY 111 Introduction to Psychology	3
PSY 221 Child Psychology	3
EDU 103 Intro to Early Childhood/ Childhood Education++	3
COM 101 Foundations of Communication	3
EDU 107 Protecting Children's Well-Being	1
_____ Restricted Elective	3
_____ Restricted Elective	3
_____ Restricted Elective	3
Total: 25	

### Restricted Elective Options

This program has been developed to include options matching the New York State Teaching Certifications.

#### Option 1: For students who do not wish to follow a particular grade range.

_____	SUNY General Education course*	3
_____	SUNY General Education course*	3
_____	SUNY General Education course*	3

#### Option 2: Birth to 2<sup>nd</sup> Grades (Choose 3)

EDU 201	Observation and Assessment++	3
MAT 111	Foundations of Elementary School Mathematics	3
GEO 101	Elements of Physical Geography	3
HIS ____	SUNY GenEd (Category 4, 5, or 6)	3

#### Option 3: 1<sup>st</sup> to 6<sup>th</sup> Grades (Choose 3)

GEO 101	Elements of Physical Geography	3
MAT 111	Foundations of Elementary School Mathematics	3
_____	SUNY General Ed. Course*	3
_____	SUNY General Ed. Course*	3

#### Option 4: 7<sup>th</sup> to 12<sup>th</sup> Grades

EDU 103	Omit course from program requirement above	
PSY 222	Psychology of Adolescence (Replaces PSY 221)	3
GEO 101	Elements of Physical Geography	3
_____	SUNY General Education course*	3
_____	SUNY General Education course*	3
_____	SUNY General Education course*	3

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

\* Each elective must be chosen from the following SUNY General Education categories: Mathematics (GE1), Natural Sciences (GE2), American History (GE4), Western Civilization (GE5), Other World Civilizations (GE6), Humanities (GE7), Arts (GE8), or Foreign Languages (GE9), with at least ONE from either Category 4, 5, or 6. Do not take more than one elective from the same category.

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

## Certification Requirements

### New York State Requirements

- See New York State Education Department website for the requirements for NYS Teaching Assistant Certification ([www.nysed.gov](http://www.nysed.gov)).

## Program Learning Outcomes

Students will:

- Communicate effectively both in oral and written formats.
- Articulate a beginning philosophy of education, and demonstrate an awareness of the role of diversity in education.
- Exhibit a beginning understanding of child development
- Demonstrate foundational knowledge of and an appreciation for the cultural, social, and natural worlds

## 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) 341-4486  
Admissions Office  
(845) 341-4030



# Visual Communications Technology: Graphic Arts/Printing

Degree Awarded: Associate in Applied Science

## Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
_____ Math or Liberal Arts Science	3
ART 103 Drawing 1	2
ART 107 Design 1	3
ART 123 Vis. Com. & Graphic Design 1	3
PES 100 Concepts of Physical Wellness	1
Second Semester	
ENG 102 Freshman English 2	3
ART 124 Vis. Com. & Graphic Design 2	3
ART 104 Drawing 2	2
ART 108 Design 2	3
ART 128 History of Art 2	3
ART 111 Color	2
Third Semester	
_____ Social Science Elective	3
ART 223 Vis. Com. & Graphic Design 3	3
ART 113 Painting 1 <b>or</b>	
ART 117 Figure Drawing 1 <b>or</b>	
ART 119 Photography 1 <b>or</b>	
ART 121 Digital Photography 1 <b>or</b>	
ART 225 Web Design 1	3/4
ART 203 Modern Art: The 20th Century	3
_____ Restricted Elective*	3
ART 230 Arts & Communication Practicum	2
Fourth Semester	
_____ Social Science Elective	3
_____ Math or Liberal Arts Science	3
ART 224 Vis. Com. & Graphic Design 4	2
ART 114 Painting 2 <b>or</b>	
ART 118 Figure Drawing 2 <b>or</b>	
ART 120 Photography 2 <b>or</b>	
ART 122 Digital Photography 2 <b>or</b>	
ART 226 Web Design 2	3
_____ Restricted Elective*	3
PES ____ Physical Education	1
Total Credits 63-64	

## Program Description

The Associate in Applied Science degree program in Visual Communications Technology: Graphic Arts/Printing prepares graduates in all aspects of visual communications and graphic design. These include layout, production, typography, commercial print processes, illustration and computer graphics for entry level positions in graphic design, printing, publishing, desktop publishing, advertising, marketing, presentation graphics, game design, animation, multimedia and communications. As a result, the program prepares students for successful portfolio reviews leading to acceptance into B.A. or B.F.A. programs

Beginning with Visual Communications 1, students are introduced to Visual Communications theories, graphic design principles, elements, typography, influential persons and contemporary digital media. The curriculum offers sequential Visual Communications and Graphic Design courses, complemented by a broad offering of studio art and art history courses. After taking core courses in the first year, the student selects a concentration area in either Photography, Painting, Figure Drawing, or Web Design in the second year. Concurrently, the student completes the Visual Communications course sequence culminating with Viscom 4, the portfolio development course. Our Practicum course offers the Viscom student the opportunity to experience an internship with local businesses or departments within the College.

Through an articulation agreement, qualified BOCES candidates can enter the A.A.S. degree program, and receive credit for certain first-year courses. After completing the program, students may either enter the workforce or transfer into a bachelor's degree program (see next page). Detailed course descriptions appear in the course description section of this catalog.

Please note that not all courses are offered in the evening.

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

*Students must complete a two-course sequence in Painting, Figure Drawing, Web Design, Photography or Digital Photography for degree*

\* *Students select appropriate restricted electives based on their career goals after consultation with their academic advisor. Restricted Electives: ARC 101, ART 113, ART 114, ART 117, ART 118, ART 119, ART 120, ART 121, ART 122, ART 125, ART 127, ART 201, ART 205, ART 207, ART 213, ART 214, ART 215, ART 225, ART 226, CAD 101, CIT 111, COM 101, COM 107, COM 113, COM 115, COM 221, COM 223, COM 225, COM 227, MKT 101, MKT 201*

# Visual Communications Technology: Graphic Arts/Printing

Degree Awarded: Associate in Applied Science

## Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- assume entry-level positions in visual communications and/or placement in upper-level programs of study.
- demonstrate fundamental concepts and processes of visual communications and graphic design.
- demonstrate an understanding of the visual communications industry and career opportunities in the field of visual communications.
- demonstrate proficiency in industry-standard technology including hardware and page layout, digital imaging, vector drawing, presentation and web design software.
- produce a portfolio appropriate for entry-level roles in visual communications and/or continuing education in upper-level programs.



## Career Opportunities

- graphic design, advertising design and marketing
- publishing, desktop publishing and printing
- game design, web design, animation and multimedia
- art direction, illustration, digital photography and color correction

## Transfer Opportunities

Although the Associate in Applied Science degree is designed primarily as a professional degree, many students do transfer to baccalaureate programs at other colleges. Many of the courses in the program fulfill New York State general education requirements and thus are easily transferable within the State University of New York system. Presently SUNY Orange has an articulation agreement with Cazenovia College.

Many other students have successfully transferred to

- Fashion Institute of Technology
- Parsons The New School for Design
- SUNY Albany
- SUNY New Paltz
- SUNY Oneonta
- SUNY Purchase
- School of Visual Arts

## Contact Information

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

## SUNY General Education Course Listing

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Any graduate of an A.A. or A.S. program (except A.S. Engineering Science) transferring to a SUNY institution must fulfill 7 of the following 10 categories.

### GE 1. MATHEMATICS

MAT 102	Intermediate Algebra
MAT 111	Foundations of Elementary School Math
MAT 113	Math for the Liberal Arts
MAT 120	Introduction to Statistics
MAT 121	College Algebra
MAT 122	College Trigonometry
MAT 131	Pre-Calculus
MAT 205	Calculus 1
MAT 206	Calculus 2
MAT 207	Calculus 3

### GE 2. NATURAL SCIENCES

#### Biology

BIO 101	General Biology 1
BIO 102	General Biology 2
BIO 110	Introduction to Biology
BIO 141	Diversity of Life
BIO 143	Field Biology
BIO 148	Environmental Conservation
BIO 201	Genetics
BIO 204	General Botany
BIO 205	General Ecology
BIO 210	Study of Biological Habitats

#### Clinical Laboratory Science

MLT 209	General Microbiology
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#### Chemistry

CHM 103	Applied Chemistry 1
CHM 104	Applied Chemistry 2
CHM 105	General Chemistry 1
CHM 106	General Chemistry 2
CHM 201	Organic Chemistry 1
CHM 202	Organic Chemistry 2

#### Physical Sciences

AST 120	Astronomy
CHM 120	Elements of Chemistry & Physics
GLG 101	Earth Science
GLG 110	Physical Geology
GLG 112	Historical Geology
PSC 125	Physical Science/Physical World
PSC 140	Physical Science/The Environment

#### Physics

PHY 101	General Physics 1
PHY 102	General Physics 2
PHY 103	Physics for Science & Engineering 1
PHY 104	Physics for Science & Engineering 2
PHY 105	General Physics with Calculus 1
PHY 106	General Physics with Calculus 2
PHY 108	Acoustics
PHY 111	Architectural Physics
PHY 203	Physics for Science & Engineering 3
PHY 204	Modern Physics

### GE 3. SOCIAL SCIENCES

ANT 101	Cultural Anthropology
ANT 102	Human Evolution
ANT 103	Archeology and Prehistory
ECO 201	Macro-Economics
ECO 202	Micro-Economics
GEO 102	Human Geography
POL 101	Introduction to Political Science

POL 102	U.S. Government – State & Local
POL 220	Comparative Governments
POL 221	International Relations
PSY 111	Introduction to Psychology
SOC 101	Introduction to Sociology
SOC 202	Social Inequality
SOC 242	Social of Religion

### GE 4. AMERICAN HISTORY

HIS 101	United States History 1
HIS 102	United States History 2
HIS 107	Diversity and Incursion: The American Experience
HIS 203	History of African Americans*
<i>*only for students scoring 85 or above on NYS American History Regents</i>	
HIS 204	American Civil War and Reconstruction
IDS 114	American Civil Rights Movements
POL 103	U.S. Government – National

### GE 5. WESTERN CIVILIZATION

HIS 230	The Greek & Roman World
HIS 231	Medieval & Renaissance Europe
HIS 232	The Age of Revolutions
HIS 233	Modern Europe

### GE 6. OTHER/WORLD CIVILIZATIONS

HIS 121	World History 1
HIS 122	World History 2
HIS 219	Ancient Asia
HIS 220	Modern East Asia: China, Japan and Korea
HIS 221	Modern India & Southeast Asia
HIS 222	The Middle East
HIS 223	Latin American History
HIS 224	Africa: Past & Present
HIS 234	History of Russia and Eastern Europe

### GE 7. HUMANITIES

ART 127	History of Western Art 1
ART 128	History of Western Art 2
ART 201	American Art 1700 - 1945
ART 203	Modern Art – the 20th Century
ART 205	Women in Art History
ART 207	Non-Western Art History
COM 105	Media and Society
ENG 102	Freshman English 2
ENG 120	Introduction to Mythology
ENG 203	World Literature: Ancient World through the Renaissance
ENG 204	World Literature: Enlightenment to the Modern Age
ENG 205	Drama: Ibsen-O'Neill
ENG 206	Drama: Contemporary
ENG 207	English Literature: 14th-18th Centuries
ENG 208	English Literature: 19th-20th Centuries
ENG 209	American Literature: To the Civil War
ENG 210	American Literature: 1865 to the Present
ENG 213	Journalism: Survey of Mass Media
ENG 215	Shakespeare
ENG 216	Children's Literature
ENG 217	Film & Literature
ENG 220	Women Writers
ENG 221	Contemporary Short Story
ENG 222	Contemporary Novel
ENG 223	Contemporary Poetry
ENG 225	International Literature: Non-European
ENG 226	Fantasy Fiction
ENG 230	African-American Literature

ENG 297 Special Studies in Literature: Science Fiction  
 HUM 201 Intro to Humanities 1: Ancient to Early Renaissance  
 HUM 202 Intro to Humanities 2: Renaissance to 1900  
 HUM 203 Intro to Humanities 3: 1900 to the Contemporary  
 IDS 115 Introduction to Gender  
 MUS 101 Introduction to Music  
 MUS 103 History of Western Music to 1750  
 MUS 104 History of Western Music from 1750  
 MUS 105 History of Jazz  
 MUS 107 History of Rock Music  
 PHL 111 Hebrew Bible (Old Testament)  
 PHL 112 New Testament  
 PHL 210 Philosophy  
 PHL 220 Ethics  
 PHL 230 Concepts of World Religions  
 THE 101 Introduction to Theatre

**GE 8. ARTS**

ART 101 Introduction to Art  
 ART 103 Drawing 1  
 ART 104 Drawing 2  
 ART 107 Design 1  
 ART 108 Design 2  
 ART 111 Color  
 ART 113 Painting 1  
 ART 114 Painting 2  
 ART 117 Figure Drawing 1  
 ART 118 Figure Drawing 2  
 ART 119 Photography 1  
 ART 120 Photography 2  
 ART 121 Digital Photography 1  
 ART 122 Digital Photography 2  
 ART 123 VisCom & Graphic Design 1  
 ART 124 VisCom & Graphic Design 2  
 ART 125 Sequential Art: Comics Illustration  
 ART 213 Painting 3  
 ART 214 Painting 4  
 ART 215 Portrait Painting  
 ART 223 VisCom & Graphic Design 3  
 ART 224 VisCom & Graphic Design 4  
 ART 230 Arts and Communication Practicum  
 COM 103 Speaking Voice  
 COM 107 Intro to Video Production  
 COM 108 Digital Video Post-Production  
 COM 111 Digital Radio Production  
 COM 113 Digital Storytelling  
 COM 115 TV Studio Production  
 COM 201 Oral Interpretation  
 COM 209 Debate  
 COM 221 Cinematography  
 COM 223 Screenwriting  
 COM 225 Sound Design  
 COM 227 Visual Effects  
 DNC 101 Modern Dance 1  
 DNC 102 Modern Dance 2  
 DNC 201 Advanced Dance 1  
 DNC 202 Advanced Dance 2  
 ENG 211 Creative Writing: Fiction  
 ENG 212 Creative Writing: Poetry  
 MUS 113 Introduction to Audio Recording  
 MUS 116 Introduction to Orchestra  
 MUS 121 Fundamentals of Music  
 MUS 123 Basic Musicianship 1  
 MUS 124 Basic Musicianship 2

MUS 131 Elementary Piano 1  
 MUS 132 Elementary Piano 2  
 MUS 141 Group Voice 1  
 MUS 142 Group Voice 2  
 MUS 151 Chorus  
 MUS 153 Madrigal Singers  
 MUS 155 Orchestra  
 MUS 157 Chamber Ensemble  
 MUS 159 Band  
 MUS 160 Vocal Jazz Ensemble  
 MUS 161 Jazz Ensemble  
 MUS 163 Jazz Improvisation 1  
 MUS 164 Jazz Improvisation 2  
 MUS 170-77 Private Instruction  
 MUS 223 Advanced Musicianship 1  
 MUS 224 Advanced Musicianship 2  
 MUS 226 Elements of Arranging  
 MUS 231 Intermediate Piano 1  
 MUS 232 Intermediate Piano 2  
 MUS 233 Advanced Piano 1  
 MUS 234 Advanced Piano 2  
 THE 101 Introduction to Theater  
 THE 103 Acting 1: Fundamentals  
 THE 105 Improvisation for Theatre  
 THE 107 Theater Workshop  
 THE 109 Stage Make-Up  
 THE 111 Stage Movement  
 THE 113 Intro to Technical Production  
 THE 115 Performing Arts Seminar  
 THE 117 Puppetry/Object Performance Theater

*Note: Arts courses must be combined with other one and two credit courses for a total of three credits.*

**GE 9. FOREIGN LANGUAGE**

CHN 101 Elementary Chinese 1  
 CHN 102 Elementary Chinese 2  
 CHN 201 Intermediate Chinese 1  
 CHN 202 Intermediate Chinese 2  
 FRE 101 Elementary French 1  
 FRE 102 Elementary French 2  
 FRE 201 Intermediate French 1  
 FRE 202 Intermediate French 2  
 FRE 203 Advanced French 1  
 FRE 204 Advanced French 2  
 GER 101 Elementary German 1  
 GER 102 Elementary German 2  
 ITA 101 Elementary Italian 1  
 ITA 102 Elementary Italian 2  
 JPN 101 Elementary Japanese 1  
 SPN 101 Elementary Spanish 1  
 SPN 102 Elementary Spanish 2  
 SPN 201 Intermediate Spanish 1  
 SPN 202 Intermediate Spanish 2  
 SPN 203 Spanish Conversation & Comp.  
 SPN 204 Introduction to Spanish Lit.

**GE 10. BASIC COMMUNICATIONS**

ENG 101 Freshman English 1 **and**  
 COM 101 Foundations of Communication  
**or**  
 ENG 101 Freshman English 1 **and**  
 BUS 203 Business Communications

*Note: Courses that are a part of the College's General Education requirement and which are followed by an H are Honors sections of regular courses. As such, they are enriched versions of courses that already meet the SUNY General Education requirement.*



## Guide for Social Science Requirement

### GUIDE FOR SOCIAL SCIENCE REQUIREMENT

12 Credits of Social Science - select one course from group A, B, C and D

Categories A - D must include at least one SUNY Social Science (GE3) and one SUNY History (GE4, GE5, or GE6) course.

#### A. Economics, United States History, or United States Government

ECO 201	Macro-Economics (GE3)	HIS 203	History of African-Americans (GE4*)
ECO 202	Micro-Economics (GE3)	HIS 204	American Civil War & Reconstruction (GE4)
ECO 203	Economic Development+	IDS 114	American Civil Rights Movement (GE4)
HIS 101	United States History 1 (GE4)	POL 102	U.S. Government-State & Local (GE3)
HIS 102	United States History 2 (GE4)	POL 103	U.S. Government- National (GE4)

#### B. Psychology

PSY 100	Psych. of Adjustment	PSY 222	Psychology of Adolescence+
PSY 111	Introduction to Psychology (GE3)	PSY 223	Psych. of Adulthood & Aging+
PSY 102	General Psychology 2+	PSY 230	Abnormal Psychology+
PSY 220	Developmental Psychology+	PSY 240	Social Psychology+
PSY 221	Child Psychology+		

#### C. Anthropology, Criminal Justice, Human Geography, or Sociology

ANT 101	Cultural & Social Anthropology (GE3)	CRJ 111	Criminology
ANT 102	Human Evolution (GE3)	CRJ 210	Terrorism and Society
ANT 103	Archaeology & Prehistory (GE3)	GEO 102	Human Geography (GE3)
CRJ 101	Criminal Justice	SOC 101	Introduction to Sociology (GE3)
CRJ 103	Understand. Juvenile Offender	SOC 120	Social Problems
CRJ 105	Policy-Community Relations	SOC 231	The Family+

#### D. History other than U.S., Comparative Government, or International Relations

HIS 121	World History 1 (GE6)	HIS 230	The Greek & Roman World (GE5)
HIS 122	World History 2 (GE6)	HIS 231	Medieval & Renaissance Europe (GE5)
HIS 205	Science, Technology & Society	HIS 232	The Age of Revolution (GE5)
HIS 219	Ancient Asia	HIS 233	Modern Europe (GE5)
HIS 220	Modern China & Japan (GE6)	HIS 234	History of Russian and Eastern Europe
HIS 221	Modern India & Southeast Asia (GE6)	POL 101	Intro to Political Science (GE3)
HIS 222	The Middle East (GE6)	POL 104	Intro to Political Thought
HIS 223	Latin American History (GE6)	POL 220	Comparative Government (GE3)
HIS 224	Africa: Past and Present (GE6)	POL 221	International Relations (GE3)

\* Only for students scoring 85 or above on NYS American History Regents

+ these courses have a prerequisite



The following list is intended to provide guidance in selecting courses that must fall within specific categories to meet degree requirements. This list is not to be confused with degree requirements that state a specific SUNY General Education course must be taken. For example, if your degree requires you to take a SUNY Math, SUNY Social Science, etc., you must follow the SUNY General Education course listing.

Also, if you are pursuing the A.A. Liberal Arts degree, the Social Science requirements are restricted to those courses listed within specific (A-D) categories.

Note: When just a department is noted as meeting the requirement (for example ACC) and there is no number after this designation, this means that all course numbers preceded by ACC meet the requirement.

### **Social Science Elective**

ANT (except ANT 220), CRJ 101, CRJ 103, CRJ 105, CRJ 109, CRJ 111, CRJ 210, ECO, GEO 102, HIS (except HIS 104), IDS 114, POL, PSY, SOC

### **Math Elective**

Any MAT or CSC courses.

### **Business Elective**

ACC, BUS, MGT, MKT, OFT

### **Liberal Arts Science**

AST, BIO, CHM, GEO 101, GLG, MLT 101, MLT 110, MLT 209, PHY, PSC

### **Liberal Arts Elective**

ANT (Except ANT 220), ARC 215, ARC 216, ART, AST, BIO, BUS 105, BUS 203, CHM, CHN, CCS 100, CCS 101, CIT 100, COM, CSC, CRJ 101, CRJ 103, CRJ 105, CRJ 109, CRJ 111, CRJ 210, ECO, EDU 207, ENG, FLD, FRE, GEO, GLG, HIS, HON, HMS 101, HUM, IDS, ITA, MAT, MLT 101, MLT 106, MLT 110, MLT 209, MUS, PHL, PED 111, PED 112, PSC, PHY, POL, PSY, SOC, SPN, THE

### **General Elective**

Any course including PES courses up to 3 credits.

*Developmental courses are not applicable toward any degree program.*

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Each course is identified by an alpha numeric code. The first three characters identify the subject code, the next three or four digits identify the catalog number. The department code indicates division or department sponsorship of the course. See column to the right for a listing of the department codes. The catalog number indicates the level of the course. Courses described in this section are listed in alphabetical order.

Read the description of the course carefully before you register for it, noting any prerequisite, corequisite, and the number of class hours. Each description lists the required number of student contact hours per week for a 15 week semester. For example, PHY 101 General Physics 1, 3 lect., 3 lab., 4 cr., meets for three lecture hours and three laboratory hours each week, over a semester of 15 weeks. Four credits are received on successful completion of the course. Consult your faculty advisor if you have any questions about the level or the content of a course.

Due to academic and fiscal considerations, not all courses can be offered each semester of every year. Courses taught only in the fall or spring semesters are so identified; otherwise, courses may be taught both semesters. Therefore, this catalog should not be considered a contractual offer from the college to any prospective student.

## Frequency and Timing of Course Offerings

Unless specific semesters are listed, courses are offered on an occasional basis. The college reserves the right to not offer a course when scheduled, based upon budgetary or staffing needs.

## Course Index

The following course categories, subject codes, and catalog numbers are listed here only as a quick advising guide. There are exceptions. Please refer to the course descriptions for complete information.

Discipline/Department	Dept. Code
Accounting	ACC
Anthropology	ANT
Architecture	ARC
Art	ART
Astronomy	AST
Biology	BIO
Business	BUS
Chemistry	CHM
Chinese	CHN
College and Career Skills	CCS
Communication	COM
Computer Aided Drafting	CAD
Computer Information Technology	CIT
Computer Science	CSC
Criminal Justice	CRJ
Cyber Security	CFR/CSS
Dental Hygiene	DNT
Economics	ECO
Education	EDU

Electrical Technology	EET
Engineering	EGR
English/Reading/Writing	ENG/RDG/WRT
Fire Protection Technology	FIR
Field Studies	FLD
French	FRE
Geography	GEO
Geology	GLG
Green Building Maintenance and Mgmt	GRB
Health	HTL
History	HIS
Honors Seminar	HON
Human Services	HMS
Italian	ITA
Interdisciplinary Studies	IDS
Management	MGT
Marketing	MKT
Mathematics	MAT
Medical Laboratory Technician	MLT
Music	MUS
Nursing	NUR
Occupational Therapy Assistant	OTA
Office Technologies	OFT
Philosophy & Religion	PHL
Physical Education Theory	PED
Physical Education Activity (Majors)	PEM
Physical Education Activity (Non-Majors)	PES
Physical Sciences	PSC
Physical Therapist Assistant	PTA
Physics	PHY
Political Science	POL
Psychology	PSY
Radiologic Technology	RAD
Sociology	SOC
Spanish	SPN
Theater	THE

## Online Learning

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SUNY Orange currently offers several courses online through the internet each year. In addition, students may take courses which are "web-enhanced," "hybrid," or fully "online." Students may access these courses from home, on campus, or wherever they can obtain internet access.

### Web-enhanced

Students should expect to be exposed to academic technologies as part of their educational experience at SUNY Orange. Many courses make use of Internet technology to support the distribution of course materials and student access to additional resources. This can include graded assignments that require participation in an online activity or activities in addition to the required meeting time on campus. Students should consult with their faculty if they have questions about any of the assignments within their courses or need assistance with an assignment that requires the use of technology.

### Hybrid

Hybrid courses make use of educational technology to deliver instructional content and reduce the amount of time a student is required to be physically present in the classroom. The hybrid instructor may deliver one-third to three-quarters of the instructional content of the course in an online format. On-campus presence of a student enrolled in a hybrid course is still required, though reduced.

### 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.

To participate in online learning, students must have internet access (a broadband connection is recommended) and use a current software browser (Firefox, Microsoft Edge, Safari or Chrome). In addition, pop-up blockers must be disabled and cookies and javascript must be enabled. Adobe Acrobat Reader (a free download) is also recommended. Students must use their SUNY Orange email accounts.

It is strongly recommended that students use a desktop or laptop computer for viewing or completing assignments in online coursework as the course experience can be significantly different when viewed on a cell phone, a mobile app, or a tablet.

For more information about online learning at SUNY Orange including courses being offered, FAQs, etc., please visit [www.sunyorange.edu/ol](http://www.sunyorange.edu/ol).

# 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 applications.

*Prerequisite:* MAT 020 or placement into MAT 101 or higher

## ACC 102—Accounting Principles 2

4 cr. (Fall/Spring)

This is a continuation of accounting practice using the model of the sole proprietorship in a merchandising business. Use of special purpose journals and related subsidiary ledgers in support of merchandising operations and an analysis of payables, receivables, and inventory valuation unique to this area are examined. Additional content in the areas of note financing, long-term assets and payroll are included. The topic of corporations and the specific equity issues related to them are discussed. Course objectives are reinforced through the use of manual and/or computerized applications.

*Prerequisite:* ACC 101

## ACC 111—Personal Finance

3 cr. (Spring)

The course examines important aspects of consumer decision making. Emphasis is on practical consumer finance areas such as: personal financial planning, budgeting, consumer protection, purchasing, taxes, credit and investments. The course provides the skills to develop a life-long financial plan for the individual.

*Prerequisite:* MAT 020 or placement into MAT 101 or higher

## ACC 153—Financial Accounting

4 cr. (Fall/Spring)

This course provides a solid foundation in basic accounting concepts and methodology of financial accounting. This includes the rules and procedures used by financial accountants in preparing external financial reports. Emphasis is placed on the chart of accounts, the accounting environment, the accounting cycle, cash flow, the income statement and the balance sheet. This course provides students with an understanding of financial accounting in a corporate environment, methods used to perform analysis of financial statements, and insights into the financial accounting decision making process.

*Prerequisite:* MAT 020 or placement into MAT 101 or higher

## ACC 154—Managerial Accounting

4 cr. (Fall/Spring)

This course introduces students to managerial accounting as an information system that provides managers with a basis for decision making. Topics include basic C-V-P analysis, estimating costs, job and process costing, break-even analysis, standard costing, short and long term decision making, responsibility accounting, operating budgets, and flexible budgeting. Emphasis is placed on the needs of managers to use internal accounting information to make business decisions.

*Prerequisite:* ACC 153 or ACC 101 and ACC 102

## ACC 201—Intermediate Accounting 1

4 cr. (Fall)

Special emphasis is placed on accounting standards. Topics include: a review of generally accepted accounting principles; recognition, valuation and disposition issues; cash and receivables; inventory flow procedures; plant and intangible assets; and revenue recognition.

*Prerequisite:* ACC 154 and BUS 161 or permission of department

## ACC 202—Intermediate Accounting 2

4 cr. (Spring)

Continued emphasis is placed on accounting standards. Topics include: temporary and long-term investments, current liabilities, stockholders equity, bonds and miscellaneous long-term liabilities, pension plans, leases, cash flows, financial statement analysis, earnings per share, and an introduction into the objective characteristics and elements of financial reporting.

*Prerequisite:* ACC 201

## ACC 205—Accounting with Spreadsheet Applications

3 cr. (Fall/Spring)

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 budgeting, depreciation, debt amortization, cost/volume/profit analysis, financing, and profit planning. Emphasis is placed on both proper application of theory and quality of report presentation.

*Prerequisite:* ACC 102 and BUS 161 or ACC 153 and BUS 161

## ACC 211—Federal Income Tax Procedures

3 cr. (Fall)

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)

Topics include issues related to new company configuration. 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 needed to assume a office bookkeeping position. QuickBooks Accounting software will be introduced in this course.

*Prerequisites:* ACC 102 and BUS 161 or ACC 153 and BUS 161

## ACC 220—Accounting Internship

3 cr. (Spring)

Students enrolled in this course will intern at organizations appropriate to learning about accounting and accounting-related fields. Students will integrate classroom theory in a monitored and supervised work experience. Periodic meetings with a faculty advisor and written assignments are required. Evaluations by workplace supervisors are also required. The student intern is required to work a minimum of 90 hours during the semester.

*Prerequisites:* Permission of instructor or ACC 102 or ACC 153; ACC 214, ACC 205; and BUS 203. A minimum CumGPA of 2.5 is also required.

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.

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## Anthropology

(Behavioral Sciences Department)

### ANT 101—Cultural and Social Anthropology

3 cr. (Fall/Spring)

A cross-cultural approach to the nature of culture as humanity's means of existence, focusing on such topics as the method of scientific research in cultural anthropology, the basis of language, a comparative study of events of the human life cycle, family and kinship, religion and ritual, and theories of social change and development. *Fulfills category C.* (GE 3)

### ANT 102—Human Evolution

3 cr. (Fall)

This course applies Darwinian evolutionary theory to an examination of the position of the human species within the animal kingdom, the characteristics of primates, the evolutionary origins of human behavioral patterns, the fossil record of human evolution, the study of race, and continuing human evolution. *Fulfills category C.* (GE 3)

### ANT 103—Archaeology and Prehistory

3 cr. (Spring)

This course investigates the contribution made by archaeological science to an understanding of the process by which human society evolved from earliest forms to

the emergence of complex civilizations in various parts of the world prior to historical times. *Fulfills category C.* (GE 3)

### ANT 104—Archaeological Field Experience

1 lect., 6 lab., 3 cr.

This course is designed to provide students with experience conducting archaeological research. Students will participate in all aspects of the field process including laying out a grid, excavating test pits, mapping, photographing, documenting the archaeological record and recovering artifacts and features. Instructor led lecture and discussion will begin each field day so that students are able to understand the larger context of the work they are doing. In addition, select field trips and guest speakers will provide additional context for the specific site to be investigated. Length of time in the field will be a minimum of 90 hours over four weeks.

### ANT 220—Indians of North America

3cr. (Spring)

This course is an analysis of Native American cultures north of Mexico from early times to the modern era. Ecological, historic and ethnographic data are utilized to review the various cultural areas. The southwest, plains, northwest, southeast and northeast cultures

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## Architectural Technology

(Science, Engineering and Architecture Dept.)

### ARC 101—Architectural Graphics

2 lect., 3 lab., 3 cr.

An introduction to architectural graphics standards. Topics include general drafting terminology, using mechanical drafting equipment, the communicative role of lineweights and scales, and the roles of plans, sections and elevations. Laboratory work using instruments and specialized software provides hands-on experience. Drawings will be discussed and demonstrated in lecture and applied in lab assignments and projects. Emphasis is on drafting and line quality and successful communication through architectural drawings. Lab assignments will include both two-dimensional and three-dimensional drawings along with an introduction to shade and shadows.

*Corequisite:* concurrent enrollment in or completed WRT 040

### ARC 102—Advanced Architectural Graphics

2 lect., 3 lab., 3 cr.

An advanced course in architectural graphics with an emphasis on mixed media. Topics include coordination of two and three dimensional drawings, the use of color and fonts, composition of presentation boards, the role of freehand sketching in presentations, and Adobe software applications. Emphasis is on composition and successful communication through architectural drawings.

*Prerequisite:* ARC 101

### ARC 105—Building Materials and Methods 1

2 lect., 2 cr.

The description and analysis of building materials and their use in construction: foundations, structural

elements, and floor, roof, and wall systems. This course primarily focuses on building component and structural terminology, identification and variations of building materials, and methods of wood construction. Steel, concrete and masonry construction will be introduced.

*Corequisite: concurrent enrollment in or completed WRT 040*

## **ARC 106—Building Materials and Methods 2**

2 lect., 4 lab., 4 cr.

The description and analysis of building materials and methods and their use in masonry, steel and reinforced concrete construction. Sustainable building principles will be introduced. Methods are clarified through the development of drawings such as wall sections, window details, plan details, etc.

*Prerequisite : ARC 101, ARC 105, CAD 101*

## **ARC 111—Architectural Design 1**

2 lect., 3 lab., 3 cr.

An introduction to the basic elements of architectural design -scale, proportion, rhythm, mass, textural effects, contrast, unity, sequential spatial experience. Execution of two and three dimensional design projects. An exploration of nature of art and architecture.

*Corequisite: concurrent enrollment in or completed WRT 040*

## **ARC 112—Architectural Design 2**

1 lect., 4 lab., 3 cr.

The place of function, structure, and expression of ideas in architecture will be explored through the lecture and lab component of this course. In lecture, case studies will be presented. In lab, the execution and criticism of architectural design problems will take place. Presentation techniques will be in various media, with a concentration on model building.

*Prerequisite : ARC 101, ARC 111*

## **ARC 201—Digital Portfolio**

3 lab., 1 cr.

A structured environment in which students prepare and orally present a portfolio that demonstrates the body of their work produced in courses in the Architectural Technology Program. Students also produce a cover letter, resume and personal essay on architecture.

*Prerequisite : CAD 102, ARC 102, ARC 112*

## **ARC 205—Working Drawings 1**

2 lect., 3 lab., 3 cr.

This course is an introduction to architectural working drawings. Basic principles of preparing and organizing necessary components of a working drawings set will be covered. Students will prepare a set of drawings for a small wood structure using Autocad software. Correctness of construction techniques and CAD draftsmanship will be emphasized. Quantifying building materials from the students' prepared sets will be introduced.

*Prerequisite : ARC 106, CAD 102*

## **ARC 206—Working Drawings 2**

1 lect., 6 lab., 4 cr.

This is the capstone course of the building materials and methods sequence of the A.A.S. Arch. Tech. Program. Advanced working drawings of a building of steel construction will be produced. Emphasis is placed on draftsmanship, coordination, and accuracy plus development of building construction details. Autocad is used as the drafting medium. The complex relationships between owner, architect and contractor as well as the role of specifications will be introduced.

*Prerequisite : ARC 205*

## **ARC 211—Architectural Design 3**

1 lect., 4 lab., 3 cr.

A continuation of the design course sequence in which students explore programmatic requirements, precedents and architectural form. In lecture, case studies will be presented. In lab, the execution and criticism of architectural design problems will take place. Presentation techniques will be in various media and oral presentation is required.

*Prerequisite : ARC 102, ARC 112, CAD 102*

## **ARC 212—Architectural Design 4**

2 lect., 4 lab., 4 cr.

This is the capstone course to the design sequence of the A.A.S. Architectural Technology Program. The scope of design is expanded beyond building to outdoor spaces and land planning. A survey of town planning through out history with emphasis on 19th and 20th century. Execution of several design projects involving outdoor spaces, site, town and subdivision layouts, and a building in context on an actual site in the community.

*Prerequisite : ARC 211, ARC 201*

## **ARC 215— Architecture to the 18th Century**

3 lect., 3 cr.

A survey of the development of Western architecture through the 18th century. Physical characteristics, form, interior spaces, construction materials, and structural systems from ancient Egypt through the eighteenth century will be covered. The relationship between built form and a society's institutions and culture, level of technology, and environment will be considered.

## **ARC 216—Architecture from the 19th Century**

3 lect., 3 cr.

A survey of modern architecture. Form and space, aesthetic philosophy, material usage, and structural systems of architecture from 1850 to the present will be explored. The influence of technology, society, and the environment on architectural form will be explored.

## **ARC 220—Mechanical and Electrical Equipment for Buildings**

3 lect., 3 cr.

Description, analysis, and basic design of heating, ventilating, plumbing, and electrical systems and equipment, fire protection, vertical transportation and acoustics in buildings, with a focus on sustainable mechanical and electrical systems.

**Art**

(Arts & Communication Department)

**ART 101—Introduction to Art**

3 cr. (Fall/Spring/Summer)

A beginner's course for those interested in learning how to look at, appreciate and enjoy the visual arts. Weekly lectures introduce theoretical concepts that are reaffirmed with discussion and corresponding studio assignments. Students will explore basic concepts of line, shape, mass, color, balance, texture and composition by way of in-class critiques and hands-on projects. A museum trip may be included in this course. (GE 8)

**ART 103—Drawing 1**

1 lect., 2 lab., 2 cr. (Fall/Spring/Summer)

Drawing exercises and projects emphasizing development of perceptual, manual and conceptual abilities. Objective drawing in line and tone lead the beginning student to understand structure imaging, and execution. Studies introduce basic perspective methods. Various drawing media and materials are used. (GE 8)

**ART 104—Drawing 2**

1 lect., 2 lab., 2 cr. (Fall/Spring/Summer)

Drawings as finished art are developed from preliminary works. Study of media-image, form-content relationships. Develop more complex and subjective drawings. (GE 8)

*Prerequisite:* ART 103

**ART 107—Design 1**

2 lect., 2 lab., 3 cr. (Fall/Spring/Summer)

An introduction to the vocabulary and elements of two dimensional design including line, shape, texture, color and typography. Students learn basic design elements and media and master manual dexterity and "craft" through hands-on practice completing drawing, painting, and multimedia projects. Students work with a variety of media in a studio setting, employing fundamental design principles to create successful two-dimensional designs as well as participating in collective and individual critiques and working cooperatively on group design projects. (GE 8)

**ART 108—Design 2**

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

Continuing study of design concepts and development of complex studio projects in various media. Studio methods and processes are discussed and demonstrated. (GE 8)

*Prerequisite:* ART 107

**ART 111—Color**

1 lect., 2 lab., 2 cr. (Fall/Spring)

This studio course has students assess psychological as well as physical effects of light and color relationships. Additionally, students will examine color content and its use in art, architecture and personal effects. Weekly lectures introduce theoretical concepts that are reaffirmed with corresponding studio projects. A museum trip may be included in this course. (GE 8)

**ART 113—Painting 1**

1 lect., 4 lab., 3 cr. (Fall/Spring/Summer)

Fundamentals of painting techniques and materials are learned while student composes from still life setups reflecting various modes and historical perspectives. (GE 8)

**ART 114—Painting 2**

1 lect., 4 lab., 3 cr. (Spring)

Continuing work in still life painting using more complex formal and contextual means of organizing the pictorial surface and space. (GE 8)

*Prerequisite:* ART 113

**ART 117—Figure Drawing 1**

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

Drawing from the model—proportion, gesture, form and structure. Work in anatomy and rendering. Various media are employed. (GE 8)

*Prerequisite:* Permission of instructor

**ART 118—Figure Drawing 2**

1 lect., 4 lab., 3 cr. (Spring)

Drawing from the model—extended studies, the draped figure, light and shade as structure and content. Lectures and demonstrations of various media and papers. (GE 8)

*Prerequisite:* ART 117

**ART 119—Photography 1\***

1 lect., 3 lab., 3 cr. (Fall/Spring/Summer)

A workshop course for the novice photographer covering camera basics, negative development, enlargement, and contrast control. Considerable darkroom work with criticism as well as discussion of the history of photography are emphasized. (GE 8)

**ART 120—Photography 2\***

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

A workshop course consisting of considerable darkroom work as a basis for learning more advanced print control techniques which include bleaching, spotting, and mounting prints. Emphasis is placed on individual creativity through personalized assignments and critiques. Studies in the history of photography are continued. (GE 8)

*Prerequisite:* ART 119

*\*Students are required to have a 35 mm or larger camera. Lab space, enlargers, and chemicals for paper treatment provided. Students should expect to spend approximately \$200 for film and film development supplies and materials.*

**ART 121—Digital Photography 1**

2 lect., 2 lab., 3 cr. (Fall/Spring/Summer)

This course provides the student with an introduction to the techniques used to create and manipulate photographs in a digital darkroom, using image manipulation software. The convergence of photography and digital media is explored through projects, readings and critiques. Topics covered include basic digital camera functions, scanning, manipulation of photographs, composition, color correction and printing.

Students are required to have their own digital camera of at least 5 megapixels. (GE 8)

*Prerequisite:* MAT 010 or placement into MAT 020 or higher

**ART 122—Digital Photography 2**

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

Students will continue to explore creative areas while building on more specific technical skills required for professional



production of printed work. Projects will extend students' perceptions of digital imaging in both creative and applied areas. Students are required to have their own digital camera of at least 5 megapixels. (GE 8)

*Prerequisite: ART 121 or permission of instructor*

### **ART 123—Visual Communications & Graphic Design 1**

2 lect., 2 lab., 3 cr. (Fall/Spring/Summer)

Explore the idea that memorable visual messages with text have the greatest power to inform, educate, and persuade an individual. Learn about current Visual Communications theories, graphic design principles, elements, typography, influential persons, and contemporary digital media, including page layout software (Quark Xpress and Adobe InDesign) as well as Adobe Photoshop. (GE 8)

### **ART 124—Visual Communications & Graphic Design 2**

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

The Viscom 2 student will learn the fundamentals of visual communications and graphic design through Viscom problem solving, graphic design projects, and exploration into the graphic communications industry today. Digital media skills will be acquired through projects and exercised utilizing page layout (Quark XPress and Adobe InDesign), digital imaging (Adobe Photoshop), and vector drawing software. (GE 8)

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

### **ART 125 – Sequential Art: Comics Illustration**

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

Sequential Art: Comics Illustration offers instruction in the creation of comic books and comic strips as well as topical discussion on the operation of the comic book industry. Students learn about the pitfalls of working in comics, their rights as creators, and how to approach publishers. Course material includes the design of comic book characters, comics illustration and storytelling, self-publishing, submitting work to editors, comic book Creator's Rights, webcomics, and strong emphasis on comic book inking. (GE 8)

*Prerequisite: ART 103 or Permission of Instructor.*

### **ART 127—History of Art 1**

3 cr. (Fall/Spring)

A survey course covering the major movements of art from prehistoric times through the beginning of the early Italian Renaissance. Architecture, painting, decorative arts, sculpture and textiles will be studied within social, political and religious context. Special attention will be paid to evolution of style, technique and medium. A museum trip may be included in this course. (GE 7)

### **ART 128—History of Art 2**

3 cr. (Fall/Spring)

A survey course that addresses the major movements of art from the early Italian Renaissance to Post-Modernism of the late twentieth century. Architecture, painting, sculpture and photography will be studied within social, political and religious context. Special attention will be paid to evolution of style, technique and medium. A museum trip may be included in this course. (GE 7)

### **ART 131—History of Animation**

1 cr. (Fall/Spring)

A five-week survey of the history of animation traced from early twentieth century origins based in photography. The seminar will culminate with an examination of computer-generated animation. Special attention will be paid to traditional methodology of classic cartoon production, full-length features as well as non-traditional animators and avant-garde animation techniques.

### **ART 201—American Art 1700 to 1945**

3 cr. (Spring)

A survey course examining the development of American painting, sculpture, architecture, folk art and decorative arts begins with the tribal art of Native Americans, encompasses the artistic adaptations of early American settlers and concludes with Modern American art of the 1940s. Special attention will be paid to evolution of style, technique and medium over the course of American history. A museum trip may be included in this course. (GE 7)

### **ART 203—Modern Art: The 20th Century**

3 cr. (Fall/Summer)

An in depth, chronological examination of the art movements of the twentieth century as shaped by the age of technology and information. Subject matter will be presented decade by decade with attention paid not only to developing technology but also to social and cultural issues. Specific examples of architecture, painting, graphic art, sculpture and photography will be set in perspective to the world events that have helped shape modern artist's approach to art and creativity in the twentieth century. A museum trip may be included in this course. (GE 7)

### **ART 205—Women in Art History**

3 cr. (Spring)

This survey of women artists throughout history begins by examining images of females of antiquity as represented in art and then examines the social, economic and political context of women artists in art history concluding with working women artists of the twenty-first century. Works of painting, sculpture, textile, decorative arts, and photography and installation art created by women with careful consideration of the political, social, economic and religious constraints women artists have faced. Special attention will be paid to evolution of style, technique and medium. A museum trip may be included in this course. (GE 7)

### **ART 207—Non-Western Art**

3 cr. (Fall/Spring)

This survey course focuses on the history, development and current influences of non-western art. Particular emphasis is on objects, images and architecture from South East Asia, China, Korea, Japan, the Islamic world, Native North and South America, African and the Pacific Basin as well as contemporary Latin art. A museum trip may be included in this course. (GE 7)

### **ART 223—Visual Communications & Graphic Design 3**

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

The Viscom 3 student will develop a personal approach to visual communication in this experiential problem solving course. More advanced technical skills will be achieved using a flatbed scanner, Adobe Photoshop, Adobe Illustrator, and Quark XPress, presentation and page layout software. (GE 8)

*Prerequisite: ART 124 or permission of instructor and department chair*

### **ART 224—Visual Communications & Graphic Design 4**

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

The Viscom 4 student will produce a professional portfolio for entry level employment in visual communications or for further education. The student will complete one semester-long multi-disciplinary group project and will hone personal style in visual communication and refine technical skills in using page layout, vector-based and image manipulation graphics software. (GE 8)

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

### **ART 225—Web Design 1**

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

Students master the key design strategies of the best professional web designs and design and build fully functional web pages and web sites using Adobe Dreamweaver. Course covers both design concepts and practical, technical abilities, including psychology of perception, color theory and human vision, typography, interface design, technology and new trends in this fastest-moving of all media. Class projects include surfing the web, finding great examples of both good and bad web pages, and learning what works—and what doesn't work—in the real world.

### **ART 226—Web Design 2**

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

Students design, create and build interactive web sites incorporating moving graphics, sound and video using Adobe Flash and Dreamweaver. Emphasis is placed on merging the creative process and design skills with the technical aspects of producing Web sites. Course includes both drawing vector art and writing ActionScript code to make interactive banner ads and games.

*Prerequisite:* ART 225

### **ART 230—Arts and Communication Practicum**

1 lect., 3 lab., 2 cr. (Fall/Spring)

Students develop and complete individual projects/internships in music, art, graphic design, communication, media and theatre. Projects may be performed on campus or by arrangement in community facilities. The course includes a lecture component which involves portfolio building, presentation, and marketing. (GE 8)

Students may repeat this course for a total of four credits.

*Prerequisite:* permission of instructor and department chair

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## Astronomy

(Science, Engineering & Architecture Dept.)

### **AST 120—Astronomy**

2 lect., 3 lab., 3 cr.

The relationship of physical laws to the structure and size of the universe is the means by which the methods of observational astronomy are studied. The role of gravity in the formation of stars, galaxies, and clusters is emphasized. Current study of cosmology is placed in the historical context. Besides observing sessions, the laboratory emphasizes the methods of observational astronomy. (GE 2)

*Prerequisite:* tested into MAT 101 or completed MAT 020 or permission of instructor

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## Biology

(Biology Department)

*Biological Science majors must take BIO 101 and BIO 102. Then select from BIO 201, BIO 202, BIO 204 or BIO 205. Students should consult with a biology department advisor.*

### **BIO 101—General Biology 1**

3 lect., 3 lab., 4 cr. (Fall/Summer)

Topics include a study of the nature and scope of science in general and biological science in particular: the chemical and physical basis of life; the structures and functions of the cell with an emphasis on photosynthesis, respiration, functions of DNA, and the processes of mitosis and meiosis. The course concludes with the genetic and evolutionary consequences of meiosis and reproduction. (GE 2)

### **BIO 102—General Biology 2**

3 lect., 3 lab., 4 cr. (Spring)

A study of the plant and animal organism with an emphasis on the vertebrate animal and the flowering plant. Comparative systems are studied. The relationships between organisms and the environment are also covered. (GE 2)

*Prerequisite:* BIO 101

### **BIO 110—Introduction to Biology**

2 lect., 3 lab., 3 cr. (Fall/Spring/Summer)

A introductory course covering the scientific method, basic chemistry, cell biology, structure and function of the vertebrate body, biochemical pathways, cellular division, genetics, diversity and biological systems. (GE 2)

*Prerequisite:* The course is designed for students with little or no academic background in biological sciences and want to pursue a career in the health professions or biology.

### **BIO 111—Anatomy and Physiology 1**

3 lect., 3 lab., 4 cr. (Fall/Spring/Summer)

An introduction to the structure and function of human systems. Study begins with the organization of the body from the molecular to the organ/organ system level of function and continues through the Integumentary, Skeletal, Muscle, Nervous and Endocrine systems. Laboratory work includes cellular structure and function, histology, and gross anatomical analysis of the skeletal, muscular, and nervous systems. The laboratory experience includes use of human bones and dissection of the cat, sheep eye and brain as well as use of human anatomical models of organs and structures related to the above systems.

*Prerequisite:* AP Biology, BIO 110 or BIO 101 and BIO 102

### **BIO 112—Anatomy and Physiology 2**

3 lect., 3 lab., 4 cr. (Fall/Spring/Summer)

Continues the study of the structure and function of human systems begun in BIO 111 (Anatomy and Physiology 1). Included are the Circulatory, Lymphatic, Immune, Respiratory, Digestive, Urinary and Reproductive systems. Acid-base, fluid and electrolyte balance are also discussed, and functional inter-relationships and homeostasis are stressed throughout.



Laboratory work includes analysis of the structure and function of the above systems at the histological, gross anatomical and organ system levels. The laboratory experience includes dissection of the cat and beef and sheep hearts as well as prepared histological specimens, human anatomical models and computer/video presentations related to the above systems. Laboratory experiments also expose students to related clinical techniques/ topics such as blood typing, ECG, blood pressures, pulse determination, heart and lung sounds, spirometry, and urinalysis.

*Prerequisite: BIO 111*

### **BIO 113—Neurobiology**

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

This course is designed for students of Massage Therapy, Physical Therapist Assistants, Occupational Therapy Assistants, and other Health Sciences. It will provide the student with a foundation for understanding neurological dysfunction. Integration, rather than segregation, between structure and function are emphasized. This course will enable the student to be conversant in the structure and function of the nervous system, with emphasis on sensorimotor integration and neuromuscular physiology. The organizing theme is the regulation of body function, how the nervous system is influenced during development, learning, and by disease, or trauma. This is illustrated in a multidisciplinary fashion: morphology, physiology, biochemistry and clinical manifestations. Examples of pathological, occupational and environmental causes of neurological disease are highlighted through lectures and student presentations. The different approaches used in diagnosis and understanding physical impairment are stressed as essential components of devising effective therapy.

*Prerequisite: BIO 112*

### **BIO 115—Human Biology**

3 lect., 3 lab., 4 cr. (Fall)

Human anatomy, physiology and pathology are discussed in lectures. Laboratory work includes microscopic study of tissues and a dissection of the cat. The anatomy of the cat is correlated with human anatomy.

*Prerequisite: BIO 110 or BIO 101*

### **BIO 120—Biology for Today**

3 lect., 0 lab., 3 cr. (Spring)

The biological aspects of contemporary problems and issues will be explored. Selected topics will be chosen from the areas of Medicine and the Environment. Students will participate in discussions and class activities that will assess decision-making criteria relative to the issues being presented.

### **BIO 120 DL—Biology for Today**

3 lect., 0 lab., 3 cr. (Spring)

The biological aspects of contemporary issues will be explored. Selected topics will be chosen from areas of the environment, human anatomy and physiology, inheritance, evolution, and genetic engineering. Proctored exams will be administered at an SUNY Orange campus or an approved site arranged by the student.

### **BIO 123—Prehistoric Life**

3 cr. (Fall/Spring/Summer)

A survey of the diversity of prehistoric life including the dinosaurs, mammals, birds, reptiles, amphibians, fish, invertebrates and plants of the past. An overview of other relevant topics such as fossilization, evolution, extinction, vertebrate anatomy and ecosystem structure will be presented. The course will include a trip to the Museum of Natural History. Students are responsible for their own transportation. The course does not include a laboratory component.

### **BIO 123 DL—Prehistoric Life**

3 lect., 0 lab., 3 cr. (Fall/Spring/Summer)

A survey of the diversity of prehistoric life including dinosaurs, mammals, birds, reptiles, amphibians, fish, invertebrates, and plants of the past. An overview of other relevant topics such as fossilization, evolution, extinction, and vertebrate anatomy will be presented. The course will include a trip to the Museum of Natural History. Students are responsible for their own transportation. The course does not include a laboratory component. Proctored exams will be administered at an SUNY Orange campus or an approved site arranged by the student.

### **BIO 125—Nutrition**

3 cr. (Fall/Spring/Summer)

Students study carbohydrate, fat, protein, mineral and vitamin requirements; an overview of the chemical and biological body functions, nutrient metabolism and deficiencies, food safety legislation, functions of the Food and Drug Administration and the USDA. Students conduct a caloric self-study.

### **BIO 141—The Diversity of Life**

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

This course offers the non-science major an opportunity to study representatives of the major groups of bacteria, protists, plants, fungi, and animals in both lecture and lab. Emphasis will be placed on the major characteristics of each group. The inter-relationships among these organisms will be studied both through discussion and through field trips to local sites. The global loss of biodiversity and its significance will be discussed. Students are responsible for their own transportation on field trips. (GE 2)

### **BIO 143—Field Biology**

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

This course will acquaint students with the plants and animals of the Orange County area, with emphasis on ecological relationships between them and their environment. Weekly field trips within the area will identify organisms found and conduct outdoor studies to better understand interactions among them. Real data will be collected and analyzed to answer scientific questions concerning the natural history of the county's biodiversity. Students are responsible for their own transportation. (GE 2)

### BIO 146—Avian Biology

2 lect., 3 lab., 3 cr. (Spring-alternate years)

A study of the birds of the Mid-Hudson Region, emphasizing field identification, migration, flight and ecological adaptations, voice and behavior, distribution and classification. Lectures and weekly field trips to diverse habitats are included. Students are responsible for their own transportation.

### BIO 148—Environmental Conservation

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

This course will explore local, regional, national, and global issues of water quality and usage, such as types and sources of pollutants and their effects on humans and wildlife, surface and ground water overuse, and conservation of water resources. The expanding human population and its creation of resource conflicts and their resolutions are presented and discussed. Lab experiences will focus on monitoring the quality of nearby waterbodies, with the collection of real data that will be used by Orange County in their formulation of a watershed management plan. Students are responsible for their own transportation to off-campus sites. (GE 2)

### BIO 201—Genetics

3 lect., 3 lab., 4 cr. (Fall)

This is a survey course which introduces students to the various fields of modern genetics. Topics include the diverse forms of inheritance, the structure of chromosomes, the nature of function of genes, the regulation of gene activity, mutation, biotechnology, and evolution. Special reference is made to human genetic disorders and cancer. Lab work includes observing the inheritance traits in fruit flies and plants, mapping genes to regions of chromosomes, transformation, conjugation, plasmid DNA isolation, DNA gel electrophoresis, and protein gel electrophoresis. Students will learn techniques for the handling of bacteria and bacteriophage. (GE 2)

*Prerequisite: one year of biological science including BIO 101*

### BIO 202—Comparative Vertebrate Anatomy

3 lect., 3 lab., 4 cr. (Spring)

The morphology, physiology, evolutionary development, and adaptations of major organ systems in vertebrate animals are studied. Laboratory work includes histology and dissection of vertebrate animals.

*Prerequisite: one year of biological science, including BIO 101*

### BIO 204—General Botany

3 lect., 3 lab., 4 cr. (Spring)

This is a general botany course that will study plant morphology and physiology of herbaceous and woody plant divisions within the plant kingdom as well as other related plant-like organisms. Topics covered include plant structure and function, plant growth, transpiration, photosynthesis, evolution, and reproductive cycles. The course concludes with the diversity of flowers and plant life. Laboratory work includes: microscopic examination of cells and tissues of typical plants, set up and monitoring of a hydroponics experiment that will utilize the scientific method and allow for continual plant

growth observations. Students will also be assigned seeds from differing plant families to germinate and tend to until plant maturity. The course will also require a plant collection prepared by each student. (GE 2)

*Prerequisite: one year of biological science, including BIO 101*

### BIO 205—General Ecology

3 lect., 3 lab., 4 cr. (Fall)

Ecology is the branch of science studying interactions and relationships between organisms and their environment. Topics include a study of individual, population, community and ecosystem ecology. Applications of ecology and the influence of humans on the biosphere will also be addressed. (GE 2)

*Prerequisite: one year of college-level biological science including BIO 101 or permission of the instructor*

### BIO 210—Study of Biological 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. (GE 2)

*Prerequisite: One year of college biological science or permission of the instructor*

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## Business

(Business Department)

### BUS 101—Business Mathematics

3 cr. (Fall/Spring)

This course is required by various A.A.S. degrees in business and can be used as an elective in others. This course will emphasize the use of business terminology and the solving of business problems using decimals and percentages. Topics that are covered in this course include, but are not limited to, the following: gross and net payroll calculations; markup and markdown; trade discounts and cash discounts; simple interest, compound interest, and ordinary annuities.

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

*Prerequisite: MAT 020 and RDG 080*

### BUS 103—Introduction to Business

3 cr. (Fall/Spring)

In this analysis of current business practices, the following topics are examined: a comparison of economic systems, forms of ownership, small business, social responsibility, management and organization, finance and investment, marketing, human resources, and international business. Topical issues are used to reinforce terminology and concepts. It is advised that business students take this course in their first semester as it is designed to provide a foundation for other business courses.

### BUS 105—Business and Society

3 cr. (Fall/Spring)

Emphasis is placed on current business economic policy issues as applied to the roles of government and the consumer. The course is structured to help both enlighten and sharpen the student's awareness of current economic problems and business issues in today's dynamic environment. Major emphasis is placed on inflation, unemployment, social security, health care, deficits, debt, global trade, and monetary and fiscal policy.

### BUS 111—E-Business Principle

3 cr. (Fall/Spring)

Electronic business provides a foundation for conducting business on the Internet worldwide. Electronic business involves the use of Internet technology to transform key business processes in order to maximize customer value and facilitate the exchange of goods and services between buyers and sellers. Topics include: business to business (B2B) and business to customer (B2C) electronic commerce; advertising, market research, privacy and security issues on the Internet. Emphasis is placed on real-world application and Internet exercises. Each student will complete an Internet project.

### BUS 161—Computer Applications for Business

3 lect., 3 cr. (Fall/Spring)

(Formerly CIT 101 Microcomputer Applications) This course focuses on how communication, decision-making and critical thinking can be facilitated by the use of Microsoft Office Software. Students learn to use the computer as a tool using Microsoft Office applications—Word, PowerPoint, Excel and Access. Concentration is on Excel and Word. The Internet is used as a research and communication tool. Students create and use a variety of spreadsheets, word processing documents, mail merge documents, databases, electronic presentations and reports as part of a simulated business environment. This course supports the concepts needed in other required business courses. This course requires computer use outside the classroom.

*Prerequisite:* MAT 020 or placement into MAT 101 or higher

### BUS 201—Business Law 1

3 cr. (Fall/Spring)

Emphasis is placed on the principles and the language of the law governing business transactions. Topics include the background of law, the law of contracts, and the law of agency.

### BUS 202—Business Law 2

3 cr. (Fall/Spring)

This course deals with negotiable instruments; partnerships and corporations; and real and personal property.

*Prerequisite:* BUS 201

### BUS 203—Business Communications

3 cr. (Fall/Spring)

This course provides a managerial approach toward practice in solving business and professional communication problems, in making decisions involving selection and organization of content and in choosing an appropriate method for presentation of information. The use of technology and collaboration to enhance the effectiveness of business communications is explored. An oral presentation, written business report or proposal, and numerous letters are required.

### BUS 205—Business Statistics

3 cr. (Fall/Spring)

This course is required for various AS degrees in business. The course concentrates on using statistics for business world applications. The following topics are covered: descriptive statistics including measures of central tendency, and measures of dispersion, probability theory including binomial probabilities and the normal curve, inferential statistics including sample size determination, confidence intervals and hypothesis testing. Correlation and regression are also discussed. Particular attention is given to the analysis of results using real-world tools such as spreadsheets.

*Prerequisites:* BUS 161 or permission from the department. Test into MAT 102 or higher or successful completion of MAT 101.

### BUS 207—Introduction to International Business

3 cr. (Fall/Spring)

This course will introduce students to the challenges and problems involved in conducting business in global markets. Initial emphasis will be on concepts and theories of international trade, foreign investment and economic development. After an overview of international agencies and the international monetary system, students will consider the effects of financial economic, socio cultural, legal and political forces on the foreign business environment. Course concludes with an examination of international management practices in various areas, including marketing and labor relations.

*Prerequisite:* MAT 020 or placement into MAT 101 or higher

## Chemistry

(Science, Engineering & Architecture Dept.)  
(see also: Physical Science, Physics)

### CHM 103—Applied Chemistry 1

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

A study of the fundamental concepts of inorganic chemistry and techniques to be used in clinical laboratories. Topics include the nature of matter, the mole concept nomenclature, redox reactions, solutions, chemical equilibrium, acids and bases, and the gas laws. Laboratory work stresses skills and techniques useful to the laboratory technician. This course is closed to students who have completed or are currently enrolled in CHM 105, 106, 201 or 202. (GE 2)

*Corequisite:* MAT 101 or Math Placement test into MAT 102 or higher

### CHM 104—Applied Chemistry 2

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

Continuation of CHM 103. Topics include acid base chemistry, nuclear chemistry, organic chemistry with an emphasis on nomenclature, simple chemical reactions, boiling points/ solubility in water, and organic functional families. Laboratory work emphasizes quantitative techniques. The use of periodicals is required. (GE 2)

*Prerequisite:* CHM 103 or permission of department chair



**CHM 105—General Chemistry 1**3 lect., 3 lab., 4 cr.  
(Fall/Spring/Summer I)

A study of the fundamental principles of chemistry. Topics include: stoichiometry, gases, atomic structure, periodic properties, ionic and covalent bonding, Lewis structures, liquids and solids. Laboratory work is the application of these principles with emphasis on quantitative relationships. The keeping of a laboratory notebook is required. (GE 2)

*Prerequisite:* MAT 102 or Math Placement test into MAT 121

**CHM 106—General Chemistry 2**

3 lect., 3 labs., 4 cr. (Fall/Spring/Summer II)

Topics include: Chemical equilibrium, acid-base theories, solubility equilibria, thermochemistry, thermodynamics, chemical kinetics, nuclear reactions, electrochemistry, an introduction to organic chemistry and some representative biomolecules. Laboratory work includes the above topics, plus qualitative analysis of select cations, and chromatography. The keeping of a laboratory notebook and the writing of formal reports is emphasized. (GE 2)

*Prerequisite:* C or better in CHM 105

**CHM 110—General and Biological Chemistry**

3 cr. (Fall)

Fundamental concepts of inorganic, organic, and biological chemistry essential for a thorough understanding of principles and techniques in clinical dental hygiene and nutritional counseling.

*Prerequisite:* either high school Regents Chemistry, CHM 120, or permission of department chair

**CHM 120—Elements of Chemistry and Physics**2 lect., 2 lab., 3 cr.  
(Fall/Spring/Summer)

A survey of the fundamental principles of chemistry and related physical laws. Only elementary mathematics is used. Topics include: safety in the laboratory, measurement, atomic structure, the periodic table, chemical equations, solutions, electrolytes, acid-base reactions, pH, the gas laws, main organic functional groups, nuclear physics and radioisotopes, and an introduction to mechanics. Not open to students who have successfully completed CHM105, 106, 201 or 202. (GE 2)

*Prerequisite:* tested into MAT 101 or higher or completed MAT 020

**CHM 201—Organic Chemistry 1**

3 lect., 3 lab., 4 cr. (Fall)

An integrated presentation of the chemistry of aliphatic compounds with special emphasis on structure, nomenclature, mechanism and stereo-chemistry. Spectroscopy will be introduced. Laboratory work includes basic characterization techniques, basic synthesis, and keeping a laboratory notebook. (GE 2)

*Prerequisite:* C or better in CHM 106

**CHM 202—Organic Chemistry 2**

3 lect., 3 lab., 4 cr. (Spring)

Continuation of CHM 201. Topics include IR spectroscopy, NMR spectroscopy, and a continuation with the reactions of aliphatic and aromatic compounds, heterocyclic compounds and biologically active compounds. Laboratory work involves use of modern techniques in the synthesis, separation and purification of organic compounds, and keeping a laboratory notebook. (GE 2)

*Prerequisite:* CHM 201

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**Chinese****(Global Studies Department)****CHN 101—Elementary Chinese 1**

3 cr. (Fall)

Elementary Chinese 1 is an introductory course in spoken and written Mandarin Chinese that aims to develop the student's vocabulary, pronunciation, and mastery of simple conversations. Using an interactive approach to build student confidence in listening, speaking, reading and writing the Chinese language, the course introduces students to the predominant dialect of Mainland China and at the same time offer students insight into Chinese culture.

**CHN 102—Elementary Chinese 2**

3 cr. (Spring)

Elementary Chinese 2 represents the second half of the introductory course in spoken and written Mandarin Chinese. In addition to providing students with knowledge of Chinese culture, the course aims to develop further the students' vocabulary, pronunciation, and mastery of simple conversation. The course will utilize an interactive approach to build student confidence in listening, speaking, reading, and writing the Chinese language.

**CHN 201—Intermediate Chinese 1**

3 cr. (Fall)

The Intermediate Chinese I course further develops the language and cultural foundations that were set in Elementary Chinese I & II, including vocabulary, pronunciation, mastery of simple conversations, and use of Chinese in social situations. An interactive and multimedia approach continues to be a key part of the effort to improve students' ability in listening, speaking, reading, and writing Chinese.

**CHN 202—Intermediate Chinese 2**

3 cr. (Spring)

Intermediate Chinese II is the second-semester continuation of Intermediate Chinese I. It further develops language and cultural experiences through listening, speaking, reading and writing activities. An intensified interactive and multimedia approach will be used to enhance student conversational and reading skills.

### CHN 211—Chinese Conversation and Composition

3 cr. (Fall/Spring)

This course is designed for students who have completed Intermediate Chinese 1 and 2. It further develops linguistic command of modern Chinese and cultural experiences through listening, speaking, reading, and writing activities.

*Prerequisite:* CHN 201, CHN 202, or instructor placement

## College and Career Skills

(Interdepartmental) (Interdisciplinary)

### CCS 100—Career Planning

(Liberal Arts Elective)

1 cr.

This course is designed to improve self-awareness and knowledge of the career decision-making process. Topics include self-exploration, career and career theory study, decision-making skills, information gathering from library and community resources, and the skills required to look for a job. Lectures, films, individual and group exercises, reading and writing assignments, and worksheet activities will be used to provide students with an in-depth career planning experience. For additional information contact Office of Career and Internship Services.

### CCS 101—College Success Seminar

(Liberal Arts Elective)

2 cr.

This is an interdisciplinary course designed to assist the student in making the transition to college, and to promote the development of a successful college experience. Students will define ways in which they are responsible for their own experiences in college. Topics include: setting goals, managing time, identifying cognitive styles, understanding relationships, accessing college and community resources, employing critical thinking, planning careers, appreciating diversity, clarifying values, achieving wellness, and incorporating information resources in the college experience. For additional information contact the Advising and Counseling Center at 341-4070.

### CCS 102—College Life Skills

(General Elective)

1 cr.

This course is designed to bring together strategies and skills to increase the student's probability of success in a wide variety of goals. Based on established theory and practice in many academic disciplines, students will have the opportunity to apply these techniques to the tasks they face in a college setting. This course is not open to students who have completed CCS 101—College Success Seminar.

## Communication

(Arts & Communication Department)

### COM 101—Foundations of Communication

3 cr. (Fall/Spring/Summer)

This survey course is designed to introduce students to the theoretical and practical aspects of communication. Students examine the basic principles of the

communication process including communication theory, perception, using verbal and nonverbal communication, and listening. Emphasis is placed on the application of these principles to interpersonal, small group, public, intercultural, and mass communication contexts. Students will also research and present formal speeches. (GE 10 when combined with ENG 101)

*This course is one of two required to satisfy the Basic Communication General Education category.*

### COM 103—The Speaking Voice

3 cr. (Fall/Spring)

This introductory course in voice and speech is intended for but not limited to students who want to develop effective voice and speech habits, students who seek refinement of speech skills, and students who are studying English as a second language. The course provides intensive study of the theoretical bases of speech production, along with a range of practical experiences in achieving optimum speech potential. Emphasis is placed on articulation; developing a pleasant vocal quality; building adequate loudness; achieving effective vocal variation, pitch, and speaking rate; correcting pronunciation; and recognizing regional dialects. (GE 8)

### COM 105—Media and Society

3 cr. (Fall/Spring)

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. (GE 7)

*Prerequisite:* ENG 101

### COM 107—Introduction to Media Production

3 cr. (Fall/Spring)

Students will gain hands-on experience in remote television production. Specific areas of concentration include camera operations, digital editing, lighting, audio, scripting, editing for social media, programming and production concepts. (GE 8)

### COM 108—Digital Video Post-Production

3 cr. (Spring)

An advanced, hands-on production course designed to deal with the various elements of television production. In addition to expanding the skills acquired in COM 107, emphasis is placed on developing and producing "ready for air" productions. Topics include an introduction to television graphics, set design, and advanced editing techniques. (GE 8)

*Prerequisite:* COM 107

### COM 111—Digital Radio Production

2 lect., 2 lab, 3 credits (Fall/Spring)

This hands-on course will provide students with an overview of digital audio techniques. Students will learn how to use digital technology to effectively create radio programs that will air over the Internet on the SUNY Orange college radio website. It will explore the different types of radio production (PSAs, drops, teasers, 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. (GE 8)



# Communication

## COM 113—Digital Storytelling

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

This introductory course will examine both the theory and practice of digital storytelling. Students will acquire media literacy skills and be provided with an introduction to the techniques used in digital storytelling. The convergence of still photography, videography, narration, and digital media is explored through projects, readings and critiques. (GE 8)

## COM 115—TV Studio Production

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

In this course students are introduced to concepts and techniques for capturing video in a television studio environment. Students learn the elements of television production including audio, lighting, editing, directing, camera operation, graphics and roles of talent. Students apply their knowledge and work together as members of a production team in a studio setting to create high quality video productions. (GE 8)

## COM 201—Oral Interpretation

3 cr. (Fall/Spring)

This course is an introduction to the art of oral interpretation of literature. The student learns how to select and evaluate literary works for oral presentation, the methods of analyzing different types of literature, and the use of voice and body in the oral communication of literature. Each student presents a final lecture-recital. (GE 8)

*Prerequisite: COM 101*

## COM 203—Interpersonal Communication

3 cr. (Fall/Spring)

Interpersonal communication is the basis for all our relationships and affects all aspects of our lives. The goal of this course will be to better understand interpersonal communication both as a concept and as something we experience in our everyday lives. This course is designed to assist students in becoming more thoroughly acquainted with the process of interpersonal communication and its impact on the development and maintenance of human relationships.

*Prerequisite: COM 101*

## COM 205—Small Group Communication

3 cr. (Fall/Spring)

Human beings have always been creatures who collaborate. Our social nature results in our participation in groups and teams of all kinds. Communication makes it possible for groups and teams to exist and function. This introductory small group communication course examines the theory and practice in assuming membership and leadership roles in decision-making groups. The course places emphasis on both classic and current theories that focus on "how groups work" and practical information that explores "how to work in groups." Group process is investigated as it relates to the individual's ability to communicate, and thus interact more effectively.

*Prerequisite: COM 101*

## COM 207—Public Speaking

3 cr. (Fall/Spring/Summer)

This course is designed to introduce students to the theoretical and practical requirements of different types of public presentations. Students will learn to prepare and

deliver informative speeches, persuasive speeches and commemorative speeches. Special consideration will be given to audience analysis, research, message composition, delivery, building credibility, the effective use of language and using evidence and reasoning. In addition to developing their speaking skills, students will also learn how to successfully reduce and manage their speaking apprehension.

*Prerequisite: COM 101*

## COM 209—Debate

3 cr. (Spring)

Emphasis is on methods of argumentation and advocacy including proposition analysis, building the case, developing the brief, rebuttal and refutation. Various forms of debate are introduced with directed experience and application. (GE 8)

*Prerequisite: COM 101*

## COM 211—Intercultural Communication

3 cr. (Spring)

Students study different cultures and the unique ways in which they communicate verbally and non-verbally. Includes the interdisciplinary study of cross-cultural communication theories, practices, and case study analysis.

*Prerequisite: COM 101*

## COM 213—Popular Culture and the Media

3 cr. (Fall/Spring)

While building on a foundational overview of the evolution of popular culture, this course examines the growth and influence of American popular culture through the latter half of the twentieth century to the present. In addition to examining various historical critiques of popular culture, students will explore the different levels of popular culture, the technological forms that deliver and influence its content, the economic and social underpinnings of popular culture, and the groups and sub-groups that create, borrow, and consume popular culture in the United States. Case studies in television, music, film and print will be offered.

*Prerequisite: COM 101*

## COM 215—Conflict Resolution

3 cr. (Fall/Spring)

This course assists students in learning ways to resolve conflicts in various settings by examining communication skills in dealing with these conflicts.

*Prerequisite: COM 101*

## COM 221—Cinematography

3 cr. (Fall/Spring)

Student will learn the art of Cinematography and how it relates to the "mise-en-scène" of a film. Specific areas of concentration include structuring a scene, lighting, video production, and editing. (GE 8)

*Prerequisite: COM 107 or Permission of Instructor or Department Chair*

## COM 223—Screenwriting

3 cr. (Fall/Spring)

This course provides a foundation for understanding the constructs of story, character, plot/theme and script development. Students are exposed to methods of screenwriting for both television and film. The course will focus on the basics of structure and will offer

opportunities to evaluate published work as well as original script development. (GE 8)

*Prerequisite:* ENG 101 and ENG 102

## COM 225—Sound Design

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

Students will gain experience in sound design and how it is incorporated into different media. Emphasis is placed on creation and manipulation of audio utilizing industry standard software. (GE 8)

*Prerequisite:* COM 107

## COM 227—Visual Effects

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

This course is designed to introduce the art and science of visual effects for broadcast and digital filmmaking. Emphasis is placed on visual effects workflow, video technology, image processing, creating mattes, tracking, and compositing using After Effects. (GE 8)

*Prerequisite:* COM 107 and COM 108

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## 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.

*Corequisite:* ARC 101, concurrent enrollment in or completed WRT 040

*Prerequisite:* MAT 020 or placement into MAT 101 or higher

### CAD 102—CAD 2

1 lect., 2 lab., 2 cr.

This is an intermediate course using Autodesk software. Emphasis is placed on data manipulation and three dimensional drawing, both modeling and surfacing. Students will also use Revit software to produce drawings.

*Prerequisite:* CAD 101

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## Computer Information Technology (CIT)

(Computer Science and Technology Department)

### CIT 100—Computer Literacy

3 lect., 3 cr. (Fall/Spring)

This course is designed to give the student an overview of computer technology, concepts, terminology, and the role of computers in society. There will be discussions of the social and ethical issues related to computers and the Internet. It will provide the student with research and critical thinking skills and introduce the student to relevant emerging technologies. The student will use word-processing, spreadsheets, database and

presentation software when presenting their findings.

*Prerequisite:* MAT 010 or math placement into MAT 020 or higher

### CIT 101—Microcomputer Applications

(For Business majors—see BUS 161 Computer Applications for Business)

### CIT 103—Management Information Systems

3 lect., 3 cr. (Fall)

An introductory course in Management Information Systems that includes such topics as organization and dissemination of business information, fundamentals of a computer system, storage and retrieval devices, the systems development life cycle, the Internet, and E-Commerce. Coverage will also include security, privacy and ethical issues as they relate to information systems.

### CIT 105—Data Communications & Introduction to Networking

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

This is an introductory course in data communications and networking. Topics, which are emphasized in this course, include communication mediums, communication equipment, network topologies, protocols, and the OSI model.

*Prerequisite:* MAT 020 or placement into MAT 101 or higher

### CIT 107—Introduction to C++ Programming

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

This course involves classroom lectures and hands-on exposure to programming in C++. Topics include: Fundamental features of C++. Operators, Arrays and Loops, Pointers, Control Statements, Disk Files and Libraries, Structures for Lists, Sorting and Searching.

*Prerequisite:* MAT 020 or placement into MAT 101 or higher

### CIT 111—Internet & HTML

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

This is a computer-based course which introduces the student to the Internet and Internet programming. The student will cover topics including, general concepts, terminology, search engines, web page design and Internet languages. Assignments provide experience in the use of the Internet and creating web pages, an introduction to Dreamweaver.

### CIT 112—Computer Hardware and Software

3 lect., 3 lab., 4 cr. (Spring)

This course involves classroom lectures and hands-on exposure to advanced microcomputer software and hardware. Topics include: current hardware technology, microcomputer operating systems, fixed disk management, communications, and local area networks.

*Prerequisite:* MAT 020 or placement into MAT 101 or higher

### CIT 115—Visual Basic

2 lect., 2 lab., 3 cr.

This is a hands-on computer programming course to introduce the student to the Visual Basic programming language. The student will use important programming tools such as flowcharting, pseudo code, testing data and testing modules and will learn how to use Visual Basic for both stand-alone programs and scripting modules for use on the Internet. Entering students should have a basic knowledge of microcomputers and Windows.

*Prerequisite:* MAT 020 or placement into MAT 101 or higher

## **CIT 116—Networking 1**

3 lect., 3 lab., 4 cr. (Spring)

This course will introduce students to the organization and design of networks. It contains the background information students would need to take the first part of the CCNA certification, however, certification preparation is not included in this course. Topics include networking media, networking topologies, the OSI reference model, TCP/IP protocol suite, subnets, routers, switches, and basic networking concepts. Students will learn industry standards and terminology.

*Prerequisite:* CIT 105

## **CIT 117—Introduction to Unix/Linux**

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

This is a computer-based course that will introduce the student to the UNIX and LINUX operating system. Assignments will include installation, basic operation, file management, administration, and configuration of LINUX. Various editions of UNIX/LINUX will be discussed. Students may wish to use this course to prepare for the CompTIA Linux+ certification.

*Prerequisite:* MAT 020 or placement into MAT 101 or higher

## **CIT 118—Operating Systems**

(3 lect., 3 lab., 4 cr.)

This course is an overview of microcomputer operating systems, which includes installation, configuration, maintenance, and efficiency. Installation and management of peripheral devices such as hard disk, USB flash drives, floppy drives, printers, and monitors will be covered. Customizing the operating system environments, troubleshooting, evaluating system performance, and system utilities of operating systems are also covered. Both client and server operating systems will be discussed including but not limited to Microsoft Windows (Server, XP, and Vista), Linux, and DOS. Students will learn industry standards and terminology.

*Prerequisites:* CIT 100—Computer Literacy

## **CIT 203—Networking 2**

3 lect., 3 lab., 4 cr. (Fall)

This course builds on the foundation developed in CIT 116—Networking 1 and extends the students' capability to understand and manage data networks. It contains the background information students would need to take the second part of the CCNA certification; however, certification preparation is not included in this course. Topics include LAN and WAN design, VLANs, Frame Relay, ISDN, and network administration. Students will learn industry standards and terminology.

*Prerequisites:* CIT 116

## **CIT 206—Networking Security**

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

This course is an introduction to networking security, which includes securing an organization's critical data and systems from both internal and external threats. It contains the background information students would need to take the CompTIA's Security+ certification; however, certification preparation is not included in this course. Topics include general security concepts, security threats, authentication, attacks, malicious code, remote access, email considerations, and web security. Students will learn industry standards and terminology.

*Prerequisites:* CIT 116

## **CIT 208—Flash Programming**

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

This course introduces the student to Macromedia Flash, which allows the student to add animations, special effects, sound and much more to their Web Pages. The student will learn how to create Flash objects. Assignments will provide experience in the use of Macromedia Flash.

*Prerequisites:* CIT 111, MAT 020 or placement into MAT 101 or higher

## **CIT 211—Systems Analysis**

3 lect., 3 cr. (Fall)

Emphasis is placed on feasibility studies and analysis of new system requirements. A semester-long project is required to be completed by small groups working outside of the classroom. The group is required to present a written and oral presentation at the end of the semester.

*Prerequisite:* CIT 103, MAT 020 or placement into MAT 101 or higher; prerequisite or concurrent enrollment in CIT 225

## **CIT 212—Systems Design**

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

Emphasis is placed on designing a new system; file organization, hardware selection, programming specifications, installation requirements and follow-up procedures. A Case project is required to be completed by small groups. The Case Project will require a written and oral presentation at the end of the semester.

*Prerequisite:* CIT 211 and CIT 225

## **CIT 215—Web Site Management**

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

This course introduces the student to web site management. The student will learn how to identify a project, build a team, plan the project, and develop a design. Assignments provide experience in management of projects, people, and process.

*Prerequisite:* CIT 111, MAT 020 or placement into MAT 101 or higher

## **CIT 216—Internet Security**

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

This is a computer-based course which introduces the student to security issues as well as programming secure applications for the Internet. The student will cover topics including, general concepts, terminology, Java security, Servlet and JSP security, cryptography, and security for web services. Assignments provide experience in the use of the scripting/programming languages to build secure enterprise infrastructure containing Java-based enterprise applications.

*Prerequisite:* CIT 205

## **CIT 217—Introduction to Unix/Linux**

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

This is a computer-based course that will introduce the student to the UNIX and LINUX operating system. Assignments will include installation, basic operation, file management, administration, and configuration of LINUX. Various editions of UNIX/LINUX will be



discussed. Students may wish to use this course to prepare for the CompTIA Linux+ certification.

*Prerequisite: MAT 020 or placement into MAT 101 or higher*

### **CIT 218—Systems Analysis & Design**

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

This course investigates the development of contemporary information systems. Emphasis is placed on feasibility studies and analysis of new system requirements, designing a new system, hardware selection, programming specifics, 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: MAT 020 or placement in MAT 101 or higher*

*Prerequisite or concurrent enrollment in CIT 225*

### **CIT 225—Database Fundamentals & Design**

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

This course presents fundamental concepts of database design. Topics include input/output processing, file organization, relational database requirements, SQL, QBE, switchboard/menu design, applications development, data security, and automating tasks with macros. This course involves a semester-long group project.

*Prerequisite: CIT 103 or CIT 105 or CIT 117 or concurrent enrollment or placement by department, and MAT 020 or placement into MAT 101 or higher*

### **CIT 228 – System Administration**

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

Introduces the students to Windows and Linux system administration and related topics, including installation, configuration, user management, file system management and security, hardware configuration, network configuration, firewalls, monitoring, and application installations. Students will participate in lecture as well as hands on labs to gain practical knowledge in various aspects of day to day system administration.

*Prerequisite: CIT 117 (formerly CIT 217)*

### **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.*

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## **Computer Science**

**(Computer Science and Technology Department)**

*The following courses do not satisfy the laboratory science requirement for the Associate Degrees. These courses will satisfy the math requirement for the A.A. and A.S. degrees.*

### **CSC 101—Computer Science 1**

3 lect., 3 lab., 4 cr. (Spring)

An introduction to structured programming using the C++ language. Students will be presented with methodologies for developing, testing and communicating plans for computer solutions of practical problems. Topics include top down programming, flow block diagrams, input/output structures, choice and loop structures, functions, strings, streams and stream processing and an introduction to classes. While designed as a first course for Computer Science majors, it would be open to any student who might desire to learn programming techniques.

*This course fulfills the math requirement for the A.S. degree*

*Prerequisite: math placement of MAT 121 or higher*

### **CSC 102—Computer Science 2**

3 lect., 3 lab., 4 cr. (Fall)

A continuation of structured programming using the Java language. Students will design and test algorithms for computer solutions. Topics include user defined data classes, arrays, files, algorithm analysis and software engineering concepts.

*This course fulfills the math requirement for the A.S. degree*

*Prerequisite: CSC 101 or permission of the department chair*

### **CSC 108—Web Programming 1**

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

This is a computer based course that introduces the student to client-sided Internet web page programming. The student will cover topics including, general concepts, terminology, XHTML, JavaScript, DHTML, and XML. Assignments provide experience in the use of the scripting/programming languages utilized to create web pages.

*Prerequisites: CIT 111, MAT 020 or placement into MAT 101 or higher*

### **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 138—Scripting**

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

Students will be introduced to basic scripting in a current language (e.g. Python). Topics include the interpreter, variables and expressions, conditional branching, loops, objects, and basic data structures. Laboratory assignments will utilize problem-solving techniques to develop complete scripts and concentrate on practical solutions for a variety of administrative and programming tasks.

### **CSC 201—Data Structures**

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

A course in Data Structures. Arrays and records are reviewed and abstract data structures and their implementations are introduced using recursion and dynamic storage where appropriate. Structures studied include linked lists, stacks, queues, trees, and graphs.

*This course fulfills the math requirement for the A.S. degree*

*Prerequisite: CSC 102*

### **CSC 204—Computer Organization and Assembly Language**

3 cr. (Fall)

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 101

### **CSC 205—Web 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

### **CSC 227—JavaScript**

2 lect., 2 lab., 3 cr.

Students will be introduced to the JavaScript programming language. Topics include variables and expressions; conditional branching; loops; objects; and basic data structures. This class will concentrate on acquiring a working knowledge of the Document Object Model (DOM), and develop interactive web components. JavaScript libraries will be reviewed. A JavaScript framework will also be introduced, and server-side JavaScript will be discussed. Laboratory assignments will concentrate on practical strategies for interactive website development.

*Prerequisite:* CIT 111, CIT 138

### **CSC 232—Mobile Application Development**

2 lect., 2 lab., 3 cr.

This course introduces students to programming technologies, design, and development related to mobile applications for smartphones and tablets. Topics include mobile device architecture, programming languages, software engineering, user interface design, and app distribution. Students will learn how to build apps from start to finish, utilize tools that programmer teams use, proper version control, and collaborative programming. This is a project-based course.

*Prerequisite:* CSC 101

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## **Criminal Justice**

(Criminal Justice Department)

### **CRJ 101—Criminal Justice**

3 cr.

This course focuses on the development of the criminal justice system in a democratic society. Subject matter includes a comprehensive overview of the police, courts, and correctional components of this system. The historical and theoretical development of the criminal justice system and the impact of issues such as technology, transnational terrorism and homeland security on this development are explored. *Fulfills category C.*

### **CRJ 103—Understanding the Juvenile Offender**

3 cr.

This course studies the causes, types and prevention of juvenile delinquency. The legal aspects and responsibilities in handling the juvenile offender are thoroughly analyzed and discussed. The course features an overview of the history and theoretical development of the American juvenile justice system as well as the treatment of the juvenile offender. *Fulfills category C.*

### **CRJ 105—Police-Community Relations**

3 cr.

The course focuses on the issues relative to policing in a multi-cultural society. The course includes an analysis of prejudice and discrimination as sources of tension between law enforcement officials and private citizens. The role of the Police and the diverse communities they serve is thoroughly explored and critically assessed. *Fulfills category C.*

### **CRJ 106—Patrol Operations**

3 cr.

This course explores the purpose, methods, and types of police patrol and operational functions. The course provides an overview of police administration, police patrol and analyzes the relevant issues that impact modern police systems. The course will explore the origins of policing and compare and contrast the major eras of policing with particular emphasis on community policing, problem solving and the Compstat process.

*Prerequisite/Corequisite:* CRJ 101

### **CRJ 107—Industrial and Private Security**

3 cr.

This course provides an overview of industrial and private security systems. The methods, procedures and techniques that are utilized in the area of private security are studied and reviewed. Security issues such as loss prevention, disaster preparation, accident control, identity theft, cyber security, fire prevention, business continuity and homeland security are discussed and evaluated. The course provides an in depth analysis and definition relative to the organizational structure of security organizations, proprietary organizations, and contract organizations. Security problems at the industrial, retail and government level are analyzed and assessed.

### **CRJ 109—Critical Issues in Law Enforcement**

3 cr.

This is an overview of current issues in law enforcement that combines both the social science and legal approach to controversial issues in criminal justice and criminology. The course analyzes current issues in law enforcement such as police stress, corruption, brutality, police response to diverse communities, search and seizure, gun control, sentencing, hate groups, terrorism and homeland security.

### **CRJ 111—Criminology**

3 cr.

This course explores the development of criminology as a discipline. Contemporary criminological theories relative to the causes of criminal behavior and victimization are studied. Students are expected to study these sociological, psychological and anthropological explanations of crime and critically discuss their relevancy to the modern world.



**CRJ 113—Corrections, Probation and Parole**

3 cr.

This course provides a study of 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 115—Constitutional Law and Criminal Procedure**

3 cr.

This course provides an analysis of the historical development of the relationship of the states to the Bill of Rights. The effect of the due process clause of the Fourteenth Amendment on the application of the Bill of rights to the states is examined through a study of the leading Supreme Court decisions relating to criminal justice. The focus will be on the 1st, 4th, 5th, 6th, 8th, and 14th Amendments to the U.S. Constitution, including their historical development and application to the states and their current effect on criminal procedure. Students will review selected court decisions to aid with their understanding of the law.

*Prerequisite: CRJ 101*

**CRJ 210—Terrorism and Society**

3 cr (Fall)

This course explores the origins and motivations of modern day terrorists and their activities. Students will examine the societal impact that terrorism has on individuals, communities and nations and will conduct assessments of contemporary terrorist threat levels. Institutional strategies to prevent, deter, mitigate, and respond to terrorist acts will also be scrutinized and students will critically assess the legal, financial and logistical challenges that confront various counterterrorist efforts.

*Prerequisite: This course is open to students who have taken Criminal Justice 101 or Sociology 101.*

**CRJ 211—Criminal Law**

3 cr.

This course presents an overview of the philosophical development of our system of criminal law. The course focuses on the definitions and classification of crimes, criminal liability, and the development of controversial issues in criminal law such as the insanity defense, culpability, and jurisdiction etc. The course utilizes actual court cases to illustrate major legal concepts.

*Prerequisite: CRJ 101*

**CRJ 213—Police Organization and Administration**

3 cr. (Spring)

This course comprises an analysis of the organizational structure of municipal police departments including an examination of the major divisional components and operational units. The course will focus on the major organizational, managerial and supervisory principles of administration as they relate to law enforcement agencies. The course will also review and critically assess police

organizational ethics, corruption, police brutality, investigation and training.

*Prerequisite: CRJ 101*

**CRJ 215—Criminal Investigation 1**

3 cr.

This course provides an overview and introduction to basic criminal investigations. The course will provide instruction on proper note taking, report writing, interviewing techniques, crime scene searches, suspect identification, crime scene photography, composite sketch drawing, and court preparation. The investigative function and the relationship between investigators and the District Attorney are explored. Legal issues relative to the investigative function such as search and seizure, Miranda warnings, informant processing, undercover operations, wiretapping and surveillance are discussed and evaluated.

*Prerequisite: completion or concurrent enrollment CRJ 101*

**CRJ 216—Criminal Investigation 2**

3 cr.

The investigation of specific crimes and the exploration of methods utilized in specific criminal investigations. The course will explore specific crimes such as arson, narcotics, sex crimes, child abuse, domestic violence, assaults, burglary, larceny, homicide, auto theft, organized crime, domestic and transnational terrorist groups and cyber investigations. An emphasis on the types of evidence that are critical to the successful investigation of the above listed crimes will be thoroughly reviewed and analyzed. Court room preparation of these specific investigations will be thoroughly presented and discussed.

*Prerequisite/Corequisite: CRJ 101*

**CRJ 226—Criminalistics**

2 lect., 2 lab., 3 cr.

This course emphasizes the scientific investigation of crime. The importance of crime scene preservation and laboratory examination of forensic evidence as critical steps in the investigative process are emphasized. The processing of evidence in the field and laboratory are performed during in-class lectures and in laboratory settings. Specific areas that will be covered during this class include crime scene searches; recording and securing forensic evidence; developing and recording latent fingerprints; examination of body fluids, hairs and fibers; and the microscopic examination of evidence.

*Prerequisite: CRJ 101, CRJ 215*

**CRJ 230—Criminal Justice Internship**

3 cr. (Spring)

This course provides students with an opportunity to acquire practical "hands-on" experience under the direct supervision of professionals in a field or area which interests them. The internship affords opportunities for academically related field work in a wide range of criminal justice, correctional, government agencies, social service programs, cultural organizations, businesses, research and non-profit institutions.

The internship requires 80 hours of supervised field work and 15 hours of class work for a total of 95 hours per semester.

*Prerequisite: Student must be a criminal justice major, have completed 30 credits or more, have a CumGPA of 2.5 or higher and have the permission of the department chair.*

## Cyber Security

(Computer Science and Technology Department)

### CFR 221—Computer Forensics

2 lect., 2 lab; 3 cr.

This course will introduce the student to the accepted methods of properly conducting a computer forensics investigation, beginning with a discussion of ethics while mapping to the objectives of the International Association of Computer Investigative Specialists (IACIS) certification. Students should have a working knowledge of hardware and operating systems (OSs) to maximize their success on projects and exercises throughout the text. Specific topics covered include: computer forensics and investigations as a profession, understanding computer investigations, the investigator's office and laboratory, current computer forensics tools, processing crime and incident scenes, digital evidence controls, working with windows and DOS systems, Macintosh and Linux boot processes and disk structures, data acquisition, computer forensic analysis, recovering image files, network forensics, e-mail investigations.

*Prerequisite: CIT 112, CIT 118*

### CFR 222—Network Forensics

2 lect., 2 lab., 3 cr.

This course will introduce the student to the accepted methods of properly conducting a forensics investigation over a network. Students should have a working knowledge of networks, hardware, and operating systems (OSs) to maximize their success on projects and exercises throughout the text. Specific topics covered include: network forensics investigation overview, the Microsoft network structure, processing crime and incident scenes, digital evidence controls, data acquisition, forensic analysis, recovering image files, the registry structure, registry evidence, presenting the results.

*Prerequisite: CIT 203, CFR 221*

### CSS 223—Information Security

3 cr.

This course is designed to familiarize the student with the foundation utilized by most organizations in developing a management framework that will implement a secure, predictable and dependable system throughout the organization. In addition, it will help students preparing to take the Certified Information Systems Security Professional Exam (CISSP). This is a first course in the introduction and study of Information security.

A broad view of the field is provided along with enough detail to facilitate an understanding of the topic as a whole. All pertinent terminology is covered, along with the field's history and an overview of how to implement and manage an information security plan.

Readings and cases are provided to further enable a student to master the text material while bringing realistic

security issues to the forefront. Readings from current periodicals in the information security will also be reviewed.

*Prerequisite: CIT 116*

### CSS 224—Network Perimeter Security

2 lect., 2 lab, 3 cr.

This course introduces firewalls and the network security components that can work together to provide an in-depth defensive perimeter around a local area network. Accordingly, this course examines firewalls in context with the other elements needed for effective perimeter security as well as security within a network. These include packet filtering, authentication, proxy servers, encryption, bastion hosts, virtual private networks, log file maintenance, and intrusion detection systems. Different firewall configurations will also be examined.

*Prerequisite: CIT 203*

### CSS 226—Cyber Crime Investigations

2 lect., 2 lab, 3 cr.

This course is designed to provide the student with foundational knowledge of common techniques used by most cyber crime investigators. Procedural approaches and documentation will be covered. These procedures identify the accepted approaches to protect a digital crime scene/incident, process the collected data/information, ensure and document the integrity of the entire process. The cyber crime investigative procedures will be scrutinized to identify potential problems. The student will be instructed in how the procedures and outcomes of those procedures create supporting documentation for a legal case.

*Prerequisite or concurrent enrollment in CFR 222*

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## Dental Hygiene

(Dental Hygiene Department)

*NOTE: Students must comply with all policies, procedures, and regulations of the internship fieldwork site. Failure to do so will result in immediate removal from the internship site and automatic failure of the course.*

*Note: A minimum grade of C (75%) is required in all DNT courses to maintain enrollment in the program.*

### DNT 101—Preventive Oral Health Services 1

2 lect., 9 lab., 5 cr. (Fall)

An introduction to the profession of dental hygiene and to the scientific principles of practice are core topics presented in this preclinical course. Didactic concepts and clinical techniques are integrated and applied in laboratory and clinical practice. Fundamental patient assessment procedures, instrumentation skills and infection control protocols are the major foundational concepts presented. These will prepare the novice clinician to begin the provision of dental hygiene services to patients in the clinical setting. [R-1]

*Corequisites: ENG 101, BIO 115, CHM 110, DNT 103, CPR certification*

### DNT 102—Preventive Oral Health Services 2

2 lect., 9 lab., 5 cr. (Spring)

The emphasis of this course is on the role of the dental hygienist in the care of medically compromised patients

or patients whose particular needs require special consideration in clinical practice. The mandated New York State course in Child Abuse Detection and Reporting is also presented. Clinical content includes continued study of the Dental Hygiene Process of Care, as well as Treatment Planning phases. The clinical experience provides the student with the opportunity to further develop novice level instrumentation skills and assessment techniques. [R-1]

*Prerequisites:* CPR certification, DNT 101, BIO 115, CHM 110, DNT 103

*Corequisites:* ENG 102, DNT 104, DNT 106, DNT 108, MLT 106

### **DNT 103—Maxillofacial Anatomy and Oral Histology**

3 lect., 3 lab., 4 cr. (Fall)

This course includes the study of the anatomy, embryology, histology and function of the structures of the orofacial complex and neck as foundational knowledge for the study of dental hygiene. Detailed anatomy of the teeth and periodontium and of local anesthesia is provided. Other topics include osteology, musculature, circulation, lymphatics, glands, and cranial nerves of the head and neck region.

*Corequisites:* ENG 101, DNT 101, BIO 115, CHM 110

### **DNT 104—Dental Radiology**

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

Dental Radiology is the application of the principles of radiology in the study of the teeth and their surrounding structures. The students will study in lecture the history and principles of radiation physics, radiation biology, radiation safety, radiographic quality assurance, image theory, and alternative imaging modalities. The laboratory will provide demonstrations and practical application in the fundamentals of intraoral and extraoral radiographic techniques, processing, mounting and interpretation. Throughout the dental hygiene program, students will continue to integrate both didactic and preclinical skills by practical application in the clinic and extended clinical settings. [R-1]

*Prerequisites:* BIO 115, CHM 110, DNT 101, DNT 103

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

### **DNT 106—Oral Health Education**

2 cr. (Spring)

Students develop skills in health promotion and disease prevention, focused primarily at the clinical, private practice setting. Topics include principles of patient education, communication, psychology of oral health care, patient management, evidence based decision making (EBDM), cultural competence, oral physiotherapy, patient assessment for preventive education and treatment, tobacco cessation and prevention, therapeutics and topics in advanced caries prevention. Didactic concepts and clinical application are coordinated with clinical practice. Specific health education/preventive topics are assigned.

*Prerequisites:* DNT 101, BIO 115, CHM 110, DNT 103

*Corequisites:* DNT 102, DNT 104, DNT 108, ENG 102, MLT 106

### **DNT 108—Pharmacology**

2 cr. (Spring)

The composition, dosage, therapeutic action, use and effects of drugs related to clinical dentistry and dental hygiene are studied. This course is designed to provide the dental hygiene student with the necessary knowledge of pharmacology to assess for medical illnesses, adverse reactions and drug interactions that may interfere with dental treatment and oral health care. The dental hygienist will use this knowledge to work in concert with the dentist to provide appropriate therapy to the patient.

*Prerequisites:* BIO 115, CHM 110, DNT 101, DNT 103

*Corequisites:* DNT 102, DNT 104, DNT 106, ENG 102, MLT 106

### **DNT 110—Pain Management in Dentistry**

2 lect., 2 lab., 2 cr. (Summer 1)

This course is designed to teach the management of pain control through the administration of local anesthetic agents and nitrous oxide/oxygen for conscious sedation. Topics for the course include: related anatomy and physiology, behavioral considerations, pharmacology of the drugs including indications/contraindications for their usage and the treatment of possible complications and/or medical emergencies.

*Prerequisites:* BIO 115, CHM 110, DNT 101, DNT 102, DNT 103, DNT 104, DNT 106, DNT 108, MLT 106, CPR certification

### **DNT 201—Preventive Oral Health Services 3**

1 lect., 15 lab., 5 cr. (Fall)

Advanced dental hygiene theory and skills are presented in this course and integrated into the clinical experience. Periodontal instrumentation skills including ultrasonic scaling, implant care, and advanced assessment procedures are covered. Emphasis is placed on the implementation and evaluation phases of the Dental Hygiene Process of Care. The role of the dental hygienist in the dental specialty areas of prosthodontics and orthodontics is also included. The student will continue to develop clinical skills, advancing towards beginner level. [R-1]

*Prerequisites:* DNT 102, DNT 104, DNT 106, DNT 110, DNT 108, MLT 106, CPR certification

*Corequisites:* BIO 125, DNT 203, DNT 205, DNT 207

### **DNT 202—Preventive Oral Health Services 4**

1 lect., 15 labs., 5 cr. (Spring)

This course is designed to prepare the student to begin dental hygiene practice. The major topics include: Ethical and Legal Considerations of Dental Hygiene, Licensure, Professional Development, Seeking Employment and Practice Management. The clinical experiences emphasize the Evaluation and Documentation phases of the Dental Hygiene Process of Care. Students will continue to develop the knowledge, skills and attitudes necessary to achieve clinical competency. [R-1]

*Prerequisites:* BIO 125, DNT 110, DNT 201, DNT 108, DNT 203, DNT 205, DNT 207, CPR certification

*Corequisites:* COM 101, DNT 206, PSY 111, SOC 101



### DNT 203—Oral Pathology

2 cr. (Fall)

The study of the branches of biologic sciences dealing with the nature of disease, its causes, processes and effects with an emphasis on the manifestations of the disease in the oral cavity. This lecture course integrates both basic and clinical sciences to prepare the dental hygienist to detect, identify, describe and differentiate from normal any abnormalities found in the head and neck region.

*Prerequisites:* BIO 115, CHM 110, DNT 101, DNT 102, DNT 103, DNT 104, DNT 106, DNT 108, DNT 110, MLT 106

*Corequisites:* BIO 125, DNT 201, DNT 205, DNT 207

### DNT 205—Periodontology

2 cr. (Fall)

This course is designed to study the dental specialty of Periodontics and the role of the dental hygienist in the prevention, detection, treatment and maintenance of periodontal diseases. The content of the lectures will be applied to the clinical process of dental hygiene care including assessment, treatment planning, non-surgical periodontal instrumentation, and evaluation of the periodontium during supportive periodontal therapy.

*Prerequisites:* BIO 115, CHM 110, DNT 101, DNT 102, DNT 103, DNT 104, DNT 106, DNT 108, DNT 110, MLT 106

*Corequisites:* BIO 125, DNT 201, DNT 203, DNT 207

### DNT 206—Community Dental Health

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

Students gain understanding of health promotion and disease prevention at the community level. The course focuses on knowledge and skills necessary for various roles in community oral health. Topics include basic epidemiology, assessment tools, dental health education strategies, basic statistical and research concepts, evidence based decision making (EBDM), the evaluation of dental literature, application of disease prevention and control principles at the community level, cultural competence issues and access to care. Participation in field experience is required.

*Prerequisite:* BIO 125, DNT 108, DNT 201, DNT 203, DNT 205, DNT 110, DNT 207

*Corequisite:* COM 101, PSY 111, SOC 101, DNT 202

### DNT 207—Dental Bio-Materials and Advanced Functions

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

The study of structure, properties, uses, manipulation and care of materials used in the prevention and treatment of oral disease. This course will prepare the student to perform to clinical proficiency those functions recognized by the New York State Dental Practice Act for Dental Hygienists. Other functions will be limited to conceptual proficiency. Emphasis will be placed upon the development of independent and inter-dependent decision making skills and applications of these skills to the successful manipulation of dental materials.

*Prerequisite:* BIO 115, CHM 110, DNT 101, DNT 102, DNT 103, DNT 104, DNT 110, DNT 108, MLT 106

*Corequisite:* BIO 125, DNT 201, DNT 203, DNT 205

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## Economics

(Global Studies Department)

### ECO 100—Introduction to Economics

3 cr. (Fall/Spring)

This is an introductory level survey course of basic economics for non-Business majors. The course will provide the foundation for higher-level economic courses. Concepts to be investigated include consumer and producer behavior; the relationship between supply, demand, and profit; the role of government in the economy; and the importance of market mechanisms in determining income and wealth distribution. International economic issues such as international trade; global warming; and global competition will also be discussed. *Fulfills category A.* (GE 3)

*Please note: This course may be applicable to several programs. Consult your advisor and refer to the SUNY Orange catalog (which contains additional information relating to this course and to your program) to ensure that this course is applicable to your chosen program of study*

### ECO 201—Macro-Economics

3 cr. (Fall/Spring)

Topics include the central problems of every economic system, individual and family income, business organization and income, fiscal and monetary policy, the national income measurement, the banking system, the business cycle, international economics, and the economic role of government. *Fulfills category A.* (GE 3)

### ECO 202—Micro-Economics

3 cr. (Fall/Spring)

Topics include alternative economic systems, wages, interest rent and profits in our society, economic theory of business costs and revenues, determination of price by the forces of supply and demand, the psychological factors in economic behavior, ethics as related to our economic system and the nature of competition in contemporary American business. *Fulfills category A.* (GE 3)

### ECO 203—Economic Development

3 cr. (Fall/Spring)

Economic development is concerned with the efficient allocation of science resources in relationship to sustained economic growth over time with emphasis on such underdeveloped regions of the world as Africa, Asia, and Latin America. The economic, political, historical, cultural and geographical factors which have contributed to economic underdevelopment will be analyzed, and these mechanisms, necessary to bring about improvements for the impoverished populations of these regions will be stressed. *Fulfills category A.*

*Prerequisite:* ECO 202 or ECO 201

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## Education

(Education Department)

*NOTE: Students must comply with all policies, procedures, and regulations of the fieldwork site. Failure to do so will result in immediate removal from the fieldwork site and failure of the course.*

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** 3 cr. (Fall/Spring)

This course provides study of human development and behavior from infancy through early childhood. Topics include: physical, cognitive, social, emotional, and language development; biological and experiential influences on development; development exceptionalities; and relevant child 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 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 (20) hours of guided field work at two diverse settings is required. A grade of B- or better is required for SUNY New Paltz.

*Corequisite: ENG 101*

**EDU 105—Preparing to Teach Young Children** 2 cr. (Fall/Spring)

This course addresses the skills and concepts necessary for the classroom teacher of young children. Emphasis is placed on putting theory into practice. Such topics as daily schedule, lesson planning, transitions, balancing individual and small group work, communication strategies, classroom guidance, evaluation techniques, and portfolio preparation will be included. Personal learning and teaching styles, one's philosophy of excellent education, and developing as a professional will also be examined. A grade of C or better is required to continue and graduate in the A.A.S./Certificate program.

**EDU 107—Protecting Children's Well-Being** 1 cr. (Fall/Spring)

This course provides training in both the identification and reporting of child abuse and maltreatment, and in school violence prevention and intervention. Intended primarily for school administrators, teachers, instructional aides, and child care professionals, other mandated reporter categories for whom this course may apply include: all health practitioners, EMTs, foster parents, social workers, law enforcement, probation and parole officers, film and photographic print processors, clergy, firefighters, animal control and humane society officers, child visitation monitors, and others. This course also provides training in DASA (Dignity for All Students Act). Upon successful completion of the course, students will receive State Education Department Certificate forms for use in documenting their satisfactory course work.

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

**EDU 109—Language and Literacy Development in the Young Child** 3 cr. (Fall/Spring)

This course presents the progressive, interwoven development in early childhood of the four language arts: listening, speaking, reading, and writing. Both the natural processes of language arts development and the educator's role in providing a supportive environment will be discussed. Adaptation suggestions for children with disabilities, English as an additional language, or limited literacy experiences will be explored. Learning appropriate techniques will utilize major authors, illustrators, and examples of young children's literature. A grade of B- or better is required for SUNY New Paltz. A grade of C 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 or better 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/Spring)

This interactive course combines the observation and assessment of children, preschool through second grade, in all developmental areas. By using a variety of professional techniques and tools during weekly field work, students will objectively and accurately observe and record children's behavior. Corresponding theory, appropriate practices, environments, and curricula will be related to field work. Use of NAEYC guidelines will be included. Twenty-four (24) hours of field work in diverse settings is required. A grade of B- or better is required for SUNY New Paltz. A grade of C or better is required in the A.A.S./Certificate program.

*Prerequisite: EDU 101, EDU 102, PSY 111*

**EDU 202—Infant and Toddler Development and Curriculum** 2 lect., 2 lab., 3 cr. (Spring)

Study, education, and care of children, pre-natal through age three, according to basic development principles and current research will be explored. Techniques to stimulate cognitive, language, physical, social, and emotional growth, and to create appropriate environments, curricula, and care will be studied. Preparation for the diverse roles of the infant/toddler professional are included. Guidelines from NAEYC are used. Thirty-two (32) hours of field work in diverse settings is required. A grade of C or better is required to continue and graduate in the A.A.S./Certificate program.

*Prerequisite: EDU 101, EDU 111, PSY 111*

*Corequisite: EDU 102*



### **EDU 203—Child Care Curriculum Development and Field Experience 1**

3 lect., 6 lab., 5 cr. (Fall)

The student gains experience in early childhood through supervised participation in local facilities where, over the course of a year, they take increasing responsibility in the various roles of early childhood professionals. In a weekly seminar/lecture, students discuss their field experiences, and learn to develop early child education curricula including these areas: Art and Creative Experiences, Music, Movement, Physical Activities, Creative Play, Language Arts, Beyond Books, Discipline and Classroom Management\*. A grade of C is required to continue and graduate in the A.A.S. program.

*Prerequisite:* EDU 101, EDU 102, EDU 105, EDU 111 and permission of instructor/coordinator

*Corequisite:* EDU 201

*\*NOTE: As per state regulations, students in EDU 203 and EDU 204 are required to provide documentation of a satisfactory physical examination, negative tuberculin test, fingerprinting through the Office of Children and Family Services, and clearance through the State Central Register.*

### **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 or better is required to graduate in the A.A.S. program.

*Prerequisite:* EDU 109 and EDU 203

*\*NOTE: As per state regulations, students in EDU 203 and EDU 204 are required to provide documentation of a satisfactory physical examination, negative tuberculin test, fingerprinting through the Office of Children and Family Services, and clearance through the State Central Register.*

### **EDU 206—Administration and Management of Child Care Centers**

3 cr. (Spring)

This course is designed to acquaint advanced students in the early childhood curriculum with practical matters involved in establishing and maintaining an early childhood facility. It includes topics such as determining the need for, and structure of, an early childhood facility; legal requirements for child care centers and staff; child selection and grouping; staff recruitment, development and evaluation; funding and budget management; interactions with parents and community organizations; and an introduction to management techniques. A grade of C or better is required to continue and graduate in the A.A.S./Certificate program.

*Prerequisite:* EDU 101, EDU 102, EDU 201, EDU 203

### **EDU 207—Social and Philosophical Foundations of Education in America**

3 lect., 3 cr. (Fall/Spring)

This course examines the social, cultural, philosophical, historical, ethical and practical aspects of education in the United States. Current issues, such as economics and school equity, areas of bias, school achievement, policies, practices and reform initiatives will be addressed. Ten hours of field observation beyond the college classroom are required. Two meetings of field

experience reflection groups will be scheduled in addition to college classroom hours. Location and time of these meetings will be student-scheduled to accommodate the groups' needs. A grade of C or better is required for SUNY New Paltz.

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

*Prerequisite:* EDU 101

*Pre/Corequisite:* EDU 102

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## **Electrical Technology— Telecommunications**

(Computer Science and Technology Department)

### **EET 104—Digital Electronics 1**

3 lect., 3 lab., 4 cr. (Spring)

This course begins with a basic understanding of digital fundamentals such as binary and hex numbers, basic logic functions, Boolean Algebra, logic minimization and simple combinational logic circuits. Additional topics such as electrical characteristics of TTL and CMOS logic are discussed. The student will then explore a few basic designs using CAD programs. The student will explore combinational logic functions, arithmetic circuits, sequential logic, programmable logic architectures, counters and shift registers, state machine design, logic DAC and ADC. The student will be introduced to CPLD applications and VHDL.

*Prerequisite:* MAT 020 or placement into MAT 101 or higher

### **EET 110—Computer Applications & Graphics**

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

This entry level course is designed to introduce the student to computer graphical concepts and the visual display of information. Topics include layouts, charts, drawings, illustrations, computer aided design, image manipulation and enhancement, and graphic presentations. Projects include graphical techniques and analysis for graphic arts, medical imaging, and the sciences. Applications used include word processing, spreadsheet, databases, graphical presentation, photo editing, illustrating and computer aided design.

## Engineering

(Science, Engineering & Architecture Dept.)

### EGR 101—Introduction to Engineering Design

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—Programming for Engineers

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—Statics

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:* C or better in PHY 104

*Corequisite:* MAT 207

### EGR 206—Dynamics

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:* C or better in EGR 205

### EGR 212—Circuit Theory

3 cr. (Spring)

Sinusoidal analysis of circuits using complex algebra and phasor concept. Average and RMS voltage, current and power. Complex power. Fourier analysis. Series and parallel resonance. Polyphase circuits. Complex frequency. Thevenin's and Norton's Theorem. Superposition theorem.

*Prerequisite:* PHY 203

### EGR 214—Thermodynamics

3 cr. (Summer)

A study of the first and second laws of thermodynamics, open and closed energy systems, properties, and unit systems. Includes application to compressors, pumps, turbines, heat exchangers, and nozzles.

*Prerequisites:* PHY 104 or PHY 105 and MAT 206

### EGR 216—Engineering Computations

2 cr. (Spring)

A survey of the mathematical methods used in electricity and magnetism, and mechanics. The goal of the course is to introduce the gradient divergence, curl, and Laplacian. Application to the wave equation.

*Prerequisites:* MAT 207, completed or concurrent enrollment in MAT 214

### EGR 218—Materials Science

3 cr. (Fall)

A study of the relationship between the structure and properties of metallic, organic, and ceramic compounds. The physical structure of materials and their limitations are related to use in the areas of science and engineering.

*Prerequisite:* CHM 106 and (PHY 104 or PHY 106)

### EGR 220—Solid Mechanics

3 cr. (Spring)

Analysis of stress and strain due to axial, torsional, thermal and flexural loads; elastic deformation and buckling applied to beams, shafts and columns. The course will address statically determinant and indeterminant problems. The concepts of principal stresses, principal strains and Mohr's Circle will be presented as well as shear and moment diagrams.

*Prerequisites:* EGR 205 and MAT 207

## English

(English Department)

ENG 120 and all 200-level English courses fulfill the Humanities requirement for the A.A. and A.S. degree. ENG 120 and ENG 130 do NOT fulfill the 200-level English requirement.

### WRT 020—English-As-A-Second Language

3 lect., 1 lab., 3 units (Fall/Spring)\*

An intensive course in the structure, basic vocabulary, and idioms of the English language. Through exercises, reading, oral and written composition, the student will develop the command of English needed to understand instruction in academic courses. A weekly lab hour is required.

*\*not applicable to associate degrees or certificate programs*

### WRT 030—Basic Writing Skills 1

3 lect., 1 lab., 3 units (Fall/Spring/Summer)\*

This course is designed to help students develop very basic writing skills through extensive writing practice. By writing simple narrative and descriptive paragraphs, students learn the composing process and begin to control sentence construction, word choice, fluency, spelling of commonly used words, and end punctuation. A grade of Pass (P) indicates that the student is ready for Basic Writing Skills 2. An individually scheduled, weekly lab hour is required in the Writing Center.

*Prerequisite:* placement by the English Dept.

*\*not applicable to associate degrees or certificate programs*

## WRT 040—Basic Writing Skills 2

3 units (Fall/Spring/Summer) \*

In this course, students develop the writing skills required to begin college-level composition. Students learn control and development of the paragraph. They review the composing process, as well as word and sentence skills. Students also develop some control of internal punctuation, modifiers, and sentence variety. A grade of Pass (P) indicates that the student is ready for Freshman English 1.

*Prerequisite: placement by the English Dept. or successful completion of WRT 030*

*\*not applicable to associate degrees or certificate programs*

## RDG 060—ESL Reading

3 lect., 1 support module, 4 units\*

This course is specifically designed to offer low-intermediate to intermediate ESL students the opportunity to develop efficient reading skills and strategies necessary to function successfully in a native speaking reading class. Through instructor-guided whole class instruction, individualized instruction and extensive reading, both in class and outside of class, students will be able to practice and acquire those reading skills and strategies presented in the course. In addition to three lecture class meetings each week, students will register for a one-hour per week support module.

## RDG 061—Support Module

The support module allows the students to further practice the skills learned in class and to receive one-on-one instruction from the instructor. A grade of P (Pass) indicates that the student is ready to enter the required RDG 070 (Reading and Study Skills 1) reading course.

*Prerequisite: Placement by the English Department, based on placement testing or by recommendation of the admissions office.*

*\*not applicable to associate degrees or certificate programs*

## RDG 070—Reading and Study Skills 1

3 lect., 1 lab., 3 units (Fall/Spring/Summer)\*

Using high-interest novels and short stories, this course is designed to stimulate an interest in reading and to offer an opportunity to improve and strengthen basic reading skills. In addition, the course introduces basic study techniques which help to increase students' potential for academic success. Much of the course is individualized. A grade of Pass (P) indicates that the student is ready for RDG 080. An individually scheduled, weekly lab hour is required in the Reading Lab.

*Prerequisite: placement by the English Dept. or by recommendation of the Admissions office*

*\*not applicable to associate degrees or certificate programs*

## RDG 080—Reading and Study Skills 2

3 lect., 1 lab., 3 units (Fall/Spring/Summer)\*

Designed to help students develop the necessary reading and study skills needed for dealing with college-level study. Extensive reading of novels and short stories furthers vocabulary growth and helps develop higher-level comprehension skills, i.e., analysis, synthesis, etc. Study techniques such as note-taking, studying a textbook, exam preparation are also developed. Weekly

lab hour is required in the Reading Lab.

*Prerequisite: placement by the English Dept., recommendation of the Admissions office, or successful completion of RDG 070*

*\*not applicable to associate degrees or certificate programs*

## RDG 090—Integrated Reading and Writing

4 lect., 1 lab, 4 units (Fall/Spring)

In this course, students develop critical reading, writing, and thinking abilities in preparation for success in college-level courses. In academic paragraphs and essays, students develop ideas in relation to challenging and complex texts. Students are required to attend the Reading and/or Writing Center(s) throughout the semester for a total of 13 50-minute sessions.

*Prerequisite: placement by the English Department in RDG 080 and WRT 040 or recommendation of the Admissions Office.*

*\*not applicable to associate degrees or certificate programs*

## ENG 098—Support Module for ENG 101

2 cr. (Fall/Spring/Summer)

This is a mandatory co-requisite course for Freshman English 1 (ENG 101) for students who place into WRT 040 and/or RDG 080 on the college placement test. This module is designed to provide the support for students with this placement to be successful in ENG 101. Students will spend class time working in a small group context and have the opportunity through skill review, peer workshops, and writing assignments for additional practice in writing and research processes as well as techniques of effective reading.

*\* Students enrolled in ENG 098 must pass this course in order to pass ENG 101, but passing ENG 098 does not guarantee that a student will also pass ENG 101. A required maximum of 10 completed hours in the Reading and/or Writing Support Centers will be required based on the instructor's assessment.*

## ENG 101—Freshman English 1

3 cr. (Fall/Spring/Summer)

This first course in the Freshman English sequence introduces college-level writing and revision, construction of expository essays, and research skills. Reading and class discussion center on the formal and informal essay. Research essay is required. (GE 10 when combined with COM 101)

*Note: Students who have placed into any developmental reading or writing courses must complete them before taking ENG 101.*

## ENG 102—Freshman English 2

3 cr. (Fall/Spring/Summer)

In this second course in the sequence, students learn to read critically, to organize supporting details, and to develop coherent oral and written arguments. Fiction, drama and poetry are used as common texts. An analytical research paper is required. (GE 7)

*Prerequisite: ENG 101*

## ENG 120—Introduction to Mythology

3 cr.

Introduces the student to the major myths of the Greeks and Romans, examines the definitions and functions of mythology, and attends carefully to several



of the most important and influential classical works, including Homer's *Odyssey* and Ovid's *Metamorphoses*. In addition, the course provides interdisciplinary background valuable for further courses in literature, history, the visual arts, and philosophy, as well as increasing cultural literacy in general. Some research required. (GE 7)

*Prerequisite: concurrent enrollment in or completion of ENG 101*

### **ENG 130—Writing for Media**

3 cr.

An introductory course that familiarizes students with the basic principles and techniques of writing for the media, including TV news, commercials, Public Relations, magazine, and newspaper reporting.

*Prerequisite: C or better in ENG 101 (This course counts as a general elective.)*

### **ENG 160—ENG 161—Technical Writing Module**

3 lab. 1.5 cr.

Combined with designated program-specific courses, these modules teach students to transfer and apply technical writing skills to particular situations, formats and language requirements of their co-requisite program courses and professional workplace situations. Collaborating with the program course instructor, the technical writing instructor works closely with students to complete customized technical writing assignments through lecture, small group, and individual instruction. Students may earn a maximum of one and a half credits per module. These modules do not fulfill the humanities requirements for the A.A. degree.

*Prerequisite: concurrent enrollment in a Writing Consultancy-related designated program course; ENG 101, or concurrent enrollment in ENG 101, or by permission of the instructor.*

For all of the following electives, ENG 101 and ENG 102 Freshman English 1 and 2 are the prerequisites of all 200-level courses in English.

### **ENG 203—World Literature: Ancient World Through The Renaissance**

3 cr.

A survey of world masterpieces from the ancient world through the Renaissance, presenting literature as a reflection of time, place, and thought. Major works are examined in depth. Some research required. (GE 7)

*Prerequisite: ENG 101 and ENG 102*

### **ENG 204—World Literature: Enlightenment to the Modern Age**

3 cr.

A survey of world masterpieces from the Seventeenth to the Twentieth century, presenting literature as a reflection of time, place and thought. Major works are examined in depth. Some research required. (GE 7)

*Prerequisite: ENG 101 and ENG 102*

### **ENG 205—Drama: Ibsen to O'Neill**

3 cr. (Fall)

A study of the development of modern drama from Ibsen to O'Neill. Some research required. (GE 7)

*Prerequisite: ENG 101 and ENG 102*

### **ENG 206—Drama: Contemporary**

3 cr. (Spring)

A study of contemporary dramatists beginning at the time of Brecht and continuing to the present. Some research required. (GE 7)

*Prerequisite: ENG 101 and ENG 102*

### **ENG 207—English Literature: 14th Through 18th Century**

3 cr. (Fall)

Introduction to the works of significant English prose writers and poets, from the Old English period through eighteenth-century Neo-Classicism. Literary forms, trends, and backgrounds are studied as aids to the development of critical judgment and aesthetic appreciation. Some research required. (GE 7)

*Prerequisite: ENG 101 and ENG 102*

### **ENG 208—English Literature: 19th and Early 20th Century**

3 cr. (Spring)

An introductory study of the works of significant English authors, from the Romantic Movement to the early twentieth century. Critical judgment and aesthetic appreciation are fostered, through consideration of literary forms, trends, and backgrounds. Some research required. (GE 7)

*Prerequisite: ENG 101 and ENG 102*

### **ENG 209—American Literature: To The Civil War**

3 cr. (Fall)

A survey of American literature from the Puritan era through the Romantic Movement presenting literature as a reflection of time, place, and thought. The course emphasizes major authors. Some research required. (GE 7)

*Prerequisite: ENG 101 and ENG 102*

### **ENG 210—American Literature: 1865 to the Present**

3 cr. (Spring)

A survey of American literature from the late nineteenth century to the present, emphasizing literature as a reflection of time, place and thought. Major authors are examined in depth. Some research required. (GE 7)

*Prerequisite: ENG 101 and ENG 102*

### **ENG 211—Creative Writing: Fiction**

3 cr. (Fall)

An advanced writing course designed to help students develop skill in writing fiction. In addition to writing, the student will evaluate the work of fellow students and other assigned works. Some research required. (GE 8)

*Prerequisite: ENG 101 and ENG 102, with grade of C or higher*

### **ENG 212—Creative Writing: Poetry**

3 cr. (Spring)

This course provides opportunity for the student to develop skill in writing poetry. Classroom discussions are devoted to both student work and outside readings. Some research required. (GE 8)

*Prerequisite: ENG 101 and ENG 102, with grade of C or higher*

## ENG 213—Journalism: Survey of Mass Media

3 cr. (Fall)

A study of journalism theory, emphasizing the principles and the responsibilities that newspapers, radio, and television share in conveying information and in developing public opinion. Writing about the media is required. Some research required. (GE 7)

*Prerequisite: ENG 101 and ENG 102*

## ENG 215—Shakespeare

3 cr.

A close reading of selected plays and some sonnets, together with lectures on the Elizabethan way of life, the playhouse, and stage-craft. Some research required. (GE 7)

*Prerequisite: ENG 101 and ENG 102*

## ENG 216—Children's Literature

3 cr.

Survey of children's literature: What makes it last? How did it develop? What does it show about the culture and age that produce it? How does it connect to a child's developmental stages? An adult's? What are representative types of the literature, writers and works? How does it handle special issues like multiculturalism, bias, censorship? Readings include picture books, fairy/folk tales, to fiction (historical, realistic, fantasy); representative writers like "Mother Goose" and Brothers Grimm to Sendak, Potter, Carroll, Lowry. Group and individual projects further explore the field. Some research required. (GE 7)

*Prerequisite: ENG 101 and ENG 102*

## ENG 217—Film and Literature

3 cr.

A literary approach to cinema, with emphasis on story, plot, theme, characters, and symbols. The relationships between literary works and their screen adaptations are examined. Basic film terminology is considered to assist the student to become a reflective viewer. Some research required. (GE 7)

*Prerequisite: ENG 101 and ENG 102*

## ENG 220—Women Writers

3 cr.

A survey of the works of representative women writers focusing on human relationships and society from a woman's perspective as revealed in their poetry, drama, and prose. Works by such authors as Bronte, Woolf, Chopin, Mansfield, and O'Connor may be included. Some research required. (GE 7)

*Prerequisite: ENG 101 and ENG 102*

## ENG 221—Contemporary Short Story

3 cr.

Careful reading, analysis, and interpretation of short stories, emphasizing varied approaches, characteristics and styles, with some attention to development of the form in the 19th century. Some research required. (GE 7)

*Prerequisites: ENG 101 and ENG 102*

## ENG 222—Contemporary Novel

3 cr.

Careful reading, analysis, and interpretation of several significant novels that vary in style and that suggest how the form has developed during this century. Some research required. (GE 7)

*Prerequisites: ENG 101 and ENG 102*

## ENG 223—Contemporary Poetry

3 cr.

Careful reading, analysis, and interpretation of poetry, emphasizing varied approaches, characteristics and styles. Some research required. (GE 7)

*Prerequisites: ENG 101 and ENG 102*

## ENG 225—International Literature: Non-European

3 cr.

A survey of the works of representative international writers. Readings will focus on human relationships and man/woman's place in his/her society as revealed in novels, short stories, non-fiction and poetry. Works by such authors as Rigoberta Menchu, Gabriel Garcia Marquez, Chinua Achebe, Nagib Mahfouz, Jamaica Kincaid and Bharati Mukherjee may be included. Some research required. (GE 7)

*Prerequisites: ENG 101, ENG 102*

## ENG 226—Fantasy Fiction

3 cr.

This course introduces the student to the genre of fantasy fiction, gives background on the major figures in the area, and provides extended attention to the tales, characters, and important topics in either Arthurian Legend or the works of Tolkien. Some research required. (GE 7)

*Prerequisites: ENG 101, ENG 102*

## ENG 230—African-American Literature

3 cr.

Reading and discussion of novels, plays, essays, and poems written by African Americans. Course will include works by authors like Ralph Ellison, James Baldwin, Lorraine Hansberry, Imamu Amiri Baraka, Toni Morrison and August Wilson. Some research required. (GE 7)

*Prerequisite: ENG 101 and ENG 102*

## ENG 297—Special Studies in Literature

3 cr.

Presented on the sophomore level, this 200-level literature course offers students the opportunity to explore current or emerging topics or types of literature or to focus on specific writers. Two particular course options are Science Fiction and Coming to America and are offered on a rotating basis. Additional topics may be added by the department. Some research required. (GE 7)

*Prerequisites: ENG 101 and ENG 102*

## ENG 297—Special Studies in Literature: Latin American Literature

3 cr.

This survey course introduces students to the richness of Latin American literature. All readings from the Colonial Period through the Contemporary Period are in English and may include non-fiction, short stories, poetry, and a novel. Slides and music enhance the course, and the student is



required to connect these and other resources to the works read. Significant writers may include De Las Casas, Garcilaso de la Vega, Pablo Neruda, Borges, Julia Alvarez, Arguedas, Carlos Fuentes, Gabriel Garcia Marquez, Mario Vargas Llosa, Rosario Ferre, Julio Cortazar, and Rigoberta Menchu, an indigenous writer. All reflect Latin America's diversity. Some research required. (GE 7)

*Prerequisites: ENG 101 and ENG 102*

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## **Field Studies: Travel**

(Global Studies Department)

### **FLD 110—Field Studies**

3 cr.

This course is designed to be taken in conjunction with International Trips offered in the Fall, or Spring terms. The course is comprised of 1 credit of seminar/lecture and 2 lab credits of in-country activity and experience. In lecture/seminar, students will gain deeper appreciation of the destination country, including, but not limited to: study of the history, culture, politics, and intellectual traditions. In the field—through such activities as museums and site visits, performances, and lectures—students will engage in direct experience with the cultural expressions, traditions, politics, and history of the region.

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## **Fire Protection Technology**

(Hudson Valley Educational Consortium)

### **FIR 101—Introduction to Fire Protection Technology**

3 cr.

This course is an essential component within the Fire Protection Technology core group. The student is introduced to the field of fire protection technology through a review of tragic fires of yesterday to provide a historical perspective on the development of fire safety practices in place today. Students are introduced to the chemistry and behavior of fire in order to develop an understanding of how technology is applied to detect, control and suppress fire today

### **FIR 102—Introduction to Fire and Emergency Services Administration**

3 cr.

The premise of the course is to provide an introductory understanding of the administrative, management and leadership skills that are required in today's fire and emergency services. To accomplish this goal, the history and past practices of the Fire Service will be examined. An overview of the administration, financial management, human resources, customer service, training, educational requirements, and health and safety issues of the Fire and Emergency service will be explored.

### **FIR 103—Principles of Building Construction**

3 cr.

This course is part of the Fire Protection Technology core group. It is designed to introduce the student to methods and techniques of building construction and how building construction impacts both fire behavior and the life safety of building occupants. Students are also introduced to the causes of building failures (structural collapse) and the role of interior finish in fire spread and toxic gas production.

### **FIR 111 - Fire Hazard Properties of Materials**

3 cr

This course will introduce the student to various chemical and physical properties of solid, liquid, and gaseous materials that contribute to their potential for fire and explosion. Reactivity and health hazards will also be examined. The student will review basic combustion chemistry and chemical terminology. The student will be introduced to identification systems for hazardous materials, transportation practices, storage practices, and fire control strategies for a wide range of flammable and combustible substances.

### **FIR 203—Fire Protection and Detection Systems**

3 cr.

A study of the various types of fire detection and extinguishing systems. Portable fire extinguishers, sprinkler systems and special agent systems are discussed. The operation of municipal and private alarm systems, automatic fire detection systems and guard services are also examined.

### **FIR 207—Legal Aspects of the Fire and Emergency Services**

3 cr.

The focus of this course is the exploration of the many legal issues associated with fire and emergency services. Issues confronting today's fire and emergency services include legal and civil liability, Occupational Safety and Health Administration (OSHA) compliance, workers compensation, physical abilities testing, negligence, discrimination and sexual harassment. These are but a few of the pivotal issues confronting today's fire and emergency services.

### **FIR 211—Investigation and Detection of Fire Incidents**

3 cr.

This course examines the causes of incendiary and accidental fires. In the study of intentional fires and explosions the scientific method is the analytic process now used that leads to accurate and defensible conclusions in fire investigation. The course will focus on the application of this process and create a sound basis for the student to use when evaluating fire scenes, preparing reports, gather evidence and offer testimony in an arson investigation case. Topics discussed include: investigation techniques, interrogation, reports, court procedures, testimony, legal opinions and processing of criminal evidence. State and local statutes related to the crime of arson are examined.

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## **French**

(Global Studies Department)

*Elementary level foreign language courses can be used to meet the humanities requirement for the A.A. and A.S. degrees if a minimum of two semesters of study of the same language is completed. Only one semester of an intermediate level foreign language course is necessary for humanities credit.*

### **FRE 101—Elementary French 1**

3 cr.

A beginning study of the language for students who have not previously studied French, or those who have no more than one year of high school French. Although emphasis is placed on the language as it is heard and spoken, reading

and writing skills are also developed. (GE 9)

*Note: Students who are proficient in French may be placed in a more advanced course.*

### **FRE 102—Elementary French 2**

3 cr.

Additional practice in conversation is combined with the development of reading and writing skills. Readings pertain to cultural topics. (GE 9)

*Prerequisite: FRE 101 or two years of high school study or placement by the instructor*

### **FRE 201—Intermediate French 1**

3 cr.

This course increases the student's ability to use the language through practice in conversation, reading, and writing. It includes a systematic review of the essentials of grammar. Readings pertain to contemporary cultural topics. (GE 9)

*Prerequisite: FRE 102 or instructor placement*

### **FRE 202—Intermediate French 2**

3 cr.

Emphasis is given to cultural or literary readings and to free oral expression. Grammatical structures, including the subjunctive, are reviewed. (GE 9)

*Prerequisite: FRE 201 or instructor placement*

### **FRE 203—Advanced French 1**

3 cr.

Literary works of twentieth century French authors are studied and oral fluency is further developed through practice in conversation. Grammar is reviewed as needed. (GE 9)

*Prerequisite: FRE 202 or instructor placement*

### **FRE 204—Advanced French 2**

3 cr.

Readings in twentieth century prose and poetry are discussed, as well as other topics of cultural interest. Compositions are occasionally required. (GE 9)

*Prerequisite: FRE 203 or placement by the instructor*

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## Green Building Maintenance and Management

(Hudson Valley Educational Consortium)

### **GRB 1100—Introduction to Green Buildings**

3 cr.

In this course, students study the principles, methods, and equipment associated with sustainable building systems and design. Topics include ecological design, energy efficiency, passive and renewable energy, water conservation and treatment, sustainable site selection, green building materials, indoor and outdoor environmental quality, and building assessment tools.

### **GRB 1200 - Intro to Renewable Energy Systems**

3 cr.

In this course, students study the principles, methods, and equipment associated with renewable energy systems. Topics include solar, wind, biomass and biofuels, fuel cells, hydropower, oceanic energy, geothermal, and energy storage. Nonrenewable energy sources, climate change, and the economics and politics of energy are also discussed.

### **GRB 2100 - Building Automation & Controls**

3 cr.

In this course, students learn the basic principles of building automation and controls for energy management. Topics include control devices, signals, logic, and applications for various systems, such as electrical, lighting, HVAC, plumbing, fire protection, security, access control, voice-data-video, and elevator systems.

### **GRB 2200 - Solar & Wind Systems**

3 cr.

In this course, students learn the basic principles of photovoltaic and wind generated power, with an emphasis on how to maintain and manage these technologies, as well as the buildings with which they are associated. The key components and principles, site issues, and economic considerations of solar and wind systems are covered

### **GRB 2300 - Commercial Electrical**

3 cr.

In this course, students learn about the essential components of the electrical systems of commercial buildings. Topics include reading commercial building plans and specifications, computing electrical loads, branch circuits and components, and electronic service equipment. Electrical considerations specific to renewable energy systems are also covered.

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## Geography

(Behavioral Science Department)

*GEO 101 fulfills the mathematics or natural science requirement for the associate degrees. Further, those courses which fulfill the social science requirement for the AA degree are identified by requirement category at the end of the course description.*

### **GEO 101—Elements of Physical Geography**

3 cr. (Fall/Spring)

The study of the origin and distribution of the major physical features on the earth's surface. Topics include an introduction to globes and maps, earth-sun relationships, weather, climate, land forms, soils and natural vegetation.

*GEO 101 fulfills the mathematics and natural science requirement for associate degrees not requiring a lab science. It does not fulfill the social science requirement for any degree.*

### **GEO 102—Human Geography**

3 cr. (Fall)

The origin, distribution, differences and ecology of the world's population along with cultural activities are studied. Topics include race, world religions, languages, agricultural and industrial development, and the rise of urban centers as human responses to the physical environment. *Fulfills category C.* (GE 3)

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## Geology

(Science, Engineering & Architecture Dept.)  
(See also: Physics/Physical Science)

### **GLG 101 – Earth Science**

2 Lecture, 2 Lab, 3 Credits

A first course for students interested in planet Earth. The four basic areas of study are: geology, meteorology, oceanography and astronomy with particular emphasis on the physical

processes of the planet. Discussions include the composition of the Earth and its structure, terrestrial processes, resources, and geologic hazards such as earthquakes. Laboratory work is supplemented by field trips and self-guided research. (GE 2)

### GLG 110—Physical Geology

3 lect., 2 lab., 4 cr.

A study of geologic processes and features with emphasis on plate tectonics. Topics include origin of magma, plutons, volcanoes, earthquakes, metamorphism, sediments, rivers, groundwater, glaciation and Earth's interiors. Laboratory study emphasizes mineral and rock identification and topographic map reading. One field trips is generally taken. (GE 2)

### GLG 210—Historical Geology

3 lect., 3 lab., 4 cr. (Spring)

The principles of geological interpretation are emphasized through a study of earth history. Special attention is given to the geological development of North America. Topics include geologic time, paleontology, structural geology, sea-floor spreading and continental drift, and mountain building. labs., include studies of invertebrate fossils, geologic structures and paleogeography. Several field trips are taken. (GE 2)

*Prerequisite: GLG 101 or GLG 110*

### GLG 220—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 or GLG 210 or GLG 101 with permission of the chair*

## Health

(Interdisciplinary)

### HLT 101—Introduction to the Health Professions

2 Cr.

The course is designed to provide the learner an opportunity to explore and understand the variety of health professions. The concepts of "health" and "professionalism" will be examined for self and others. The college library and internet will be used to find journals and other professional sources of information. Students will compare standards of care, sub-specialization, levels of practice and educational preparation within the various disciplines. Healthy self care interventions will be practiced as part of professional development. Trans-disciplinary concepts and scientific principles will be applied in practicing skills such as hand washing and use of personal protective equipment. Interdisciplinary care models will be observed in site visits to local agencies.

*Prerequisite: placement in Writing 040 or higher*

## History

(Global Studies Department)

### HIS 101—United States History 1

3 cr. (Fall/Spring)

A study of the political, intellectual, economic and

cultural development of the United States from earliest colonial settlements to the Civil War. Topics include the Puritan mind, regional cultural patterns, the evolution of constitutional law, the struggle for independence, the Hamiltonian and Jeffersonian perspectives, expansion, slavery, and the Civil War. *Fulfills category A.* (GE 4)

### HIS 102—United States History 2

3 cr. (Fall/Spring)

Course surveys the Reconstruction Era within the context of the 13, 14, and 15 Amendments, their impacts and interpretations. An examination of the issues inherent in the change from an agrarian to an industrial society, the course focuses on dislocations in rural America, the rise of cities, immigration, and the labor movement. An assessment of twentieth century U.S. participation in world events, and the balance of power between the superpowers and Third World nations are included. *Fulfills category A.* (GE 4)

### HIS 107—Diversity and Inclusion: The American Experience

3 cr. (Fall/Spring)

This course utilizes experiences to the social history of diversity and inclusion in the United States. It provides students with a deeper understanding of the historical, political, cultural, and theoretical bases of diversity, inclusion, and exclusion. It also challenges students to consider US history from the perspective of groups traditionally excluded, marginalized, or written out of the American narrative, while recognizing those forces who have worked to foster inclusion. *Fulfills category A.* (GE 4)

### HIS 121—World History 1

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.* (GE 6)

### HIS 122—World History 2

3 cr. (Fall/Spring)

This course traces the major developments of world history since 1500, with special emphasis on the theme of the rise of western European civilizations, its penetration of other cultures around the world, and developments in those cultures as they responded to European expansion. Twentieth century trends and problems including world wars, nuclear weapons, the global economy, overpopulation and other environmental issues are explored. *Fulfills category D.* (GE 6)

### HIS 203—History of African-Americans

3 cr. (Fall/Spring)

A survey of the cultural and historical background of the African-Americans from their African heritages to their present roles in American society. Former title History of Afro-Americans in the USA. *Fulfills category A.* (GE 3 only for students scoring 85 or above on NYS American History Regents)



# History

## **HIS 204—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. *Fulfills category A.* (GE 4)

## **HIS 205—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 219—Ancient Asia**

3 cr. (Spring)

This course provides a historical introduction to the ancient civilizations of India, China, and Japan. The great empires and dynasties of these countries will be explored along with the religious, philosophical, and cultural traditions that developed in ancient India, China, and Japan. *Fulfills category D.* (GE 6)

## **HIS 220—Modern East Asia: China, Japan and Korea**

3 cr. (Fall)

A study of the modern history of East Asia, primarily China, Japan and Korea. Topics stressed are religion; social, political and cultural traditions; and the role of East Asian countries and cultures in our contemporary world. *Fulfills category D.* (GE 6)

## **HIS 221—Modern India and Southeast Asia**

3 cr. (Spring)

A study of the histories of India and Southeast Asia in general with emphasis on the modern period. Topics stressed are: religion; social, political, and cultural traditions; economic development; the Vietnam War; China and the United States in Southeast Asia. *Fulfills category D.* (GE 6)

## **HIS 222—The Middle East**

3 cr. (Fall-evening)

The course is a survey of Middle East civilizations. Emphasis is placed upon the major historical, cultural, social and political themes that form the basis for an understanding of the modern Arab world, Israel, and Iran. *Fulfills category D.* (GE 6)

## **HIS 223—Latin American History**

3 cr. (Spring-evening)

A survey of pre-colonial and colonial Latin America, including discovery and conquest by the Europeans and the subsequent blending of the civilizations. Emphasis is given to cultural elements of the various races, to the period from 1800 to the present, and to the topics of nationalism and revolutions. *Fulfills category D.* (GE 6)

## **HIS 224—Africa: Past and Present**

3 cr. (Fall-evening)

A study of the development of the African world from the earliest cultures to the emergence and problems of the modern African states. Close attention is paid to the influences of geography, indigenous cultural systems, and cultural exchanges between Africa and the rest of the world. *Fulfills category D.* (GE 6)

## **HIS 230—The Greek and Roman World**

3 cr. (Fall/Spring)

A basic history course which provides the beginning student with the fundamental conceptual and factual information necessary for the understanding of our ancient traditions. The course begins with the earliest civilizations of the Middle East but focuses primarily on the histories of Greece and Rome. *Fulfills category D.* (GE 5)

## **HIS 231—Medieval and Renaissance Europe**

3 cr. (Spring)

An introductory course which deals with the Medieval and Renaissance periods in European history. The course begins with the post-Roman world and ends with the Protestant Reformation. Emphasis is on the political, social, cultural, and economic developments of the period. Topics to be considered are feudalism, manorialism, the life of the peasant, monarchy, the development of the nation-state, the medieval church, the Renaissance, Protestantism. *Fulfills category D.* (GE 5)

## **HIS 232—The Age of Revolutions**

3 cr. (Fall)

An introductory course which deals with the important political, economic, social and scientific developments of the seventeenth and eighteenth centuries in Europe. The course begins with the post-Reformation religious wars and carries through the French Revolution of 1789-1795 and the Napoleonic Era. Some topics included are the English Revolution, the Scientific Revolution, the Enlightenment, the Industrial Revolution, urbanization, the rise of the middle class, and political revolution. *Fulfills category D.* (GE 5)

## **HIS 233—Modern Europe**

3 cr. (Fall/Spring)

This course begins with the Congress of Vienna and extends to the present time. Some topics considered are nationalism, imperialism, Communism, Fascism, the two World Wars, the Cold War, and united Europe. Emphasis is on the social, economic, cultural, and political developments, centering on the theme of humanity's disillusionment with the promises of earlier generations. *Fulfills category D.* (GE 5)

## **HIS 234—The History of Russia and Eastern Europe**

3 cr. (Fall-evening)

This course surveys Russian and Eastern European history from the late Roman Era to the present, including the migrations of Slavs, Hungarians, Jews, and others, tensions between Catholic, Orthodox and Protestant Christianity, the development of a distinctive Jewish culture and its eventual destruction in the Holocaust, the situation of other minorities such as the Roma (Gypsies), Tatars and Karaites, the effects of nationalism, wars and invasions on the region, and the rise and fall of the empires of Lithuania,

Poland, Austria-Hungary, Tsarist Russia, and the Soviet Union, ending with the current state of post-Soviet Russia and Eastern Europe. *Fulfills category D. (GE 6)*

## Honors

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

*All courses are offered on a rotating basis. See Honors Program Coordinator.*

### General Education courses with Honors Designation:

The honors sections of courses offer enrichment through alternative texts, outside readings, research projects and abstract concept development beyond the traditional section. Course objectives include: to expand student's ability to analyze and apply concepts to current events, to transcend gender, culture, race and socio-economic issues, to work cooperatively, to communicate effectively and to enhance communication and leadership qualities. Courses come from the departments of English, arts, communication, math, biology, social sciences, and movement science.

### HON 120H—Honors Service Learning

0 lect., 2 lab, 1 cr. (Fall)

This two-semester service course, required of all Honors Program students, provides an opportunity to gain service learning experiences both within the college and in the broader community. Students maintain logs and provide an essay of activities and learning experiences. This independent study course involves forty-five contact hours, is graded pass/fail and carries one credit. It may be repeated once for credit.

### HON 201H—Honors Seminar

1 cr.

Cross disciplinary in nature, the honors seminar provides students an opportunity to study a topic from various academic perspectives. The topics change each semester and cover at least four academic disciplines. Students participate in class discussions, maintain journals and do a variety of projects. Some of the seminar topic descriptions are listed below. Completion of three seminars is required in the Honors Program; each holds one academic credit.

### SAMPLE HONORS SEMINAR TOPICS:

**"And, but, so": Post-Modern America**—The term "postmodernism" is a time reference (after modernism) and catch-all referring to the architectural, artistic, literary, and philosophical changes in specifically American culture since the end of WWII. Hallmarks include lack of a singular, universal Truth and a resistance to binary structures, such as male/female, rich/poor, straight/gay, black/white, acknowledging possible overlaps and outliers. In the 21st century, acknowledging that the reality of "grey" areas is vital. This seminar looks at the artistic moves to multi-genre representation, introduces postmodernism through the arts, and applies those ideas to a greater, more general societal landscape.

**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.

**1968 Explosions—Social, Military, Literary**—This seminar examines many of the significant social, political, and historical events of the year 1968, including media, art and pop culture. 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.

**Actions Count!**—This seminar explores the concept that actions speak louder than words. Students will explore and employ project based learning from inception to completion via hand on experience. They will identify problems of interest to them and then devise, plan and implement workable solutions.

**American Gangsters**—This seminar explores the impact of lawlessness in American history. Beginning in the American West in the post-Civil War Era (post-bellum era) with the lives of men like Billy the Kid and the Dalton Gang, as they struggled to readjust to life without war and spiraled into bank robbing, it continues into the early 20th century, examining the rise of organized crime in the era of World War I and Prohibition. Men like George "Bugs" Moran, Alfonse "Al" Capone and Benjamin "Bugsy" Siegel transformed cities like New York, Chicago and Las Vegas. The seminar explores the sociological, physiological and historical aspects of how these individuals transformed into criminal lifestyles and their overall impact on American history.

**Ancient Aliens & Alternative Archeologies**—This seminar will explore some of the more fantastic explanations that have been provided for some of spectacular archaeological ruins left behind by ancient societies. Through the examination of these cases, we will discuss and analyze how scientists and scholars know what they know vs. the more suspect claims put forward by fringe commentators.

**Anthropology of Disease**—Human beings are simultaneously biological, social and cultural creatures. Infectious disease represents a particularly salient factor in the biological experience of human beings and has been a focus of intensive study in the medical sciences. For a fully comprehensive examination understanding of the role of disease in human life, however, a more holistic perspective is needed. Without losing sight of present biological aspects of infectious disease, this seminar shifts focus toward the evolutionary, social and cultural dynamics experienced by humans in the context of disease, through the lens of anthropology, the discipline most concerned with holistic and contextual understandings of the species.

**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.



### **Body Bugs-The Good, The Bad & The Ugly--Microbiomes' Influence on Life**

The human microbiome consists of all the microorganisms that live on and in the human body. Recent genetic research has allowed us to identify and learn how these organisms influence our lives in often unexpected ways. Our metabolism, immune system, diet and even mental health have been linked to the microbiome. This seminar explores the scientific research regarding the human microbiome. We learn how to read and evaluate the science, explore what it means for our own physical and mental health, and look at the economic, social and ethical implications of these discoveries. We also examine how antimicrobial resistance is developed and its implications for our health and society.

**The Brain**—This course will overview the brain and how it works. Studying the history of the brain will allow us to discover how the current understanding of the brain developed, and evaluation of select brain regions and systems will permit investigation of topics such as consciousness, emotion, and the pleasure pathway. Impacts of psychosocial pressures as well as personal behaviors and wellness practices on brain regions and internal brain connections will also be explored.

### **Bum Rush the Teen Age Riot: Exploring Underground & Alternative Music Histories of the Last 50 Years**

This seminar explores artist and social histories of a number of underground or non-mainstream music styles and genres of the late 20th and early 21st Centuries. Topics include the early histories of hip-hop and punk rock as well as those selected through student interest

**Censorship and Self-Expression**—This seminar explores the history and current state of censorship in the United States. It will examine how censorship exists in a country founded on free expression in speech, the arts, music, digital media, etc., focusing on where the gray areas are and the differences between government and private censorship.

### **Civil Discourse: How to Have Hard Conversations About Controversial Topics**

This seminar explores how to approach and engage in civil conversations about otherwise difficult topics. It examines current issues that engender public debate and media, and social media coverage with an eye toward parsing the truth and allowing for differences of opinion based on fact. Class interests determine subject matter.

**Climate Change and its Impacts**—A cross-disciplinary examination of climate change and its present and projected future impacts on economic sections in the United States. Through research, evaluation, and classroom discussion, students consider challenges and opportunities of climate change on their own chosen professional field.

### **Conflict Without End: The Crusades & the Battle for the Holy Land**

This seminar explores the 1095 call to recapture the Holy Land for the old Byzantine Empire that led to one of the most cataclysmic cultural conflicts in history, the impact of which is still impacting the modern world. It examines the desires of men and the belief in God that led to the Crusades.

**Conspiracy Theory in American History**—With the expansion of both the modern state and modern technology, reliance on, and devotion to, conspiracy theory has, arguably, never been as powerful as it is today. This seminar examines a selection of conspiracy theories from the colonial period to the present to attempt to understand why this thinking has been, and continues to be, so attractive to many different groups in American life.

**Culture Wars in America**—Ever wonder why modern conservatives and liberals in the U.S. fight like cats and dogs? Is it the inevitable fallout of a two-party system which lends itself to polarization and conflict? And yet, Since the 1960s, Republicans and Democrats can't seem to get along on anything. This seminar explores the history behind the culture wars, the main figures in the media and politics responsible for this divisiveness, and solutions to find more common ground between the left and right as American politics moves deeper into the new century.

**Debating the Vikings**—This seminar surveys the history of the Vikings from approximately 800 to 1100 CE, from their early raiding and trading activities to their conquest and colonization of territories from Russia to Iceland to the North American coast. The positive and negative aspects of Viking society, culture and way of life will be evaluated, with special attention to Viking religion and mythology. The stereotyped view of the Vikings as bloodthirsty, rapacious barbarians will be checked against actual records and opened to critique and discussion.

**Deviance Unleashed: Am I Normal?**—Are you a deviant person? Are you a follower of social norms or are you the person who stands out in a crowd? Is it possible for anyone to claim "normalcy?" This seminar explores deviant behavior and normalcy from an interdisciplinary perspective. Major topics include: cyber deviance, death/dying, corporate/political crimes, sexual deviance, mental disorders, and positive deviance. Specific/additional topics will be determined based on the unique interests of the class.

**Entertain Us!**—When humans aren't in school or working, what activities bring them joy, pleasure, and fulfillment? How do these activities relate to historical time and cultural norms? How do larger social forces impact what we "choose" as entertainment? This seminar explores the world of entertainment from an interdisciplinary perspective. Major topics include: digital communication, music, books, television & film, sports, games (board and video), and travel. Additional topics will be added based on the unique interests of the class.

**Ethics and Criminal Justice**—This seminar explores ethical issues in the criminal justice system as faced by law enforcement practitioners and society at large.

**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.

**Everything Falls Apart**—Why do human civilizations seem to inevitably fall apart? Is our own society headed for a similar collapse? Why do we find stories of social destruction so

fascinating? In this seminar, we begin by examining a number of archaeological and historic case studies to determine how and why complex societies break down and what happens to the people left in their wake. Using this background, we then explore the potential scenarios of collapse for our own society through an analysis of the popular media structured on narratives of the end of the world.

**Exploring the Criminal Mind**—The seminar will study crime causation theories including street crime, serial offenses, mass shootings and terrorism. We will also explore crime prevention policies including citizen civic responsibility in the reduction of crime.

**Fibonacci Sequence: From Rabbits to Pinecones**—This seminar explores the fascinating, beautiful, and often unexpected ways that this particular pattern of numbers occurs in the world around us. Originally described using the breeding habits of rabbits, this sequence tur up in many man-made and naturally occurring situations. Representative examples will be explored from mathematics, biology, music, and more. Come and be surprised!

**The First Crusade and the Birth of Modern History**—The First Crusade was a pivotal moment in European history, the first time Latin Christians expanded outside of Europe to explore and settle other lands. We will not explore the political or economic effects of the First Crusade but the historiographical and intellectual implications. The First Crusade dramatically changed the nature of history writing in Europe, from chronicles and annals to in-depth analysis of a contemporary event. History does not just mean dry documentary sources: in the Middle Ages, much like this class, the past was represented in song, art, architecture, and text, all of which give different perceptions of the past.

**From Chaos to Order: Creation Myths**—Our cultures are erected upon the foundations of creation myths. We are protected from chaos by our culturally determined beliefs, by the stories we share. These stories tell us how to maintain the shared values that compose our ordered world. This seminar explores creation myths from major geographical regions of the world in an effort to better understand how creation myths explain varied cultural beliefs and behavior.

**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 subculture of the late 20th century to the present.

**Frontiers in Biology**—This 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.

**Gender Roles: Past, Present and Future**—This seminar explores various issues in gender studies from past to present and future trends from interdisciplinary viewpoints. Theory will be balanced with group discussion and collaboration. Students direct their analysis of gender dynamics through use of critical thinking and readings and other media sources.

**Graphic Novels**—This seminar is a study of the graphic novel as a form of literature and arts, focusing on its history, major contributors to the form, and the various techniques used to create them. The seminar illustrates how the graphic novel combines a variety of disciplines including literature, art, history, psychology, sociology, political theory, ethics and philosophy.

**Guns in America: 2nd Amendment**—This semester explores the role of guns in American society and the seemingly never-ending debate surrounding the right to bear arms. From the ratification of the U.S. Constitution to modern day court cases and recent events that have helped shape the conversation, we will strive to clearly understand the social, economic and political aspects of the gun rights polemic.

**Has Freud Slipped? Examining Classic Psychoanalytic Theory in a Modern Context**—This seminar focuses on reading selected works of Sigmund Freud and discussing their relevance today. We examine and interpret Freud's ideas using present-day understanding of brain function, psychology, sociology, etc., with the goal of determining which aspects of Freudian theory are enduring, and which may be obsolete.

**History of the Future**—This seminar examines how the future becomes reality. By looking at early technologies, ideas and trends, students follow the evolution of past cultural and technological changes from the point of ideation to the reality of societal acceptance. Students examine the evolution of specific areas including: journalism, space exploration, computer mediated technologies, and fads, focusing on how new ideas are generated, how they move towards fruition, and what forces may impact them.

**The Holocaust**—This seminar explores the ideological development and actual implementation of the Holocaust. It will examine the rise of the National Socialist (Nazi) party in Germany and the government's execution of racial laws, eventually leading to the killing of approximately six million Jews and five million "enemies" of the Reich, inclusive of the mentally and physically disabled, partisans, homosexuals, religious objectors, gypsies, Socialists and Communists. Additionally, the seminar explores how the genocide was initiated and implemented and looks closely at the lives of all the people who were involved (victims and perpetrators).

**Humanitarian Architecture: Design Responses to Displacement**—One of the greatest humanitarian challenges we face today is that of providing shelter. In this seminar, students will be introduced to the environmental, geographic, political and historical context of humanitarian architecture. Developments will be examined through in-depth case studies, and students will design their own response to a theoretical humanitarian situation.

**I'm Happy...Maybe. Are You?**—Are you happy? Unhappy? What is happiness? Can we measure it? Does it exist at the individual level, the societal level, or both? Happiness is highly valued in most parts of the world, but varies greatly based on time and place. This interdisciplinary exploration will include: defining happiness, relationships, money & happiness, the advantages & disadvantages of a happy life, the pursuit of happiness (or unhappiness), and

the role of humor. Specific/ additional topics will be determined based on the unique interests of the class. .

**Imagination and the Utopian Vision**—This seminar explores the tradition of utopian thinking in a diverse range of fields including architecture, urban planning, the arts, film, literature and cultural studies. Through the examination and analysis of case studies, students will understand the role of imagination in the utopian vision and critically evaluate solutions to healthy living environments, the development of urban planning models, ideal forms of governments, and the appropriate use of technology. Specific/ additional topics will be determined based on the unique interests of the class.

**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.

**Lost Gen: Beautiful Fools & All that Jazz**—This seminar examines the expatriates in Paris in the 1920s. Due to distaste in a post-WWI America, many American writers, artists, and musicians alienated themselves and found their way to Europe, living lives of decadence and experimenting with various art forms: writing, visual arts, music. These artists came to be called “The Lost Generation” by Gertrude Stein when she said to Ernest Hemingway, “All of you young people who served in the war. You are a lost generation.” Writers, namely Hemingway and Fitzgerald, worked in concert with artists and musicians to create a world that has not been replicated since. All pieces of art, literary, visual, and musical, will be looked at in their historical and social contexts.

**Machiavelli: Prince of Evil**—This seminar familiarizes the student with one of the great political thinkers and treatises in western history. Niccolo Machiavelli thought more deeply about power than most who have lived. Furthermore, his work *Il Principe* straddles the line between ancient and modern thoughts, providing a gateway to our understanding of modern politics. Students will develop an appreciation of Machiavelli, of political philosophy and of the role that power plays in all our lives—political and personal.

**Man, Tree, Saw: Environmental Ethics**—This seminar, examines the true-life mystery of a man who saws down a sacred tree and consider the roles of culture, economics, science, religion, mythology, and aesthetics in approaching environmental ethics for today. We ask what the relationship should be between humans and nature. Are natural resources just that, a commodity primarily for human consumption? Should we see the environment as a living system or organism worthy of care? Is nature to be revered? What value does nature have for humans, or in and of itself? Answers to questions such as these may contribute to the development of ethics towards the environment relevant to our current times and the future.

**Man vs. Nature: Floods, Plagues & Shark Attacks**—This seminar will examine How nature in all its forms has impacted human history.

**Modern Paganism and Other New Religious Movements**—In America and around the world, new forms of religion constantly develop. New Religious Movements

(NRMs) are often viewed with suspicion and labeled as “cults,” but their proliferation demonstrates a widespread yearning for alternative forms of religion and spirituality. We will explore Asian-based NRMs such as the Hare Krishna (ISKCON) movement, the Japanese group Aum Shinrikyo, Afro-Caribbean-based NRMs like Santeria and Vodou (voodoo), and European-derived Pagan religious movements such as Asatru, Druidry and Wicca. We will seek to understand the social and cultural causes of these NRMs, their value to their followers and their effects upon society.

**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.

**Net Gen: The Brave New World of Social Networks**—This seminar surveys the history, business model, end uses and cultural contexts of social networking tools such as MySpace, Facebook, Twitter, Second Life and other social networking sites. Development of terminology will be reviewed.

**Nietzsche & Nihilism**—This seminar investigates the writings of the late 19th century philosopher Friedrich Nietzsche. His theories of the superman, eternal return and will to power, while seemingly strange, have profoundly impacted global thought and policy - for better and for worse. We will read selections from Nietzsche’s writings, as well as secondary sources, to investigate the meaning and significance of this enigmatic thinker.

**Oh, The Horror!**—What has, for centuries, crafted our obsession with the gothic, the horrific, the macabre? What makes us both crave and revile that which frightens us the most? This seminar looks at a variety of horror mediums from the past couple of centuries and examines what makes us—individually and societally—crave to be afraid. (Optional field trip)

**Peace and War**—This seminar explores the social science surrounding questions of why humans kill each other, but also how they forge peace in the aftermath of violence. Questions explored include: Are humans naturally violent? Are humans naturally cooperative and peaceful? Are warriors born or made? How old is war? How old is peace? How do people give meaning to lives in the context of war? How do people make peace? and others generated by the class.

**Problem of Evil**—This seminar investigates different answers to the questions people have been asking about evil for thousands of years: What is evil? What is its origin? How can evil exist in a world created by an all-powerful and benevolent god? How has our understanding of evil changed over the millennia as our understanding of what it means to be human has changed to include our knowledge of genetics, biochemistry, psychology, sociology? We will approach these questions through the examination of significant works in the history of philosophy and religion and elsewhere from the ancient world to the present day, with special attention to questions about the relationship between evil and good and the vast gray area in between these two concepts that makes simple definitions of such powerful terms impossible.



**Race, Racism & Misuse of Science**—This seminar traces the history and ‘theory’ of scientific racism from its medieval religious antecedents to its modern genomic research. Special attention will be paid to the emergence of racial typologies in the Enlightenment; pre- and post-Darwinian theories of differentiation; American and European eugenics movements; efforts to quantify and racialize intelligence; the intersection of scientific racism and education; and contemporary issues of race-based science, healthcare, and government policies.

**Railroads, Rapids, and Revolution: Discovering the Delaware River**—Railroads, rapids, and revolution are three of the features of the Delaware River that we study. The Erie Railroad, kayakers, and George Washington have all crossed it! Flowing just a half an hour from our campus, the Delaware River is an important waterway for our geographical region. In this seminar, students investigate the history of the river, comprehend the diverse human cultures, flora, and fauna that it sustains, and learn to better appreciate its beauty and that of the natural landscape, history of art, and architecture that surround it.

**The Real CSI**—This seminar will provide an overview of forensic science as it pertains to law enforcement crime scene investigation. Students will understand the difference between how crime scene investigation is portrayed on television compared to real crime scene procedures and challenges. Students will learn and practice the precise steps involved in crime scene documentation, evidence gathering and crime scene reconstruction. The overview will conclude with an actual crime scene investigation conducted by participating students working together in a group setting.

**Riots, Revolutions & Reformations: The History of Protest**—This seminar will take an in depth look at protest movements throughout the modern era; included in this study will be the French Revolution, the Civil Rights Movement, Solidarity, the Arab Spring and many others. We will be looking at motivations, similarities, differences and long term impacts of these major historic events.

**Science and Society**—This seminar explores the close relationship between scientific/ technological innovations and society, examining important innovations relative to the existing political, social, economic and intellectual background, and 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.

**Science, Pseudoscience & Skepticism**—This seminar looks at real-life examples of pseudoscience, and explores how the scientific method and healthy skepticism can help us become better critical thinkers and more informed global citizens.

**Sea Dogs, Swashbucklers & Scalawags: The History of Piracy**—This seminar takes an in-depth look at the history of piracy, including: Pirates of the Ancient World, the Golden Age of Piracy, Privateers, Female Pirates, Pirates and Race Relations, Modern Piracy and Pirates in popular culture. We will examine motivations, similarities, differences and long term impacts of historic lawbreakers.

**The Sixties**—This seminar explores the decade of the 1960s, specifically looking at the political, social and cultural components that combined to create one of the most dynamic decades in American history.

**Selfies: Identity Age Social Media**—This seminar course will examine the relationship between perception and identity management through the use of social media. Students will learn and understand the perception process in communication, identity management of private vs. public images, and the use and impact of social media for online identity formation. This course will aid in exploration of online identities, social media communities, and their users..

**Swords & Sandals: The Ancient World in Hollywood’s Imagination**—This seminar examines the interconnection between ancient texts, social history and pop culture in American cinema. Through watching “sword & sandal” films, will engage the foundation for these cinematic creations while investigating the social and cultural influences that shaped the production and reception of these movies. Ultimately, we will gain a clearer view of our own world through the lens of movie-makers who mimic and distort history for artistic, commercial, or editorial purposes..

**Talkies, Tellys & the Flying Trapeze—A History of Modern Entertainment**—This seminar will trace the history of modern entertainment from the classic Variety shows of Vaudeville to the dawn of cable television. Over the course of the semester students will examine Hollywood’s silent era, come to understand the power of the Radio, witness the rise of Sports as an entertainment and follow the birth of Television.

**Terrorism and Society**—In this seminar, students: discuss the historical perspective of terrorism and the current threat and challenges it imposes; identify major terrorist groups and their ideology, strategies and tactics; discuss the limits on political, military and civil authority; identify jurisdictional, constitutional and legislative issues and the role of federal, state, and local law enforcement in combating terrorism; the use of anti and counterterrorist operations, techniques and intelligence gathering; implementation of terrorist crisis command and control, logistics and support; prevention of and planning for terrorist attacks.

**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.

**This Is Your Brain On Nature**—This seminar introduces students to the full sweep of what is currently meant by the term ecopsychology. Students immerse themselves in an emerging field of academic study in the restorative and healing power of nature; the latest research concerning the relationship between psychology and nature; the changes that take place in the brain as a result of time in nature; and treatment efficacy and practical applications for time spent in nature.

**Tropical Forests of Latin America**—This seminar examines the complex issues surrounding tropical forests of Latin America. Through readings, discussions and writing, students explore the ecological characteristics of tropical forests, and the anthropogenic forces that are driving changes in these ecosystems, examine the trends of current land-use and possible future scenarios. Students also investigate what can be done to influence the nature of change to these ecosystems.

**Truth, Justice & What Sources Say**—This seminar is designed to stimulate critical thinking and group discussion of received information on any variety of subjects via abundant media channels. Students examine the generalized subject of "the media," what it is, what comprises it and how it influences the lives and convictions of not just average citizens, but those who have been elected to represent them. Emphasis is placed on ethics in media, especially as it concerns slant, bias, conflicts of interest, objectivity and choice or limitation of sources or censorship and on practical application in deciphering such to formulate justifiable and workable conclusions.

**Understanding Self and Others**—This seminar includes reviewing the major theories that explain human behavior and discussing a person's ability to successfully adapt to life's challenges. This course creates opportunities for students to not only learn techniques of understanding and helping others, but also focuses on self-reflection and the application of course material to foster greater self-understanding.

**Unlocking Personal Potential**—A long healthy life is a universal desire. So how does one achieve it? Students will examine the eight components of wellness through historical, medical, sociological, and psychological perspectives to determine effective methods to nurture one's own optimal potential. By probing personal beliefs and commonly accepted health & fitness practices, student attempt to answer three basic questions: 1. How can I make a difference? 2. Does it really matter? 3. What changes are necessary to avoid these challenges in the future?

**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.

**Visions of the Hudson Valley**—This seminar begins with a focus on the geology, biology, ecology and history of the Hudson Valley. The historical section looks at political and economic developments. The seminar then moves to representations of the valley in the literature, painting, and cinema, plus architecture, music, drama and the arts.

**Wellness—Unlocking Personal Potential**—A long healthy life is a universal desire. How does one achieve it? Students examine the eight components of wellness through historical, medical, sociological, and psychological perspectives to determine effective methods to nurture one's own optimal potential. By probing personal beliefs and commonly accepted health & fitness practices, students attempt to answer three basic questions: 1. How can I make a difference? 2. Does it really matter? 3. What changes are necessary to avoid these challenges in the future?

**Who Are You? Perspectives on Personality Psychology**—

An exploration of historical and contemporary personality theories, including the influence of culture on "ideal" personality traits. Popular personality type theories will be discussed alongside current academic models.

**Wonders of Water**—Climate change, gas wells, nitrogen pollution, aging water-treatment systems are all issues impacting the water that we need to survive. Is there a global water crisis? In this seminar we explore key impacts on the quality and quantity of water that sustains us, and investigate what is being done to address these issues.

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

1 cr. (Fall)

This course (the first half of a two-semester capstone sequence required of all Honors Program students) provides an opportunity to synthesize knowledge and skills acquired in the program. Each student declares an individual topic, and weekly class meetings acquaint students with the skills and process necessary to develop a research-based project and presentation. Meetings with assigned faculty mentors provide individual guidance in the subject area. This course focuses on planning, research and drafting.

*Prerequisites: ENG 101; ENG 102, cumulative GPA of 3.2 or permission of Honors Program Coordinator*

### **HON 289H—Honors Capstone II: Writing and Presentation**

1 cr. (Spring)

This course (the second half of a two-semester capstone sequence required of all Honors Program students) continues the process of synthesizing knowledge and skills acquired in the program. Weekly class meetings support students in completing their Capstone projects and preparing a public presentation. Meetings with assigned faculty mentors provide ongoing individual guidance.

*Prerequisites: ENG 101; ENG 102, HON 288H; cumulative GPA of 3.2 or permission of Honors Program Coordinator*

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## Human Services

(Behavioral Sciences Department)

### **HMS 101—Introduction to Human Services**

3 cr.

This course is an introduction to the history, theories, policies and methods of human service delivery systems. Designed for those students interested in a career in the helping professions, this course will introduce the student to society's responses to social problems which arise when individuals' basic needs cannot be met independently. Considering both theory and practical application, the class will explore the models and organization and management of human service agencies, the role of client and professional and ethical considerations.

*\*This course may be used as a liberal arts elective only; it does not fulfill the Social Science requirement for any degree nor any SUNY General Education requirement.*

### **HMS 201—Field Experience 1**

2 cr. (Fall)

This course is designed to allow the student interested in the



field of Human Services an opportunity to apply Psychological and Sociological terms, concepts and theories to a practical situation. The purpose of this first field placement is to introduce the student to six intra and interpersonal skills and competencies involved in direct care positions within the human service field. These include: Empowerment, communication, assessment, self-development, crisis intervention, and advocacy. Students will be given assignments to direct their field experiences. Students will be responsible for arranging their site placements with the assistance of the instructor or field placement coordinator. A grade of C is required to continue on to Human Services Practicum 2/or graduate.

Four hours of off campus site observation/ participation per week is required.

*Prerequisites:* C or better in HMS 101 and placement into ENG 101 and permission of department chair or coordinator

### HMS 202—Field Experience 2

2 cr. (Spring)

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 is required.

*Prerequisites:* C or better in HMS 201, and permission of department chair or coordinator

## Interdisciplinary Studies

(Interdisciplinary Studies Department)

### IDS 114—American Civil Rights Movements

3 cr.

This interdisciplinary course offers students the opportunity to analyze the major civil rights movement in the United States. Broadly, the course explores the historic and ongoing struggles on the part of minority and marginalized groups to dismantle the social, cultural, political and economic barriers that prevent them from fully enjoying the promise of American democracy. Using African Americans' struggle for freedom and rights as a framework, the course considers similar movements by women, indigenous people, immigrants, LGBT persons, prisoners, veterans, (dis)abled persons, workers, and other persons of color to achieve recognition, rights and citizenship. Drawing on the range of fields including history, literature, sociology, political, science, the arts, and economics, the course will enable students to examine the development of these movements, their major historical

and philosophical underpinnings, and key leaders. Additionally, the course offers the opportunity to assess the source and consequence of racism, discrimination, prejudice, misogyny, homophobia, and other ideas of difference that create and foster inequality. (GE 4)

### IDS 115—Introduction to Gender

3 cr.

This is an introductory and foundational course on the key concepts, themes and theories of study of gender and sexuality. It will examine gender as an outcome of biological, social and cultural systems. This course will introduce students to basic concepts such as gender, sex, sexuality, gender differences and gender socialization. It will then explore how gender concepts and behaviors shape and are shaped by larger social institutions, including class divisions, ethnicity, media, philosophy/religions, educational and economic systems, and governments. (GE 7)

### IDS 151—Introduction to Sustainability

3 cr.

This course will explore meanings of the sustainability concept, including its historical context and application to the contemporary global society. Environmental impacts of resource use in the context of conventional economic growth will be assessed in the areas of energy, technology, production of goods, and transportation, and the nature of these impacts will be detailed. Tradeoffs associated with various strategies for mitigating impacts will be analyzed with the intent of proposing solutions to the challenges of achieving economic and environmental sustainability at local, regional and global scales.

### HUM 201—Introduction to Humanities 1: Ancient to Early Renaissance

3 cr.

This course is a survey of the development of Western culture, from early man to the early Renaissance, with a focus on its beginnings in classical antiquity, including the study of the other important influences, from Asia, Africa, the Middle East and the Americas, on social and cultural development. It will examine the ideas, theories, and social and cultural artifacts (including the arts, literature, philosophy, religion and law) that led to, resulted from and helped define these times and places. Students experience the humanities by observing, reading, listening and reasoning. (GE 7)

*NOTE:* Class field trips are required, students are responsible for transportation and fees.

*Prerequisite:* ENG 101

### HUM 202—Intro to Humanities 2: Renaissance to the 1900

3 cr.

This course is a survey of the development of Western culture from the Renaissance to 1900, including a study of other important influences from Africa, Asia, the Middle East, and the Americas, on social and cultural development. It will examine the ideas, theories and cultural artifacts (including the arts, literature, philosophy, religion and law) that helped define these times and places. Students experience the humanities by observing, reading, listening and reasoning. (GE 7)

*NOTE:* Class field trips are required, students are responsible for transportation and fees.

*Prerequisite:* ENG 101

### **HUM 203 – Introduction to Humanities 3: 1900 to the Contemporary**

This course is a survey of the development of Western culture from the turn of the 20th century to the present, contemporary era, including the study of other important influences from Africa, Asia, Europe, the Middle East, and the Americas, on social and cultural development. It will examine the ideas, theories, and cultural artifacts (including arts, literature, philosophy, religion, and law) that helped define these times and places. Students experience the humanities by observing, reading, listening and reasoning. (GE 7)

*NOTE: Class field trips are required; students are responsible for transportation and fees.*

*Prerequisite: ENG 101*

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## Italian

(Global Studies Department)

### **ITA 101-102—Elementary Italian**

3 cr.

For beginners. A basic course in grammar, punctuation, conversation, and reading. Contemporary Italian culture is discussed. (GE 9)

### **ITA 201—Intermediate Italian 1**

3 cr.

This course increases students' ability to use the language through advanced grammar study and continued reading, writing & speaking. Students do basic review, then study more complex patterns, verb tenses, including subjunctive. Reading, writing and speaking focus on contemporary Italian culture and events.

*Prerequisite: ITA 102 or instructor placement*

### **ITA 202—Intermediate Italian 2**

3 cr.

This course continues to focus on reading, writing, speaking related to contemporary Italian cultural issues. Advanced grammatical structures, including passive and subjunctives, are presented. Particular emphasis on idiomatic expressions and advanced conversational fluency.

*Prerequisite: ITA 201 or instructor placement*

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## Japanese

(Global Studies Department)

### **JPN 101—Elementary Japanese 1**

3 cr.

A first-year, introductory level course in spoken Japanese for students who have not previously studied the language. The class utilizes an interactive approach to develop students' listening, speaking, reading, and writing skills, as well as basic vocabulary. The class also explores cultural and historical factors that are relevant to understanding the language. General Elective, Liberal Arts Elective (GE 9)

## Management

(Business Department)

### **MGT 201—Principles of Management**

3 cr. (Fall/Spring)

The theory and applications of management techniques are examined. The essential processes necessary for the practice of management are developed. Within the framework of the functions of management, such topics are covered: Managing Change, Organizational Communication and Structure, Making Decisions, Strategic Planning, Leadership, Work Groups, Ethics and Social Responsibility. Cases and projects enrich the student's class experience.

*Prerequisite: MAT 020 or placement into MAT 101 or higher*

### **MGT 203—Entrepreneurship**

3 cr. (Fall/Spring)

This course is designed for individuals who wish to start a business, for those who are already in business for themselves, and for those who seek entrepreneurial opportunities in an established company. Emphasis is placed on strengthening the organizational skills of the business manager. The issues of business entrepreneurship are analyzed through discussions and business plan development.

*Prerequisite: MAT 020 or placement into MAT 101 or higher*

### **MGT 205—Human Resource Management**

3 cr. (Fall/Spring)

The student is introduced to an overview of this complex human resource management function as it applies to both the small and large business organization. The major thrust of the course is devoted to the basic personnel practices involved in employee recruitment selection, training, appraisal, affirmative action, labor relations, compensation, safety, and career planning.

### **MGT 220—Internship: Business**

3 cr. (Fall/Spring)

An internship is an on-site, academically-related learning experience in an industry setting aligned to a student's personal career interests and academic course of study. This is a hybrid course. The student meets bi-weekly with the instructor in a seminar class setting to review reports and discuss class concepts. The student also meets weekly in an online setting to post to their job experience folder and interact with other student's job experiences. A research paper and internship portfolio must also be submitted. This is a fourth semester course.

*Prerequisite: Approval of the Business Management Department Chair plus a CumGPA of 2.5 or higher. Open to Business Management and Marketing majors.*

**NOTE:** Students must comply with all policies, procedures, and regulations of the internship/ fieldwork site. Failure to do so will result in immediate removal from the internship site and automatic failure of the course.

# Marketing

(Business Department)

## MKT 101—Principles of Marketing

3 cr. (Fall/Spring)

The thrust of this course is the “marketing concept” which stresses the organization’s first goal—customer satisfaction. Students use a systems approach to integrate the major marketing areas such as: Marketing Plan, Marketing Research, Consumer Buying Behavior, Product/Service Concepts, Promotion, Ethics and Social Responsibility. Marketing applications are developed through the strategic marketing process, which identifies the target market and its support of the marketing mix. Student exercises include customer service and Internet projects.

*Prerequisite:* MAT 010 or placement into MAT 020 or higher

## MKT 115—E-Marketing Principles

3 cr. (Fall)

This course explores how web-based applications, services, and social networks are used to identify and target customers. E-Marketing integrates online and offline strategies. Students will learn data mining techniques and develop a social media marketing campaign.

## MKT 201—Principles of Advertising

3 cr. (Fall)

Students learn to identify the role of advertising and how it reflects society. Emphasis is placed on the need for strategic planning in order to determine creative tactics - visualization, copywriting and layout - and use of media (traditional, electronic, print and new) vehicles. Current materials from today’s Advertising Agency departments are utilized.

*Prerequisite:* MAT 010 or math placement into MAT 020 or higher

*NOTE:* Introduction to Business (BUS 103) and Marketing (MKT 101) are the recommended pre- or co-requisite courses for Business majors.

## MKT 202—Salesmanship

3 cr. (Spring)

Emphasis is placed on application of selling principles, various sales roles and motivational factors. Topics include: electronic commerce, prospecting, preparing the sales presentation, obtaining the appointment, the demonstration, and meeting objections and the use of the Internet in sales. Students participate in role-playing, dialogue, case analysis, and formal presentation.

## MKT 203—Marketing Management

3 cr. (Fall)

A study of the application of the principles underlying effective marketing management. The student examines the impact of marketing management decisions on such major areas as market research, product development, industrial marketing, promotion, pricing, and distribution. A field study market research project is included.

*Prerequisite:* MKT 101

## MKT 204—Problems in Marketing

3 cr. (Spring)

Marketing problems are analyzed by use of the case study approach. This approach emphasizes the interrelationship of marketing management to the areas of accounting, economics, mathematics, and statistics toward the solution of problems. Topics include: product development and trend policy, channels of distribution, market research, pricing, advertising, and selling.

*Prerequisite:* MKT 101

# Mathematics

(Mathematics Department)

## MAT 010—Fundamentals of Arithmetic

3 units\* (Fall/Spring/Summer)

Designed for students who need a review of arithmetic, including addition, subtraction, multiplication and division of whole numbers, fractions, mixed numbers, decimals, and percents. Areas of geometric figures are investigated. The course is both intended to alleviate mathematics anxiety and avoidance and to develop self-confidence to continue study in mathematics.

*Prerequisite:* math placement test

\*not applicable to associate degrees, or certificate programs

## MAT 020—Fundamentals of Algebra

3 units\* (Fall/Spring/Summer)

Designed for students who need a review of beginning algebra. Topics include addition, subtraction, multiplication, and division of signed numbers, solutions of linear equations and inequalities, exponents, combining polynomials, literal equations, and applications of linear equations. Students learn to develop skills in reading of mathematics.

*Prerequisite:* MAT 010 or math placement test

\*not applicable to associate degrees or other certificate programs

## MAT 030 - Fundamentals of Mathematical Reasoning

4 units\*(Fall/Spring)

Designed for students who are non-STEM majors. This course focuses on math for everyday life. Topics include fluency with numbers, proportional reasoning, data interpretation, algebraic reasoning, modeling, and communicating quantitative information. Mathematical concepts are investigated through group problems and class discussions based on real-life contexts of citizenship, personal finances, and medical literacy. This course is not intended for students who plan to major in math, science, engineering, technology or business. This course does NOT satisfy the prerequisite for MAT 101.

*Prerequisite:* Eligible to take MAT 020, Eligible to take RDG 080 or higher, Eligible to take WRT 030 or higher.

\*not applicable to associate degrees or other certificate programs

## MAT 101—Elementary Algebra

3 cr. (Fall/Spring/Summer)

An elementary algebra course. Topics include operations on polynomials and rational expressions, laws of exponents, factoring, graphing of linear equations and inequalities, and systems of equations. A knowledge of operations on signed numbers and solutions to linear equations is required. Emphasis is placed on developing the skills necessary for



# Mathematics

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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: include absolute value equations and inequalities; additional factoring techniques; radical expressions; complex numbers; quadratic equations; functions; graphing techniques; coordinate geometry; mathematical modeling; applications and problem solving. (GE 1)

Prerequisite: *C or better in MAT 101 or math placement test*

*Not open to students who have successfully completed MAT 121 or higher numbered courses. MAT 102 may only be used as math credit in the A.A. degree and only as elective credit in the A.S. or A.S. Individual Studies degrees.*

## **MAT 107—Technical Math**

3 cr. (Fall)

A basic operations approach to the study of algebra and trigonometry for students entering technical programs. Scientific calculators are used for applied problem solutions.

Prerequisite: *C or better in MAT 101*

## **MAT 111—Foundations of Elementary School Mathematics**

3 cr. (Fall/Spring)

This course is designed to provide a clear understanding of and ways of communicating the major concepts and skills taught in elementary school math. Concepts covered include problem solving; set theory; logic; different base number systems; whole number integers, rational numbers, and real numbers; number theory; statistics; and probability. This course is only for students interested in teaching elementary school. (GE 1)

Prerequisite: *C or better in MAT 102 OR placement on math assessment of MAT 121 or higher*

## **MAT 113—Mathematics for the Liberal Arts**

3 cr. (Spring)

A liberal arts mathematics survey course. Topics are drawn from the areas of sets, logic, rational and real numbers, numeration systems, statistics, probability, patterns of numbers, and modular systems. (GE 1)

Prerequisite: *successful completion of MAT 030 or C or better in MAT 101 or placement on the math placement of MAT 102 or higher*

*This course is not recommended for students who desire to progress towards the study of calculus. MAT 113 does not fulfill the 6-8 credits in math required in the A.S. degree.*

## **MAT 120—Introduction to Statistics**

3 cr. (Fall/Spring/Summer)

This course examines the general elements and principles of statistics used in the fields of education, consumerism, quality control, allied health, physical sciences, & social sciences. Course is broken into two parts; descriptive statistics and inferential statistics. Topics include: methods of summarizing and presenting data; measures of center, spread, and position;

probability; binomial probability distribution; normal probability distribution; t-test; chisquare test; confidence intervals, hypothesis testing; and linear regression. (GE 1)

Prerequisite: *successful completion of MAT 030 or C or better in MAT 101 or placement on the math placement of MAT 102 or higher*

## **MAT 121—College Algebra**

3 cr. (Fall/Spring/Summer)

College Algebra is the first course for students who plan to continue on toward the study of Calculus. Topics include: a thorough treatment of the concept of functions and their graphs, linear and quadratic functions, polynomial and rational functions, inverse functions, exponential and logarithmic functions and conic sections. (GE 1)

Prerequisite: *C or better in MAT 102 or math placement test*

## **MAT 122—College Trigonometry**

3 cr. (Fall/Spring/Summer)

College Trigonometry is the second course for students who plan to continue on toward the study of Calculus. Topics include trigonometric functions, graphing techniques, right triangle applications, trigonometric identities, inverse functions, and oblique triangles. (GE 1)

Prerequisite: *C or better in MAT 121*

## **MAT 131—Pre-Calculus**

4 cr. (Fall/Spring/Summer)

A course designed to review advanced techniques in algebra and trigonometry that are necessary for the study of calculus. The major areas of study are: algebra, manipulations, analytic geometry, exponentials, trigonometry, transforms and problem solving. (GE 1)

*MAT 131 is not open to students who have completed MAT 121 or MAT 122.*

Prerequisite: *math placement test*

## **MAT 134—Mathematical Reasoning and Proof**

3 cr. (Spring)

Special Topics Course—Mathematical Reasoning and Proof is designed for students who plan to continue their studies in mathematics, mathematics education or science. This course will foster the ability to read and write mathematically correct proofs. Using some of the classic proofs and mathematical patterns, the course familiarizes the student with many of the foundational topics of mathematics as well as some of the current areas of research. The course includes Euclidean Geometry, Mathematical Induction, Strict Arithmetic Proof, and Elementary Number Theory Proofs, among others. The course also explores the developments in mathematics that gave rise to Computer Science.

Prerequisite: *C or better in MAT 131, or MAT 122*

## **MAT 136—Introduction to Discrete Mathematics**

3 cr. (Fall/Spring)

Discrete mathematics deals with the analysis of discontinuous (separate, distinct, unconnected) phenomena. This branch of mathematics provides much of the underlying methodology for the use of computers. This branch of mathematics has applications in the fields of engineering, physical sciences, economics, behavioral sciences, health sciences, and computer science. Topics covered include: Sets, sequences, functions, prime numbers, elementary logic (proofs), relations (Matrices),

induction and recursion, counting and an introduction to graphs and trees.

*Prerequisite: C or better in MAT 122*

## **MAT 205—Calculus 1**

4 cr. (Spring/Fall/Summer)

Analytic geometry topics are introduced as needed to carry out the orderly development of the calculus. Topics include limits, continuity, derivatives & differentiation, implicit differentiation, Rolles' Theorem and Mean Value Theorem, applications of differentiation (related rate problems, optimization problems), First & Second Derivative Tests (relative extrema & increasing/decreasing intervals), points of inflection & concavity, limits at infinity (horizontal asymptotes), curve sketching, differentials, antidifferentiation, area of bounded region using summations, Riemann Sums, the definite integral and the Fundamental Theorem of Calculus. (GE 1)

*Prerequisite: C or better in MAT 122, or MAT 131 or math placement test*

## **MAT 206—Calculus 2**

4 cr. (Spring/Fall/Summer)

A continuation of the calculus which builds on the basic concepts of derivatives and integration to include calculus of exponentials, logarithms, trigonometric functions, inverse trigonometric functions and hyperbolics, the area of a region between two curves, solids of revolution, application problems, integration, Trapezoidal rule, Simpson's Rule, L'Hopital's Rule, Taylor and Maclaurin polynomials, sequences and series, and power series. (GE 1)

*Prerequisite: C or better in MAT 205*

## **MAT 207—Calculus 3**

4 cr. (Spring/Fall/Summer)

Covers three areas of discourse: vector analysis, partial differentiation and multiple integration. Specific topics include: conic sections, analysis of vectors in two and three space as well as their development as vector functions, directional derivatives, gradients, tangent planes, surface extremes, exact differentials, volume, surface area, moments, Green's theorem, and line integrals. (GE 1)

*Prerequisite: C or better in MAT 206*

## **MAT 211—Linear Algebra**

3 cr. (Fall/Spring/Summer)

Designed primarily for students planning to specialize in mathematics, computer science, or engineering. Topics include: vectors in  $\mathbb{R}^2$ ,  $\mathbb{R}^3$ , and  $\mathbb{R}^n$ , systems of linear equations, determinants and matrices, vector spaces, linear independence and basis, linear transformations, eigenvalues and eigenvectors, and diagonalizations.

*Prerequisite: C or better in MAT 205*

## **MAT 214—Differential Equations and Series**

4 cr. (Spring/Summer)

The following differential equations topics are covered: equations of first order, linear equations of the second order, operators, and an introduction to partial differential equations.

*Prerequisite: C or better in MAT 207*

# Medical Laboratory Technician

(Clinical Laboratory Science Department)

*NOTE: Students must comply with all policies, procedures, and regulations of the internship/fieldwork site. Failure to do so will result in immediate removal from the internship site and automatic failure of the course.*

*NOTE: A grade of C (2.0) or better is required in all MLT—series courses for progression in the program and graduation with an A.A.S. degree in Medical Laboratory Technician. Completion of this A.A.S. degree is a requirement for national certification and NYS licensure examinations.*

*A physical examination as well as a tuberculin skin test is required prior to the beginning of the fall semester each academic year while enrolled in the Medical Laboratory Technician Program. The initial physical and admissions criteria also require a urine drug screen and a criminal background check which must be successful for entry into the program. Completed physical examinations, urine drug screen and criminal background checks must be on file at the college before the student is permitted to enter the clinical affiliate. Students are responsible for their own transportation to and from the college and to and from the clinical affiliate.*

*MLT 110 fulfills the liberal arts science requirement (without laboratory component) for the associate degrees. MLT 101 (with laboratory) can be applied to the liberal arts science requirement for associate degrees or the Medical Laboratory Technician program.*

## **MLT 101—Fundamentals of Medical Physiology for MLT Majors**

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

Overview of the ten systems of the human body in health and disease with emphasis on cardio-vascular and respiratory physiology of the human. Laboratory exercises relate structure to function. Human materials and models are used. [R-1]

## **MLT 102—Urinalysis and Body Fluids**

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

This course provides a study of the urinary system, its structure and function and the processes that result in the formation of urine. The course will explore the collection of urinary samples and the analysis of the urinary samples with regard to physical, chemical and microscopic components. The clinical significance of urinary test results will be discussed as well as their correlation with disease states. The course will also explore body fluids and the analysis methods used in the laboratory. [R-1]

*Prerequisite: MLT 101*



# Medical Laboratory Technician

## MLT 103—Immunology

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

The immune system; its components, and their functions. Antigen-antibody reactions, cell-mediated immunity, the complement system, and pathological conditions are discussed. [R-1]

## MLT 104—Hematology

3 lect., 3 lab., 4 cr. (Spring)

Topics include blood cell formation, function, pathological states both physiological and genetic, hemoglobinopathies, coagulation theory and factors. Laboratory exercises correlate basic tests with lecture topics. Test proficiency is developed utilizing manual and both automated and semiautomated techniques. [R-1]

## MLT 105—Introduction to Laboratory Science

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

A survey of the clinical laboratory profession with emphasis on basic skills as it applies to the instrumentation used. Lecture topics include safety, specimen handling, basic instruments, solution-making, and quality assurance. [R-1]

## MLT 106—Microbiology for Health Professionals

2 lect., 2 lab., 3 cr. (Fall/Spring/Summer)

Overview of bacteria, yeasts, molds, protozoa and viruses in relation to the Allied Health Professions. Lectures deal with host-microorganism relationships. Laboratory includes use of the microscope, culture methods and destruction of micro-organisms. Sterile technique is stressed. [R-1]

*Prerequisite: one semester of a biological science or corequisite: concurrent enrollment in BIO 111*

## MLT 109—Phlebotomy

6 lect., 4 lab., 7 cr. (Fall/Spring)

A 210-hour course where the student is trained in drawing and handling blood samples for laboratory testing in hospitals, doctors' offices, and large service laboratories. Training includes a minimum of 120 hours of clinical experience and a minimum of 100 successful unaided collections. Students learn a variety of collection techniques, have contact with various patient types, and learn in a variety of settings. Approved methods, safety, medical terminology, anatomy, laboratory procedures, and professional conduct are discussed in lecture. Students are eligible to sit for the ASCP National Certification Examination upon successful completion of the NAACLS-approved course of study.

See Medical Laboratory Technician course sequence pages for NAACLS address and phone number.

*Prerequisite: high school diploma or GED is required. Attendance at a pre-admissions orientation and permission of department chair*

## MLT 110—Fundamentals of Medical Physiology

3 lect., 3 cr. (Spring)

Overview of the ten systems of the human body in health and disease with emphasis on cardiovascular and respiratory physiology. This course does not include a laboratory component fulfills the liberal arts science requirement for associate degrees.

## MLT 200 – Clinical Applications and Review

2 lect., 2 cr. (Spring)

This course is designed to be a capstone course that allows the student to apply the knowledge gained in the program and review pertinent material for the licensure/certification examinations. The student will research and present various case studies related to all of the laboratory disciplines, statistics, instrumentation and ethics. The student will review mock certification exams which will be discussed in class. [R-1]

*Prerequisite: MLT 102, MLT 103, MLT 104, MLT 105, MLT 203, MLT 207, MLT 209 and MLT 251*

*Corequisite: MLT 208, MLT 212, MLT 252 or completion of all professional courses*

## MLT 203 —Immunochemistry

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

Detailed study of basic concepts of inheritance and heredity with respect to human blood factors. Blood-bank procedures such as typing, immune antibody screening and identification, titre level determination, medicolegal exclusions and transfusion procedures are performed. [R-1]

*Prerequisite: MLT 103, MLT 104*

## MLT 207—Clinical Chemistry 1

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

Study of the composition and methods of assay of body fluids. Lecture stresses the physiologic basis of human metabolites in health and disease. Laboratory emphasizes analytical methodologies, basic instrumentation and quality control. Carbohydrate metabolism, NPN, electrolytes and proteins are studied in detail. [R-1]

*Prerequisite: CHM 103, CHM 104 or CHM 105, CHM 106*

## MLT 208—Clinical Chemistry 2

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

Continued study of the composition and methods of assay of body fluids. Lipids, enzyme kinetics, liver function tests, renal function, cardiac assessment hormone levels and toxicology are discussed in lecture and performed in the laboratory. [R-1]

*Prerequisite: MLT 207*

## MLT 209—General Microbiology

3 lect., 3 lab., 4 cr. (Fall)

Classification, nomenclature and identification of micro-organisms. The physiology of micro-organisms, pathogenic organisms and organisms of economic importance are considered. Industrial microbiology and agricultural bacteriology are included. Laboratory exercises stress sterile technique, staining methods, culture of microorganisms and biochemical tests used in identification. [R-1] (GE 2) This course is open to MLT majors only. Permission of the department chair is required for other students.

*Prerequisite: one semester of a biological science*

## MLT 212—Clinical Microbiology

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

The identification and quantification of pathologic and non-pathologic organisms encountered in human specimens. Treatment and handling of specimens are

discussed. Methods in mycology, parasitology and serology as applicable to the clinical laboratory are taught. [R-1]

*Prerequisite:* MLT 209

### **MLT 216—Histology**

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

The microscopic study of vertebrate cells, tissues and organs, stressing the relationship of structure to function. Laboratory work includes the preparation of stained slides for light microscopic study and study of prepared slides of cells, tissues and organs to enable the student to identify basic tissues. [R-1]

*Prerequisite:* one semester of a biological science

### **MLT 251—Clinical Training 1**

0 lect., 7 lab., 2 cr. (Fall)

Under the supervision of clinical proctors, students practice medical laboratory techniques. [R-1]

*Prerequisite:* MLT 101, MLT 102, MLT 104, MLT 103

*Corequisite:* MLT 207

### **MLT 252—Clinical Training 2**

0 lect., 15 lab., 5 cr. (Spring)

Continuation of clinical experience. Under the supervision of clinical proctors, students gain additional experience in developing technical skills. [R-1]

*Prerequisite:* MLT 203, MLT 209

*Corequisite:* MLT 208 and MLT 212, or completion of all professional courses

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## **Music**

(Arts & Communication Department)

### **MUS 101—Introduction to Music**

3 cr. (Fall/Spring/Summer)

Enjoyment of music through the study of basic musical concepts and acquisition of listening skills. Examines a wide variety of musical styles within their cultural contexts. (GE 7)

### **MUS 103—History of Western Music to 1750**

3 cr. (Fall)

A survey of the music of ancient cultures including Greece and Rome and the Early Christian, Medieval, Renaissance, and Baroque periods. Social, political, historical, and cultural influences are considered. This course includes extensive classroom listening to the music of the great composers culminating in the works of Bach and Handel. (GE 7)

### **MUS 104—History of Western Music from 1750**

3 cr. (Spring)

A survey of the music of the Classical, Romantic, and Twentieth century periods. Social, political, historical and cultural influences are considered. This course includes extensive classroom listening to the music of the great composers from Mozart and Beethoven to contemporary artists. (GE 7)

### **MUS 105—History of Jazz**

3 cr. (Fall/Spring)

A study of jazz from its origin to the present. An examination of the important musicians, styles, and influences through

recorded examples of ragtime, blues, Dixieland, swing, bop, progressive jazz, third stream, and contemporary trends. (GE 7)

### **MUS 107—History of Rock Music**

3 cr. (Fall/Spring/Summer)

A survey of rock music from its origins in African-American and Anglo-American folk styles through the present. Examines the entire phenomenon of rock music, its relationship to other musical styles, the influence of social factors on the music, and the influence of the music, in turn, on society. (GE 7)

### **MUS 109—Music Business**

3 cr. (Fall/Spring)

An introductory course exploring practical, legal, and procedural problems encountered in the music industry. A variety of career areas are surveyed to provide an orientation for students preparing for a career in music as well as those planning to transfer to four-year programs in the music business and other fields.

### **MUS 111—Audio Engineering and Design for the Arts**

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

This is a hands-on course designed to give students a basic working knowledge of sound technologies in the performing and presentational arts. Students will focus on the nature and physics of sound and its effect on the performance environment, the equipment that enhances and augments sound, and the design and implementation of sound in different performance media.

### **MUS 111—Audio Engineering and Design for the Arts**

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

This is a hands-on course designed to give students a basic working knowledge of sound technologies in the performing and presentational arts. Students will focus on the nature and physics of sound and its effect on the performance environment, the equipment that enhances and augments sound, and the design and implementation of sound in different performance media.

### **MUS 113—Introduction to Audio Recording**

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

Introduction to the basic tools and techniques used in audio recording. Areas of study include signal path; microphone characteristics and application; Pro Tools software; outboard equipment; and the practical application of studio procedures in tracking, mixing, and editing a recording.

### **MUS 121—Fundamentals of Music**

3 cr. (Fall/Spring/Summer)

This course provides thorough groundwork in the rhythmic, melodic, and harmonic elements of music.

Topics include pitches in different clefs, accidentals, rhythm, simple and compound meter and meter signatures, major and minor scales and key signatures, the circle of fifths, intervals, chords, and chord progressions. This course is not required for and cannot be counted toward the A.A.S. Performing Arts: Music degree, but does prepare students for that program. May be used toward fulfillment of the SUNY Arts or elective credit requirements for A.A. and A.S. degrees. (GE 8)

# Music

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## **MUS 123—Basic Musicianship 1**

3 lect., 4 lab., 5 cr. (Fall)

An intensive course designed to enhance comprehension of musical concepts and develop skill in the handling of musical materials. Includes a review of music fundamentals, basic principles of part-writing, harmonization, and analysis. Studies integrate music theory, ear training, keyboard harmony, and sight singing to lay the groundwork for future study. (GE 8)

*Prerequisite:* MUS 121 or departmental placement

*Corequisite:* enrollment in a piano course

## **MUS 124—Basic Musicianship 2**

3 lect., 4 lab., 5 cr. (Spring)

A continuation of Basic Musicianship 1. Topics include triad inversion, secondary chords in a key, seventh chords, and nonharmonic tones correlated with more advanced ear training, keyboard harmony, and sight singing materials. (GE 8)

*Prerequisite:* MUS 123

*Corequisite:* enrollment in a piano course

## **MUS 131—Elementary Piano 1**

2 cr. (Fall/Spring)

Class instruction for beginners with no previous musical training and for those wishing a refresher in piano fundamentals. Emphasizes the development of basic keyboard skills, sight reading, and the use of basic chord patterns. (GE 8)

## **MUS 132—Elementary Piano 2**

2 cr. (Fall/Spring)

A continuation of MUS 131 which concentrates on the performance of more advanced materials. (GE 8)

*Prerequisite:* MUS 131

## **MUS 141—Group Voice 1**

2 lect., 0 lab., 2 cr. (Fall)

An introductory level course designed to develop vocal potential by learning proper vocal technique, studying musical notation and performing folk, musical theater and art songs in an individual setting. (GE 8)

## **MUS 142—Group Voice 2**

2 lect., 0 lab., 2 cr. (Spring)

An intermediate level course designed to continue individual vocal development by learning advanced vocal technique, increasing musical vocabulary and performing musical theater and foreign language art songs and arias in an individual setting. (GE 8)

*Prerequisite:* MUS 141 or permission of instructor

## **MUS 151—Chorus**

0 lect., 2 lab., 1 cr. (Fall/Spring)

This course provides choral performance experience. The repertoire includes selections from major choral works, music representing a variety of styles, and pieces in different languages. No audition is required. Participation in all concerts is mandatory. Students may repeat course for a total of four credits. (GE 8)

## **MUS 153—Madrigal Singers**

0 lect., 2 lab., 1 cr. (Fall/Spring)

A select vocal ensemble that performs a variety of advanced a cappella and accompanied pieces from choral repertoire composed throughout the centuries. Required

audition is held the first week of each semester. Participation in concerts is mandatory. Students may repeat course for a total of four credits. (GE 8)

*Prerequisite:* audition and permission of instructor

*Corequisite:* MUS 151

## **MUS 155—Orchestra**

0 lect., 2 lab., 1 cr. (Fall/Spring)

This course will provide a wide variety of instrumental experiences for those who enjoy playing an orchestral instrument. Standard orchestral repertoire will be studied, ranging from light to classical selections. Participation in public performances is mandatory. May be repeated for a total of four credits. (GE 8)

*Prerequisite:* audition and permission of instructor

## **MUS 157—Chamber Ensemble**

0 lect., 2 lab., 1 cr. (Fall/Spring)

A variety of instrumental ensembles will be organized: string, woodwind, brass and combinations. Students may repeat course for a total of four credits. (GE 8)

*Prerequisite:* audition and permission of instructor

## **MUS 159—Band**

0 lect., 2 lab., 1 cr. (Fall/Spring/Summer)

The SUNY Orange Symphonic Band offers the student a variety of instrumental experiences. Music programmed during the semester explores a variety of original and arranged works for symphonic and concert band, from traditional and contemporary classical concert works to more popular numbers as well as suites from Broadway and Hollywood scores.

The minimum performance level expected is NYSSMA Level 3. Participation in performances is mandatory. Students may repeat course for a total of four credits. (GE 8)

*Prerequisite:* audition and permission of instructor

## **MUS 160—Vocal Jazz Ensemble**

0 lect., 2 lab., 1 cr. (Fall/Spring)

Students will study and perform compositions in the vocal idiom. Principles of group performance are presented with emphasis on balance, intonation, dynamics, articulation, phrasing, expression, interpretation and stage presence. Participation in all performances is mandatory. Students may repeat course for a total of four credits. (GE 8)

*Prerequisite:* permission of instructor

## **MUS 161—Jazz Ensemble**

0 lect., 2 lab., 1 cr. (Fall/Spring)

The study of performance of compositions in the jazz idiom. Principles of group performance are presented with emphasis on balance, phrasing, interpretation and other factors important to the development of jazz performance techniques. Participation in performance is mandatory. Students may repeat course for a total of four credits. (GE 8)

*Prerequisite:* audition and permission of instructor

## **MUS 163—Jazz Improvisation 1**

2 cr. (Fall)

Basic techniques of jazz improvisation. Chord usage, scales, arpeggios are used to color standard tunes and strengthen weak progressions. Students are expected to bring their instruments to class and practice assignments at home.



Class time is allocated for individual and group instruction and analyzing recorded solos by noted artists. (GE 8)

### **MUS 164—Jazz Improvisation 2**

2 cr. (Spring)

Improvisation approached as spontaneous composition with emphasis on melodic and rhythmic principles. The ability to read music is necessary. Students explore different stylistic approaches to reading and phrasing. Listening, discussion, demonstration and performance are required. (GE 8)

*Prerequisite:* MUS 163 or permission of instructor

### **MUS 165—Jazz Keyboard Harmony**

2 lect., 0 lab, 2 cr. (Spring)

This is a functional keyboard class designed primarily to assist students with the assimilation of concepts and skills taught in Jazz Improvisation and Elements of Arranging, but is open to any student with permission of the instructor. The course focuses on jazz harmonization techniques with an emphasis on harmonizing and performing tunes from the standard jazz repertoire at the piano.

*Prerequisite:* MUS 123 Intermediate Piano 1 or permission of instructor

### **MUS 167—Jazz/Commercial Guitar 1**

2 lect., 0 lab., 2 cr. (Spring)

A study of Jazz/Commercial Guitar styles covering nomenclature, modes, diatonic and altered chord voicings, improvisation, chord melody and basic repertoire.

*Prerequisite:* permission of instructor or department chair

### **MUS 169—Jazz/Commercial Drumming**

2 lect. 0 lab., 2 cr. (Spring)

A study of jazz and commercial drumset styles covering nomenclature, sticking and brush patterns, phrasing, coordination techniques, rhythm reading and drum chart reading, with an emphasis on current swing, Latin, fusion and ballad styles.

*Prerequisite:* permission of instructor or department chair

### **MUS 170-MUS 177—Private Instruction**

1 cr. (Fall/Spring)

Students are responsible for arranging private music lessons with an instructor approved by the Arts and Communication Department and for paying an additional fee to the instructor. Forms available from the Arts and Communication Department must be obtained during the first week of classes and completed no later than the third week.

End-of-semester jury examination is required of all Private Instruction students.

May be repeated progressively. Special fee. (GE 8)

*Prerequisite:* Music major or permission of course coordinator or department chair

### **MUS 221—Songwriting**

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

An introduction to the art and craft of songwriting. Includes analysis of existing songs written in various styles in terms of the fundamental musical elements: rhythm, form, melody, harmony, timbre, dynamics, texture and text. Analytic and creative exercises and projects enable students to acquire skill in evaluating and critiquing songs and in producing original work.

*Prerequisite:* Music major or permission of instructor

### **MUS 223—Advanced Musicianship 1**

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

Advanced harmony, ear training, sight singing, harmonization at the keyboard and writing of original compositions. (GE 8)

*Prerequisite:* MUS 124

*Corequisite:* enrollment in a piano course

### **MUS 224—Advanced Musicianship 2**

3 lect., 2 lab., 4 cr. (Spring)

A continuation of Advanced Musicianship I. Topics include chorale harmonization, ninth chords, altered chords, modulation to distant keys. Score analysis and composition projects. (GE 8)

*Prerequisite:* MUS 223

*Corequisite:* enrollment in a piano course

### **MUS 226—Elements of Arranging**

3 cr. (Spring)

Emphasis is placed on the fundamentals of scoring for various instrumental combinations with particular attention to range, color, transposition, and technical capabilities of individual instruments. The course includes planning and writing arrangements for various ensembles with focus on the jazz idiom. Creative projects to be performed when possible by SUNY Orange ensembles. (GE 8)

*Corequisite:* MUS 224

### **MUS 231—Intermediate Piano 1**

2 cr. (Fall/Spring)

Materials are drawn from classic, romantic and contemporary composers. (GE 8)

*Prerequisite:* MUS 132

### **MUS 232—Intermediate Piano 2**

2 cr. (Fall/Spring)

Emphasis on technique, sight reading, pedaling, phrasing and interpretation. (GE 8)

*Prerequisite:* MUS 231

### **MUS 233—Advanced Piano 1**

2 cr. (Fall/Spring)

Materials of medium grade difficulty. Compositions for piano ensemble. Technical studies. Memorization of at least two selections. (GE 8)

*Prerequisite:* MUS 232

### **MUS 234—Advanced Piano 2**

2 cr. (Fall/Spring)

Materials of increasing difficulty for solo and ensemble. (GE 8)

*Prerequisite:* MUS 233

## **Nursing**

(Nursing Department)

*NOTE: Students must comply with all policies, procedures, and regulations of the preceptorship/clinical site. Failure to do so will result in immediate removal from the site and automatic failure of the course.*

*NOTE: A letter, A through F, may immediately follow the last digit of the catalog number; it merely serves to identify course sections on the student's transcript.*



## NUR 010—Support Module for Nursing 1

1 unit\*

This course is designed to assist the student in understanding the principles and practices presented in Nursing 1: Fundamentals. Various forms of supplemental material, such as worksheets and case studies, are used to reinforce the information and concepts required of Nursing 1 students.

*Corequisite: NUR 101: Fundamentals*

\* not applicable to associate degree or certificate programs

## NUR 020—Support Module for Nursing 2

1 unit

This course is designed to assist the student in understanding the principles and practices in Nursing II: Fundamentals. Various forms of supplemental material, such as worksheets and case studies, are used to reinforce the information and concepts required of Nursing 2 students.

*Corequisite: NUR 102: Fundamentals*

## NUR 030—Support Module for Nursing 3

1 unit

This course is designed to assist the student in understanding the principles and practices in Nursing 3: Caring for the Growing Family. Various forms of supplemental material, such as worksheets and case studies, are used to reinforce the information and concepts required of Nursing 3 students.

*Corequisite: NUR 201: Caring for the Growing Family*

## NUR 040—Support Module for Nursing 4

1 unit

This course is designed to assist the student in understanding the principles and practices in Nursing 4: Physical and Mental Illness. Various forms of supplemental material, such as worksheets and case studies, are used to reinforce the information and concepts required of Nursing 4 students.

*Corequisite: NUR 202: Physical and Mental Illness*

## NUR 101—Nursing 1: Fundamentals

4 lect., 9 lab., 7 cr.

This course introduces students to the various roles of the associate degree nurse. This semester the growth and development of the older adult is the focus of study. The physiological and psychological needs of members of this population are introduced. The nursing process, a model for decision making, is presented. The student is guided in the gathering of data, planning and implementation of nursing care. [R-1]

*Corequisites: BIO 111, MLT 106*

## NUR 102—Nursing 2: Fundamentals\*

6 lect., 12 lab., 10 cr.

This course builds on previous knowledge, giving the student further insight into the various roles of the associate degree nurse. The growth and development of the middle adult is the focus of study. The basic needs of the middle adult with a common health problem are introduced. The student uses the nursing process in planning and implementing the client's care. [R-1]

*Prerequisites: BIO 111 with C or higher; MLT 106 with C or higher; grade of 75% (C) or higher in NUR 101; completed or concurrent enrollment in BIO 112*

## NUR 111—Basic Clinical Calculations for Medication Administration 1

1 lect., 1 cr.

This course introduces the calculations used for the safe administration of oral and parenteral medications in the health care setting. Dimensional analysis is the method used to assist the learner to obtain answers with accuracy.

*Prerequisites: tested into MAT 101 Basic Math I, or by permission of the instructor*

*Corequisite: NUR 101*

## NUR 112—Basic Clinical Calculations for Medication Administration 2

1 lect., 1 cr.

This course reviews Dimensional Analysis and the conversion between the various systems of measurement. The student will receive practice in calculating the safe administration of complex oral and parenteral medications in the health care setting. The safe administration of intravenous fluids and medications will be introduced.

*Prerequisite: completion of NUR 111 or NUR 101*

*Corequisite: NUR 102*

## NUR 201—Nursing 3: Caring for the Growing Family

4 lect., 9 lab., 7 cr.

This course is designed to promote understanding of the various roles of the associate degree nurse related to family development. This semester the growth and development of individual members of the family is studied in relation to their basic needs. The student refines skills in using the nursing process to assess the needs and provide care for the maternity client, as well as the child, in health and illness. [R-1]

*Prerequisites: ENG 101-2, BIO 112 with C or higher, MLT 106 with C or higher, and grade of 75% (C) or higher in NUR 102*

*Corequisite: PSY 111, NUR 205*

## NUR 202—Nursing 4: Physical and Mental Illness\*

6 lect., 13\*\* lab., 9 cr.

This course prepares the student for entry into practice as an associate degree nurse. The course is structured to promote a secure knowledge base in chronic and complex physical and mental illness that affect individuals of all ages. The student demonstrates skill in using the nursing process to make and evaluate nursing care decisions. [R-1]

*Prerequisites: PSY 111 and grade of 75% (C) or higher in NUR 201 and NUR 205*

*NOTE: A grade of 75% (C) or higher in NUR 202 is required to graduate with an A.A.S. degree in nursing. An A.A.S. degree in nursing is required for certification to take the National Council Licensure Examination (NCLEX) for Registered Professional Nurse (RN).*

*\*\*13 weeks.*

## NUR 203—Nursing 5: Transition to Practice

1 cr.

This course focuses on the role transition of student to staff nurse. The student will work with a registered nurse preceptor and faculty members as part of a health care team. Emphasis will be placed on the duties and responsibilities of the beginning staff nurse in planning, prioritizing, coordinating and implementing client care activities. The objectives will include increased skill in applying the nursing

process, as well as an increased ability to evaluate self-performance and heightened levels of self-confidence.

*Prerequisite:* NUR 101, NUR 102, NUR 201, NUR 202, NUR 205

## 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, NUR 101

*Corequisite:* enrollment in the Nursing Program

## NUR 207—Advanced Clinical Calculations for Medication Administration

1 lect., 1 cr.

This course is designed to assist the student to perform the preparation and administration of medications safely in complex and diverse clinical situations. Dimensional analysis is the method used to assist the learner to obtain answers with accuracy.

*Prerequisites:* NUR 112 or NUR 102 or permission of instructor

## Physical Examination

Physical examination is required upon admission to the program within a three-month period prior to the beginning of classes in nursing and at the beginning of classes in nursing of the second year. Students will not be allowed in the clinical area without a completed physical examination, required immunizations and negative drug screening on file with the college. Criminal background check clearance is also required upon admission to the program and prior to registering for nursing classes.

## Transportation Costs

Students must make their own arrangements, at their own expense, for transportation on days when classes are held off campus.

## Uniforms

Nursing student uniform must be worn whenever class meets off campus.

## Basic Life Support

Basic Life Support (BLS) by the American Heart Association is required throughout all Nursing courses.

*\*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.*

*NOTE: R-1 indicates those academic courses that may be repeated for credit only once with OTA faculty and department chair review and approval. Department Chairs, with approval of the appropriate Associate Vice President, may waive this policy, and appeals for denials will be processed using the Academic Grievance Process.*

## OTA 101—Fundamentals of Occupational Therapy I

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

This course is an introduction to the basic concepts of occupational therapy. Content includes history, philosophy, role delineation, ethics, cultural issues, standards of practice and professional associations. The OT process, practice framework, principles and application of group dynamics, therapeutic use of self and the importance of delivering evidence-based practice are emphasized. A Level I fieldwork component provides exposure to the practice of OT in a variety of practice settings. Students must pass both Level I field observation evaluations in order to pass this course. (\*Malpractice insurance fee applied) [R-1]

*Prerequisite:* Admission to OTA Program

*Corequisite:* BIO 111, ENG 160, OTA 103, OTA 107

## OTA 102—Fundamentals of O.T. II

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

Course provides the student with practical experience in a variety of treatment techniques utilized in occupational therapy. Units on splinting, transfer techniques, activities of daily living techniques and adaptive equipment, are included. (\*Lab fee applied) [R-1]

*Prerequisites:* BIO 111, OTA 101, OTA 103, OTA 107

*Corequisites:* BIO 112, OTA 104, OTA 106

## OTA 103—Occupational Performance I

3 hour lab - 1 cr. (Fall)

Emphasis is on the understanding of occupation in one's daily life and the impact of physical, emotional and developmental challenges to carrying out activities of daily living. Basic problem-solving skill techniques and activities are learned as well as their therapeutic application to a variety of disability areas. Students actively engage in the teaching and learning-process which is essential in occupational therapy practice. Students are required to learn specific craft activities in a group setting, as a form of treatment intervention in the delivery of occupational therapy services. Principles of activity analysis, therapeutic application, and group and dyadic presentation techniques are covered. (\*Lab fee applied)

*Prerequisite:* Admission to the OTA Program

*Corequisites:* BIO 111, ENG 160, OTA 101, OTA 107

## OTA 104—Occupational Performance II

3 hour lab - 1 cr. (Spring)

This is the second in a series of three clinical skills courses, following Occupational Performance I and preceding Clinical Reasoning Skills. The occupational performance course builds upon the foundation of occupation and the Occupational Therapy Practice Framework established in the preceding course. The course

# Occupational Therapy Assistant

also addresses a variety of intervention techniques including adapted and therapeutic games, computers and assistive technology. Emphasis is on service learning community projects, problem-based learning and evidence-based practice research projects. (\*Lab fee applied) [R-1]

*Prerequisite:* BIO 111, OTA 101, OTA 103, OTA 107

*Corequisite:* BIO 112, OTA 102, OTA 106

## OTA 106—Medical Conditions

3 cr. (Spring)

This course presents the etiology and symptoms of medical and psychological clinical conditions across the lifespan that are commonly referred to occupational therapy services. Course content emphasizes the effects of trauma, disease, and congenital conditions on the biological, psychological, and social domains of occupational behavior. An exploration of cultural perspectives on disease and wellness will be included. [R-1]

*Prerequisite:* BIO 111 and OTA 101

*Corequisite:* BIO 112, OTA 102, OTA 104

## OTA 107—Principles of Occupational Therapy in Geriatrics and Gerontology

2 cr. (Fall)

This course gives the student a working knowledge of the social, emotional, physical, and psychological aspects of aging. The student is made aware of services available to older adults in the community and the principles of occupational therapy as they relate to the older adult patient. [R-1]

*Prerequisite:* Admission to OTA Program

*Corequisite:* ENG. 160, OTA 101, OTA 103

## OTA 110—Introduction to Assistive Technology

3 lect, 3 cr. (Fall)

This project-based and experiential course will introduce students to the field of Assistive Technology and the various tools/supports and resources available. Students will engage in assignments that will help to broaden their understanding of how technology may be used to improve function and independence in people with various disabilities. Students will be expected to attend face-to-face classes as well as participate in weekly on-line learning activities. This is a hybrid course involving classroom and on-line lecture and learning activities. [R-1]

## OTA 201—Principles of OT in Pediatrics & Developmental Disabilities

3 cr. (Fall)

The student is introduced to the various conditions that interfere with normal development, and the occupational therapy treatment techniques used with the developmentally and intellectually disabled. Students are presented with a problem-based learning case study and client to develop throughout the semester. This project culminates in the development of an individualized intervention plan, as well as an adapted/assistive technology application designed to meet the needs of the client. (\*Malpractice insurance fee applied) [R-1]

*Prerequisites:* PSY 220, BIO 111, OTA 102, OTA 104, OTA 106

*Corequisites:* OTA 203, OTA 205, OTA 207, OTA 209

## OTA 203—Clinical Reasoning Skills

3 hour lab - 1 cr. (Fall)

The emphasis in this course is on the application of clinical reasoning skills applied to the diverse OT practice areas. A series of clinical reasoning/role playing modules encourage students to simulate intervention approaches and treatment activities. Group process is an integral component as students are assigned to community connections project groups.

The community outreach projects, problem-based learning and evidence-based practice research projects initiated in OTA104 (OP II) are continued in this course. [R-1] (\*Malpractice insurance fee applied)

*Prerequisites:* OTA 102, OTA 104, OTA 106

*Corequisites:* OTA 201, OTA 205, OTA 207, OTA 209

## OTA 205—Principles of Occupational Therapy in Mental Health

3 cr. (Fall)

This course addresses the critical mental health component in all areas of occupational therapy service provision; physical, developmental and psychiatric. The emphasis is on addressing remediation, and compensation for mental, cognitive, perceptual, behavioral skills and sensory functions across a wide spectrum of physical, developmental and mental health issues. A study of the theoretical basis for DSM-IV Classifications is reviewed and applied to occupational therapy intervention techniques. Students are guided through a series of self-reflection activities to develop the essential aspects of therapeutic use of self. (\*Malpractice insurance fee applied) [R-1]

*Prerequisite:* BIO 112, OTA 102, OTA 104, OTA 106

*Corequisites:* OTA 201, OTA 203, OTA 207, OTA 209, PSY 230

## OTA 207—Principles of Occupational Therapy in Physical Disabilities

3 cr. (Fall)

A study of the theoretical basis for occupational therapy treatment techniques in physical disorders. The student is introduced to specific techniques and skills utilized in the area of physical dysfunction. (\*Malpractice insurance fee applied) [R-1]

*Prerequisites:* OTA 102, OTA 104, OTA 106

*Corequisites:* OTA 201, OTA 203, OTA 205, OTA 209

## OTA 209—Documentation in Occupational Therapy

3 cr. (Fall)

This course will provide knowledge of documentation and the quality assurance process used in occupational therapy practice, with a focus on electronic health records. Modules will address legal and ethical issues related to documentation and reimbursement. Students will review various documentation formats that are used in practice and how the appeals process works when claims are denied. The role of the OTA in case management will also be described. Students will be assigned to fieldwork affiliation sites during the semester to increase their observational and documentation skills. [R-1]

*Prerequisites:* OTA 102, OTA 104, OTA 106

*Corequisites:* OTA 201, OTA 203, OTA 205, OTA 207

## OTA 217—Clinical Practice I

25 lab, 7.5 cr. (Spring)

This course provides a supervised eight week clinical



experience in an occupational therapy treatment setting. The student may elect to work with the physically challenged, emotionally challenged, developmentally challenged population or an emerging area of practice. The student is expected to use knowledge and skills, acquired through previous course work, to carry out prescribed treatment programs. Evaluation, treatment intervention and treatment documentation are the major components of the fieldwork experience. (\*Malpractice insurance fee applied) [R-1]

*Prerequisites:* OTA 201, OTA 203, OTA 205, OTA 207, OTA 209, All Academic Coursework

## OTA 218—Clinical Practice II

25 lab, 7.5 cr. (Spring)

This second eight-week clinical experience follows the successful completion of Clinical Practice I and occurs in a setting that services a different client population than the first clinical course. Evaluation, treatment intervention and treatment documentation are the major components of the field work experience. The student is expected to apply knowledge and skills acquired through course work and the preceding clinical experience. (\*Malpractice insurance fee applied) [R-1]

*Prerequisites:* OTA 217

*\*See Tuition and Fees section for current lab and malpractice insurance fees.*

## Office Technologies

(Business Department)

### OFT 103—Medical Coding

3 cr. (Fall/Spring)

This course will introduce students to the characteristics and conventions of the current CPT and ICD-CM coding. Format and correct coding practices will be taught. The importance of using accurate coding conventions to maximize reimbursement in the medical office will be stressed.

*Prerequisite:* MAT 010 or math placement into MAT 020 or higher

### OFT 106—Keyboarding

.5 lect., 1 lab., 1 cr. (Fall/Spring)

This course concentrates on building skills over a period of one-half semester. Students learn the use of alphabetic and numeric keys. In order to complete the course with a passing grade of C, students will be expected to work at a minimum speed of 20-25 words per minute for three minutes with reasonable accuracy using the touch method (without looking at the keys). This course meets three hours per week for eight weeks.

*Students who already have acceptable skill levels, should take the departmental examination for possible waiver of the course. OFT 107 or higher may be substituted for OFT 106.*

### OFT 107—Elementary Computer Keyboarding

2 lect., 2 lab., 3 cr.

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—Introduction to Keyboarding and Office Applications

2 lect., 2 lab., 3 cr.

This course teaches students to master the “touch” (without looking at the keys) method of alphabetic, numeric, and symbol keys. Professional competency is developed in keying business documents using Microsoft Word software. Students learn to format memoandums, letters, tables, reports, and other business documents. Emphasis is placed on correct keyboarding, formatting, and proofreading techniques. For a grade of C, the student must achieve minimum speed on straight-copy, five-minute writings of 35 words per minute with a maximum of 3 errors.

### OFT 109—Advanced Office Applications

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

Emphasis is placed on learning advanced details and building production skills on letters, tables, reports, and other business documents using Microsoft Word 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.

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. (Spring)

This is a survey course which provides an overview of records/information management as a system. The role of the records manager and the records management staff within the system are emphasized. Other areas of emphasis include inventories, developing retention schedules, active/inactive records management, archives management, disaster prevention and recovery, and manual preparation. An introduction to Microsoft Access is included.

*Prerequisite:* MAT 010 or math placement into MAT 020 or higher

### OFT 207—Transcription Skills

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

The student transcribes business communications and/or medical and legal documents from a voice transcriber. Emphasis is placed on the rapid production of mailable copy. Office procedures, basic grammar rules, spelling, punctuation, and proofreading are reviewed.

*Prerequisite:* OFT 108, MAT 010 or math placement into MAT 020 or higher

### OFT 209—Microsoft Word and PowerPoint

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

Hands-on instruction in Microsoft Word and PowerPoint is provided to the student. Emphasis is



## Office Technologies / Philosophy & Religion / Physical Education

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placed on creating, revising, formatting, enhancing, proof reading, printing, and merging of numerous business documents. Decision-making skills are exercised in the selection of formats and procedures. **Preparation for MOUS Certification in Word is available.**

*Prerequisite: OFT 108 or placement by department*

### OFT 211—Medical Transcription

2 lect., 2 lab., 3 cr.

The student transcribes communications documents such as: letters, case histories, medical evaluations, medical reports, and summaries from a voice transcriber. Most medical specialties are included. Emphasis is placed on the correct medical terminology and spelling, medical form format, and rapid production of mailable copy. Office procedures, basic grammar rules, spelling, punctuation, and proofreading are reviewed.

*Prerequisite: OFT 108 or placement by department, MAT 020 or placement into MAT 101 or higher*

### OFT 214—Excel and Access

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

This course provides hands-on training in the use of Excel and Access. Medical, legal and business projects help students learn to process specialized documents. Group assignments aid in the development of teamwork and decision-making skills.

**Preparation for MOUS Certification in Excel and Access is available.**

*Prerequisite: OFT 108 or placement by department, MAT 020 or placement into MAT 101 or higher*

### OFT 220—Office Internship

1 lect., 4 lab., 3 cr. (Spring)

Students work in an approved part-time office position with a cooperating employer. The work assignment is under the dual guidance of the employer and the college coordinator and the student will be evaluated by each. Students are required to attend a weekly one-hour seminar to discuss office procedures and to submit reports on their work experience.

*Prerequisites: completion of OFT 108, BUS 203, and OFT 209 plus CumGPA of 2.0 or departmental permission*

*NOTE: Students must comply with all policies, procedures, and regulations of the internship/fieldwork site. Failure to do so will result in immediate removal from the internship site and automatic failure of the course.*

## Philosophy & Religion

(English Department)

*The following courses in this area fulfill the humanities requirement for the A.A. and A.S. degrees: PHL 220, PHL 111, PHL 112, PHL 210, PHL 230.*

### PHL 111—Hebrew Bible (Old Testament)

3 cr. (Fall)

The historical background and literature of the Hebrews, with emphasis on the major religious themes and beliefs developed within the context of the history of the Middle East. (GE 7)

### PHL 112—New Testament

3 cr. (Spring)

The history and literature of Christianity, and the origins of the early Church, as described in the New Testament. (GE 7)

### PHL 210—Philosophy

3 cr.

An introduction to the main questions raised by philosophers concerning knowledge of human nature and the universe. Emphasis is placed on the methods of Western philosophers in their responses to these questions. (GE 7)

*Prerequisite: ENG 101 or concurrent enrollment*

### PHL 220—Ethics

3 cr.

The course introduces students to basic ethical theories and explores the values behind moral decision-making. Readings are drawn from classical and modern sources; classroom discussion centers on ethical issues in such areas as medicine, health, business, education, the arts, and law. (GE 7)

*Prerequisite: ENG 101 or concurrent enrollment*

### PHL 230—Concepts of World Religions

3 cr.

The development of world religions from primitive times to the present day. Attention is given to the history and culture of the people whose religions are studied. (GE 7)

*Prerequisite: ENG 101 or concurrent enrollment*

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## Physical Education/Exercise Studies/Health

(Movement Science Department)

*NOTE: PED 111 and PED 112 fulfill the liberal arts requirement for the associate degrees. Courses with subject PED do not satisfy the Physical Education requirement for graduation.*

### PED 100—Introduction to Physical Education

2 cr. (Fall/Spring)

Designed for students interested in careers in physical education or exercise science. Topics include the history of physical education and sport, the objectives of physical education and sport, the meaning of biological fitness, a survey of various programs and their importance, and career opportunities in teaching, coaching, exercise science and sports medicine.

### PED 101—Introduction to Exercise Science

2 cr. (Fall)

The course provides a broad-based introduction to exercise science as an academic discipline which integrates anatomy, biochemistry, epidemiology, molecular biology, physics, physiology and psychology. The course will examine the history of exercise science and its affect on society as well as professional development, relationships to other health care professions, and trends for the future.

*Prerequisite: placement into MAT 101*

### PED 111—Substance Abuse and Health

3 cr. (Fall/Spring)

An introduction to substance abuse that considers the physiological and psychological aspects of licit and illicit recreational drugs. Students develop an understanding of the importance and limitations of prescriptive medication.

### PED 112—Contemporary Health

3 cr. (Fall/Spring)

Topics include stress management, violence in society, planning diet and fitness programs, and adapting to aging and

dying. Students are able to make informed decisions concerning their personal physical and emotional states of health.

## **PED 114—Stress Management**

2 lect., 1 cr. (Fall/Spring)

Stress management is a course that approaches stress as a function of life over which we do have control. Emphasizing the relationship between stress and wellness, classes explore means of intervention to better manage common sources of stress. Course does not satisfy the physical education requirement for the associate degrees.

## **PED 145—Group Fitness Instructor**

1 lec., 2 lab., 2 cr. (Fall/Spring)

This course is designed to provide theoretical knowledge and practical skills in preparation for a national certification exam in group fitness instruction. Topics include guidelines for instructing safe, effective, and purposeful exercise, essentials of the instructor-participant relationship, the principles of motivation to encourage adherence in the group fitness setting, effective instructor-to-participant communication techniques, methods for enhancing group leadership, and the group fitness instructor's professional role.

## **PED 150—First Aid and Safety**

1 lect., 2 lab., 2 cr. (Fall/Spring)

This responding to emergencies course presents principles of safety awareness and accident-illness prevention, as well as practice in the techniques of first aid care for most common accident and sudden illness situations. American Red Cross certification for responding to emergencies and CPRO/AED is granted upon successful completion of requirements.

## **PED 151—Lifeguard Training**

1 cr. (Spring/Summer)

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.

*Prelco-requisite:* BIO 111

## **PED 202—Basic Exercise Physiology**

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

A study of the functions of the human body during physical activity. Topics include: physiological responses of the body during exercise in relation to the percentage of body fat, cardiac output, energy expenditure, temperature regulation, gender, and physical working capacity. Laboratory work provides practical experience in assessing human performance.

*Co-requisite:* BIO 112

## **PED 203—Physical Fitness and Exercise Prescription**

3 cr. (Spring)

Designed for students interested in the importance of physical fitness in today's mechanical society. This course focuses on the components of physical fitness; the role of fitness in disease prevention; factors that affect individual physical fitness and training levels; and how to evaluate and develop a fitness program according to individual goals, needs, and objectives.

*Prerequisite:* PED 202 *Corequisite:* PED 204

## **PED 204—Lab/Field Fitness Assessment**

1 cr. (Spring)

Assessment and evaluation of different areas of physical fitness through various measurement techniques used in the field of exercise science for testing and exercise programming. Students will be active participants in this course. A practical exam will be given at the end of this course.

*Co-requisite:* PED 203 and PED 204 *MUST be taken together.*

## **PED 205—Personal Training**

2 lect., 1 lab, 2 cr. (Spring)

This course is designed to provide theoretical knowledge and practical skill in preparation for the National Council on Strength and Fitness Personal Training Certification exam. The course will cover the most up to date fitness conditioning principles and assessment methods, provide students essential knowledge for developing client-trainer relationships, and effective implementation of fitness program and individual exercise instruction.

*Pre-/Co-requisites: BIO 111 Anatomy and Physiology 1 and PED201 Exercise Physiology.*

## **PED 224—Introduction to Exercise Principle**

1 lec., 2 lab., 2 cr (Spring)

This course provides a broad-based introduction of fitness testing & assessment and the science of exercise prescription. The components of health-related and skill-related fitness will be investigated including measurement procedures, interpretation of results, and application toward recommendations for exercise programs. Various exercise modalities will be explored, practiced & modified. Students will practice proper physiological supports and external spotting techniques. Additionally, the course will present the components of personal wellness including: positive stress management techniques, a positive self-image, quality sleep patterns, and a balanced nutritional program.

## **PED 230—Exercise Studies Practicum**

2 cr.

Students will meet weekly as a class to explore topics of professionalism, market survey, trouble shooting, motivation, supervision and initiative as well as developing web site pages, newsletters, and designing bulletin boards. Students will also document experiences to meet the requirement of 45 hours in an applied work setting. Develop skills, abilities, competencies and organizational and administrative techniques while working under direct supervision of selected professionals in their chosen area of interest: exercise physiology, personal training, exercise leadership, athletic training, nutrition, recreation, teaching, and coaching.

*Prerequisites: PED 202 Basic Exercise Physiology, PED 201 Human Movement, PED 203 Fitness & Exercise Prescription (can be taken concurrently). Cumulative GPA 2.5 or Chair permission.*

## **PED 280—Exercise Studies Capstone**

2 cr. (Fall)

The capstone course in the program of study provides a student the opportunity to synthesize, analyze, and apply knowledge acquired over different courses in the program. Students will choose a project, plan and implement the project, write a scholarly paper with research into the topic, discuss the detailed process of the project and present their findings and experiences to the Movement science faculty, peers and other college/public individuals interested. The course will provide students the opportunity to assess their interests and talents as they relate to the professional areas of study in the field of physical education, nutrition, exercise studies, personal training, health and fitness professional, recreation, athletic training, and/or health education. All projects MUST be pre-approved by faculty and

completed during the registered semester.

## **PHYSICAL EDUCATION SKILLS:**

*1 credit each for a full semester, unless otherwise noted. The skills courses are designed for those majoring in Exercise Studies, or the suggested study area of Physical Education in the Liberal Arts degrees. However, if a student outside these areas wishes to enroll in these courses to fulfill the physical education requirement they can do so only with Department Chair approval. Skills courses are graded A through F; the grades are based on skill and knowledge level of the material presented. Written tests are required. For physical education courses graded either A through F or graded on a pass/fail basis, see PES—Physical Education.*

**PEM 160 – Aerobic Fitness**

**PEM 161 – Racquet Sports 1**

**PEM 162 – Team Sports**

**PEM 163 – Studio Fitness**

**PEM 164 – Dance**

**PEM 165 – Beg—Int/Adv—Learn to Swim**

**PEM 166 – Golf/Badminton**

**PEM 167 – Weight Training**

**PEM 168 – Alpine Ski/Boarding**

**PEM 169 – Leadership Skills/Group Games**

**PEM 170 – Water Exercise**

**PEM 171 – Hiking for fit/outdoor individ.**

## **PES 100—Concepts of Physical Wellness**

1 lect., 1 lab., 1 cr.

A theory/discussion course designed to introduce students to the basic fundamental building blocks of physical wellness and how this body of knowledge relates to their own personal wellness. Course focus is on physical wellness which will include the components of physical fitness, exercise, nutrition and weight management, disease prevention, personal safety, stress management, and current consumer issues relevant to physical wellness. This course enables students to begin designing a lifetime personal wellness program that suits their own physical wellness goals and objectives. Students will participate in various labs to assess current fitness levels and practice exercise prescription principles through various forms of activity. All physical activity is modified to challenge the student within the individual's ability.

## **PES—Physical Education**

<sup>1</sup>/<sub>2</sub> cr. each, <sup>1</sup>/<sub>2</sub> semester each

Students may be required to take PES 100. Please refer to individual program requirements for specific requirements.

In addition, students who are required to take PES 100 must choose an additional 1 credit from a wide variety 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 A through F, or students may choose the option of taking them as pass or fail. Upon choosing this option, students will have two weeks to decide whether they want to receive a pass/fail or a letter grade for their physical education course. Requirements for both grading procedures will be the same. Students should not postpone taking these courses. To do so may jeopardize their timely graduation. (See course listing below.)\*

## **Repeating Physical Education Courses**

A student may take a maximum of one credit of any



course in physical education when fulfilling the two-credit graduation requirement. The “Concepts of Physical Wellness” course can only be taken once. A student may repeat a course to change a grade.

**Physical Education Credit for Varsity Participation**

A student may earn 1/2 credit in PES physical education, up to a maximum of 1 credit, when he/she participates in a varsity sport. All student-athletes must complete the season in order to receive credit. In case of injury, the student must have completed no less than 15 hours of participation.

Transfer students who want to receive physical education credit for varsity athletic participation must first fill out an athletic participation transfer form. Forms and information may be received from the Director of Athletics. Transfer students may receive up to 1 credit of physical education depending on their varsity athletic participation.

\*Note: Matriculated students who graduated from Police Academies or Correctional Training Academies within the last ten years and have completed PES 100—Concepts of Physical Wellness may request 1 P.E. activity credits.

Students who have completed basic training in the U.S. armed forces may qualify for two (2) physical education credits. For more information call the Veterans’ representative at 341-4071.

PES 170- Aerobic Fitness  
PES 171- Step Aerobics  
PES 172- Body Shaping  
PES 173- Cardio Kick Box  
PES 174- Ex & Wt. Management  
PES 180- Jogging  
PES 182- Walking  
PES 183- Spinning  
PES 184- Triathlon Training  
PES 200- Volleyball  
PES 201- Basketball (coed)  
PES 202- Basketball (men)  
PES 203- Floor Hockey (coed)  
PES 204- Floor Hockey (men)  
PES 205- Baseball  
PES 206- Soccer  
PES 207- Golf  
PES 208- Archery  
PES 209- Tennis  
PES 210- Racquetball  
PES 211- Badminton  
PES 300- Weight Train  
PES 301- Circuit Train  
PES 302- Strength Train  
PES 303- Physical Fitness  
PES 400- Self Defense co-ed  
PES 401 Self Defense women  
PES 410- Pilates  
PES 411- Yoga  
PES 412- Tai Chi  
PES 413- Stretch For Wellness  
PES 414- Aerial Yoga  
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  
PES 809 – Varsity Cross Country

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## Physical Sciences

(Science, Engineering & Architecture Dept.)  
(See also: Astronomy, Chemistry, Geology)

**PSC 125—Physical Science: The Physical World**

2 lect., 2 lab., 3 cr.

Topics are drawn from the fields of Physics, Chemistry, Geology, Meteorology and Astronomy with emphasis on how the scientific method guides the various disciplines. Laboratory work enhances and develops the lecture material. (GE 2)

*Prerequisite: tested into MAT 101 or completed Fundamentals of Algebra MAT 020*

**PSC 140—Physical Science: The Environment**

2 lect., 2 lab., 3 cr.

A study of the interaction between the physical environment and man. Concepts in natural sciences are introduced as a basis for discussion of current environmental issues. Local environmental issues are discussed. (GE 2)

*Prerequisite: tested into MAT 101 or completed Fundamentals of Algebra MAT 020*

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## 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*



# Physical Therapist Assistant

courses and A&P 1, A&P 2 and Basic Exercise Physiology to graduate with an A.A.S. Physical Therapist Assistant degree.

*NOTE: Transportation costs: students must make their own arrangements, at their own expense for transportation.*

*NOTE: A physical examination is required annually prior to the beginning of classes each September while enrolled in the Physical Therapist Assistant Program. The initial physical examination includes a 10-panel urine drug screen. Students who receive a positive drug test will not be allowed to begin the PTA Program. Attempted readmission to the PTA program will be possible only when the course is offered again and only if the student then successfully passes the urine drug test. Failure to successfully pass a drug test for a second time will result in permanent removal from the PTA program. Additionally, students will not be allowed to participate in clinical areas without completed physical examinations on file with the college and appropriate current CPR Certification.*

## PTA 010—Clinical Applications for the PTA

1 lect., 1 unit\* (Fall)

This course is designed to assist the student in understanding the concepts presented in first semester Physical Therapist Assistant courses. Discussion, demonstrations, worksheets, and small group activities are used to reinforce the information provided in Intro to Physical Therapy, Medical Conditions for the PTA and PTA I.

*Corequisite: BIO 111, PTA 101, PTA 103, PTA 105*

*\*not applicable to associate degrees or certificate programs*

## PTA 012—Kinesiology Support Module

1 lab., 1 unit\* (Spring)

This course is designed to assist the student in understanding the concepts presented in Kinesiology (PTA 104). Discussion, demonstrations, worksheets, and small group activities are used to reinforce the information provided in Kinesiology.

*Prerequisite: BIO 111, PTA 101, PTA 103, PTA 105*

*Corequisite: BIO 112, PTA 102, PTA 104*

*\*not applicable to associate degrees or certificate programs*

## PTA 101—Physical Therapist Assisting 1

3 lect., 3 lab., 4 cr. (Fall)

This is the first in a sequence of four procedures courses. Topics include: universal precautions, infection control, basic first aid and safety procedures, monitoring of vital signs, basic wounds care and bandaging techniques, proper body mechanics, patient positioning and transfers, spinal cord injuries, amputees, CVA, and gait training. [R-1]

*Corequisite: BIO 111, PTA 103, PTA 105*

## PTA 102—Physical Therapist Assisting 2

3 lect., 3 lab., 4 cr. (Spring)

In this second course in the sequence of four procedures courses, the basic principles of massage and application of modalities are emphasized; practice of specific skills includes various techniques of massage, hot and cold packs, paraffin, whirlpool, contrast baths, ultrasound, diathermy, electrical stimulation, ultraviolet, infrared and cold laser therapy. Principles and procedures related to the Hubbard tank, therapeutic pool, intermittent compression, spinal traction and wound healing are also presented. An overview of pharmacology as it relates to rehab completes the course. [R-1]

*Prerequisite: BIO 111, PTA 101, PTA 103, PTA 105*

*Corequisite: BIO 112, PTA 104*

## PTA 103—Introduction to Physical Therapy

2 lect., 2 cr. (Fall)

An introductory course to Physical Therapy which covers the history, scope of practice, role of the PT and PTA, preferred practice relationship between the PT & PTA, role of other health care providers, communication skills, documentation, ethical and legal principles, structure and organization of health care systems, and cultural diversity. [R-1]

*Corequisite: BIO 111, PTA 101, PTA 105*

## PTA 104—Kinesiology

3 lect., 3 lab., 4 cr. (Spring)

A study of basic human motion, including biomechanics, emphasizing the nervous, muscular and skeletal systems with particular emphasis on joint structure, movements, and muscle position in relationship to the joint. Course will also include the analysis of normal and pathological gait patterns. [R-1]

*Prerequisite: BIO 111, PTA 101, PTA 103, PTA 105*

*Corequisite: BIO 112, PTA 102*

## PTA 105—Medical Conditions for the Physical Therapist Assistant

3 lect., 3 cr. (Fall)

This course serves to describe specific systems pathology across the life span, including medical/surgical management, as they relate to the field of Physical Therapy. [R-1]

*Corequisite: BIO 111, PTA 101, PTA 103*

## PTA 201—Physical Therapist Assisting 3

3 lect., 3 lab., 4 cr. (Fall)

In this third course in the sequence of four procedures courses, the principles and techniques of therapeutic exercise are presented. Students study specific neurological, orthopedic, medical, and surgical conditions, and their PT management. [R-1]

*Prerequisite: BIO 112, PTA 102, PTA 104*

*Corequisite: PED 202, PTA 205, PTA 207*

## PTA 202—Physical Therapist Assisting 4

3 lect., 3 lab., 4 cr. (Spring)

This course is the final course in a series of four procedures courses in which the student defines, discusses, and demonstrates advanced Physical Therapy treatment techniques. Topics include: joint mobilization, proprioceptive neuromuscular facilitation, lumbar stabilization, pediatrics, cardiopulmonary rehab, head trauma rehab, amputee rehab, women's health issues, and geriatric rehab. [R-1]

*Prerequisite: PED 202, PTA 201, PTA 205, PTA 207*

*Corequisite: PTA 206, PTA 208*

## PTA 205—Clinical Education 1

16 lab., 3 cr. (Fall)

Students spend two full days per week in a clinical facility under the direction and supervision of a physical therapist. The actual hours will be determined by the facility and may include evening hours. This assignment is designed to allow students to observe, assist, and acquire skills in application of all procedures studied. [R-1]

*Prerequisite: PTA 102, PTA 104*

*Corequisite: PED 202, PTA 201, PTA 207*

**PTA 206—Clinical Education 2**

16 lab., 3 cr. (Spring)

Students spend two full days per week in a clinical facility under the direction and supervision of a physical therapist. The actual hours will be determined by the facility and may include evening hours. This assignment is designed to allow students to observe, assist, and acquire skills in application of all procedures studies. [R-1]

*Prerequisite:* PED 202, PTA 201, PTA 205, PTA 207

*Corequisite:* PTA 202, PTA 208

**PTA 207—Test and Measurement for the PTA**

3 lect., 3 lab., 4 cr. (Fall)

The principles and techniques of appropriate assessment, test, and measurement skills to assist a supervising physical therapist in monitoring and modifying the plan of care within the limits of practice are presented. Major topics include: ROM, MMT, balance, coordination, sensation, posture, pain and ADL assessment. [R-1]

*Prerequisite:* BIO 112, PTA 102, PTA 104

*Corequisite:* PED 202, PTA 201, PTA 205

**PTA 208—Contemporary Practice for the PTA**

3 lect., 3 cr. (Spring)

This course is a culminating course to explore current concepts and trends in Physical Therapy. Legal, fiscal, administrative, professional, and ethical issues are explored as they relate to the Physical Therapist Assistant. This course places heavy emphasis on self-directed learning and classroom participation through the use of the Internet, case scenarios, classroom discussion, and independent assignments. \*Throughout the core courses, each student is required to attend two APTA meetings or two continuing education seminars OR one APTA meeting AND one continuing education seminar which count toward a portion of this course. [R-1]

*Prerequisite:* PTA 201, PTA 205, PTA 207

*Corequisite:* PTA 202, PTA 206

**PTA 220—Clinical Education 3**

40 lab., 3 cr. (Summer I or III)

Students spend six weeks full time working in a clinical facility under the direction and supervision of a physical therapist. This externship provides a comprehensive clinical experience which allows the student to apply all skills acquired to date. The actual hours will be determined by the facility and may include evening hours. [R-1]

*Prerequisite:* Completion of course series PTA 101 through PTA 208

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**Physics**

(Science, Engineering & Architecture Dept.)

*Note: The keeping of a laboratory notebook and the writing of formal laboratory reports are required.*

**PHY 101—General Physics 1**

3 lect., 3 lab., 4 cr. (Fall/Spring/Summer I)

This course covers the concepts of classical physics from introductory mechanics through thermo-dynamics. Topics

include: kinematics, Newton's Laws-particle dynamics, statics, fluid statics and dynamics, heat and thermodynamics. (GE 2)

*Prerequisite:* MAT 102 or math placement test into MAT 121

**PHY 102—General Physics 2**

3 lect., 3 lab., 4 cr. (Fall/Spring/Summer II)

A continuation of PHY 101. A treatment of wave motion, harmonic motion and sound, electricity and magnetism, optics, relativity, quantum theory, atomic and nuclear physics. (GE 2)

*Prerequisite:* C or better in PHY 101

**PHY 103—Physics for Science & Engineering 1**

3 lect., 3 lab., 4 cr. (Fall)

The science of measurement; vector analysis; rectilinear motion; Newton's laws and their application to particle dynamics, conditions for equilibrium; rotational kinematics and dynamics and angular momentum; conservation of energy; linear and angular momentum; introduction to relativistic kinematics. (GE 2)

*Prerequisite:* completed or concurrent enrollment in MAT 205 is required

**PHY 104—Physics for Science & Engineering 2**

3 lect., 3 lab., 4 cr. (Spring)

A continuation of PHY 103. Topics include: gravitational theory, atomic physics of Bohr atom; fluid statics and hydrodynamics; oscillations and simple harmonic motion; traveling waves; vibrating systems and sound; temperature and heat measurement, heat transfer, kinetic theory of gases; first and second law of thermodynamics; introduction to nuclear structure. (GE 2)

*Prerequisite:* PHY 103, completed or concurrent enrollment in MAT 205 is required. A minimum grade of C- in PHY 103 is required.

**PHY 105—General Physics 1 with Calculus**

3 lect., 3 lab., 4 cr. (Fall)

A calculus-based course in general physics. The course covers the concepts of classical physics from introductory mechanics through thermodynamics. Topics include: kinematics, particle dynamics, statics, fluid statics and dynamics, thermodynamics. (GE 2)

*Prerequisite:* MAT 205

**PHY 106—General Physics 2 with Calculus**

3 lect., 3 lab., 4 cr. (Spring)

A continuation of PHY 105. A calculus-based treatment of wave motion, electricity and magnetism, optics, relativity, quantum theory, atomic and nuclear physics. (GE 2)

*Prerequisite:* C or better in PHY 105

*Corequisite:* MAT 206

**PHY 108—Acoustics**

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

An introduction to the fundamentals of sound. Topics include: elementary principles of wave motion; analysis of musical sounds from varied sources including voices, instruments, oscillators, synthesizers, and recording media. Emphasis is placed on those factors which permit performer and listener to understand and control musical sounds. (GE 2)

*Prerequisite:* MAT 101 or by permission of instructor

## Political Science / Psychology

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### **PHY 111—Architectural Physics**

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

An algebra based introductory course for students interested in architecture and building design. Topics include vectors, kinematics, stress and strain, statics, dynamics, energy, heat measurement, fluids, waves, electricity and sound. (GE2)

*Prerequisite:* MAT 107 or MAT 121 or higher is required.

### **PHY 203—Physics for Science & Engineering 3**

3 lect., 3 lab., 4 cr. (Fall)

Treatment of electro and magneto-statics, Gauss' Law, Faraday's Law, Ampere's Law; resistance inductance and capacitance applied to circuits. Transient and steady state analysis of RC, RL and RLC circuits. Resonance, electromechanical analogues; Maxwell's equations, electromagnetic waves and light; geometric and physical optics, gratings and spectra, polarization. (GE 2)

*Prerequisite:* completed or concurrent enrollment in MAT 207; minimum grade of C- in PHY 104

### **PHY 204—Modern Physics**

3 lect., 3 lab., 4 cr. (Spring)

Study of the development of physics since 1900. Study of waves in light and matter. Includes comparison of Galileo's and Einstein's relativity, relativistic kinematics and dynamics; wave-particle duality, black body radiation and Planck's constant; introduction to quantum theory and wave mechanics; introduction to molecular and solid state physics; atomic structure and the periodic table; nuclear reactions and energy. Elementary particles and the Standard Model; applications to cosmology. (GE 2)

*Prerequisite:* PHY 102 or PHY 106 or PHY 203

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## Political Science

(Global Studies Department)

### **POL 101—Introduction to Political Science**

3 cr. (Fall/Spring)

The course introduces basic concepts used by political scientists such as power, authority, the state, and analyzes major political ideologies of the contemporary world. General types of political systems and components of political systems are explained and compared. Major policy issues, especially those with global significance, are covered in connection with international politics. *Fulfills category D.* (GE 3)

### **POL 102—U.S. Government—State and Local**

3 cr. (Fall/Spring)

The changing role of state and local governments in America is examined. An emphasis is placed upon what state governments actually do, how they are structured, and the problems they face. Part of the course is devoted to the study of cities and metropolitan areas. *Fulfills category A.* (GE 3)

### **POL 103—U.S. Government—National**

3 cr. (Fall/Spring)

A survey of the U.S. political system at the national level including treatment of the historical background, central concepts and revisions of the constitutional framework,

examination of the presidency, congress, federal bureaucracy, judicial structure and process, political parties, interest groups, the media, and current public issues. *Fulfills category A.* (GE 4)

### **POL 104—Introduction to Political Thought**

3 cr.

An introductory course in the history of political theory with an emphasis on understanding political ideas and concepts and applying them to perennial issues of political life. Students will read selected original texts by theorists such as Plato, Aristotle, Machiavelli, Hobbes, Rousseau, Adam Smith, Marx, Nietzsche, and Max Weber. *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.* (GE 3)

### **POL 221—International Relations**

3 cr. (Fall)

A study of the principles used to describe the political relations among nations. Topics include the growth of nationalism, imperialism, decolonization, the balance of power concept, the role of international organizations such as the U.N. *Fulfills category D.* (GE 3)

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## Psychology

(Behavioral Sciences Department)

### **PSY 100—Psychology of Adjustment**

3 cr. (Fall, Spring, Summer)

An introductory psychology course, with emphasis on understanding the elements of a healthy personality. Topics include dynamics of adjustment the problems that the individual faces in adjusting to family, school, peers and job, and the techniques of readjustment such as counseling and psychotherapy. *Fulfills category B.*

### **PSY 111—Introduction to Psychology**

3 cr.

The foundations for a scientific understanding of human behavior are examined. Topics include: scientific methods, statistical analysis, physiological aspects of behavior, growth and development, learning and memory, sensation and perception, motivation and emotion, personality, gender and sexuality, and psychological disorders and therapy. (GE 3)

### **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 111

### **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 111*

### **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 111*

### **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: *PSY 111*

### **PSY 240—Social Psychology**

3 cr. (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 111*

### **PSY 250—Human Sexuality**

3 cr.

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 111 or SOC 111*

### **PSY 260—Introduction to Counseling**

3 cr.

The foundations for an integrated approach to counseling for the helping professional are introduced, as well as the nature of the helping process. Basic communication skills and interviewing, as well as an examination of the therapeutic relationship, formation of healthy professional boundaries, and importance of maintaining professionalism are covered. In addition, students will be exposed to a variety of theoretical approaches to counseling, including the psychodynamic, humanistic, cognitive-behavioral, and existential orientations. Integrated and trans-theoretical models will also be examined, including stage-wise theory of human change, motivational interviewing, and multimodal therapy models.

Prerequisite: *PSY 111*

## **Public Health**

(Movement Science Department)

### **PBH 101—Introduction to Public Health**

3 cr. (Fall/Spring/Summer)

A general introduction to what public health is, its importance for everybody's health, and how it functions as a combination of science and politics. The role of the public health system will be illustrated by describing issues confronting New York State and what is being done about them.

### **PBH 102—Promoting Healthy People and Communities**

3 cr. (Fall/Spring/Summer)

This course focuses on how health promotion strategies influence healthy behaviors, healthy people, and healthy communities. Current public health issues will guide us in examining key health promotion concepts, health concerns at different ages, and the causes of different health behaviors. Health inequalities and mass media's role will also be highlighted.

### **PBH 203—Concepts of Epidemiology**

3 cr. (Fall/Spring/Summer)

This course is designed to introduce students to the science of epidemiology. Specific subjects will include causal thinking, the epidemiologic framework, and study designs used in epidemiologic studies and the role of epidemiology in public health. Examples of famous studies will be discussed, including outbreak investigations and major studies that have identified risk factors for the more common diseases in the country and world today.

Prerequisite: *MAT 125 or Concurrent enrollment*

### **PBH 204—Global Health**

3 cr. (Fall/Spring)

The environment affects our health, economics, and quality of life. Globalization has made the earth a much smaller place so that we can no longer focus merely on issues in the United States. This course will address global environmental concerns and their impact on human health. Students will discuss various affecting factors (e.g. urbanization, population pressure, climate change, atmospheric pollution, sanitation, etc.) within the context of their impacts on population throughout the world.

### **PBH 205—U.S. Health Care System**

3 cr. (Fall/Spring)

This course will introduce the students to important issues underlying the US Health Care System – including issues of contemporary importance such as health care cost, health care quality, access to care, increasing number of uninsured, patient safety, prescription drugs policies, physician-patient interaction, adoption and use of health care technologies, and end-of-life care. The course is intended to provide students with an understanding of the various actors, stakeholder interactions, and functions of the US health care system, through a case-based approach interweaving real world events, practice experience, and research on the above issues.



## Radiologic Technology

(Diagnostic Imaging Department)

*NOTE: Students must comply with all policies, procedures and regulations of the internship fieldwork site. Failure to do so may result in immediate removal from the internship site and failure of the course.*

*NOTE: An overall cumulative average of 2.5 with a minimum grade of 75% (C+) in each Radiologic Technology course is required for progression within and graduation from the Radiologic Technology Program.*

### **RAD 101—Principles of Radiographic Exposure 1**

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

Introduction to the radiographic environment is presented. Evaluating and viewing radiographs, controlling the quantity and quality of the x-ray beam, controlling scatter, film, screens and grids are presented. [R-1]

*Prerequisite: acceptance into the Radiography program*

*Corequisite: RAD 103, RAD 105, RAD 107*

### **RAD 102—Principles of Radiographic Exposure 2**

3 lect., 2 lab., 4 cr. (Spring)

Advanced concepts of radiographic technique are covered. Physical characteristics of x-ray film and film processing, geometry of the radiographic image, technique problems and principles of digital radiography are included. [R-1]

*Prerequisite: RAD 101, RAD 103, RAD 105, RAD 107*

*Corequisite: RAD 104, RAD 106, RAD 111, RAD 108*

### **RAD 103—Introduction to Radiography**

1 cr. (Fall)

The course provides an overview of radiography and its role in health care delivery. Students are oriented to the academic and administrative structure, key departments, and personnel, responsibilities as students, and to the profession as a whole. Time management learning styles, test-taking strategies, study skills, and other skills necessary to "survive" the freshman year are discussed. [R-1]

*Prerequisite: acceptance into the Radiography program*

*Corequisite: RAD 101, RAD 105, RAD 107*

### **RAD 104—Radiation Protection**

1 cr. (Spring)

The course presents general methods in radiation protection when exposing patients to ionizing radiation. Skills and knowledge critical to the safety of the patient and radiographer are emphasized. Demonstration of such is required of all students. [R-1]

*Prerequisite: RAD 101, RAD 103, RAD 105, RAD 107*

*Corequisite: RAD 102, RAD 103, RAD 105, RAD 107*

### **RAD 105—Radiographic Positioning 1**

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

Basic concepts of positioning. Nomenclature of positioning, instruction and practice in positioning of extremities, shoulder girdle, hip joint, pelvic girdle, chest and abdomen. [R-1]

*Prerequisite: acceptance into the Radiography program*

*Corequisite: RAD 101, RAD 103, RAD 107*

### **RAD 106—Radiographic Positioning 2**

3 lect., 2 lab., 4 cr. (Spring)

Radiographic lines and points of the skull; instruction and practice in positioning of cranium, facial bones, mandible, nasal bones, paranasal sinuses, spine, digestive, urinary systems and mammography. [R-1]

*Prerequisite: RAD 101, RAD 103, RAD 105, RAD 107*

*Corequisite: RAD 102, RAD 104, RAD 111, RAD 108*

### **RAD 107—Methods of Patient Care 1**

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

An introduction to the care of patients in the clinical setting. This course includes: patient assessment, history taking; body mechanics, patient transfer techniques, medical emergencies, vital signs, infection control, non-aseptic techniques, preparation of medications, injection, patient interactions, and development of the professional self. [R-1]

*Prerequisite: acceptance into the Radiography program*

*Corequisite: RAD 101, RAD 103, RAD 105*

### **RAD 108—Methods of Patient Care 2**

1 lect., 1 lab., 1 cr. (Spring)

This course is a continuation of RAD 107 Methods of Patient Care 1. This course includes: medical charting, venipuncture, assisting in the administration of contrast materials, sterile gowning, gloving, patient interaction skills, human diversity, and an overview of medical ethics and law. In addition, patient preparation and placement of EKG leads along with a basic EKG interpretation. [R-1]

*Prerequisite: RAD 101, RAD 103, RAD 104, RAD 107*

*Corequisite: RAD 102, RAD 104, RAD 106, RAD 111*

### **RAD 111—Clinical Practicum 1**

1 lect., 15 lab., 1 cr. (Spring)

This course gives the student an opportunity to apply those concepts learned in lecture and lab in the clinical setting. Students have a chance to participate in general, barium enema, upper gastrointestinal, intravenous pyelogram, mobile, and trauma radiographic procedures. [R-1]

*Prerequisite: RAD 101, RAD 103, RAD 105, RAD 107*

*Corequisite: RAD 102, RAD 104, RAD 106, RAD 108*

### **RAD 112—Clinical Practicum 2**

1 lect., 39 lab., 2 cr. (Summer)

A continuation of Clinical Practicum 1 plus operating room. [R-1]

*Prerequisite: RAD 102, RAD 104, RAD 106, RAD 111, RAD 108*

### **RAD 209—Radiographic Physics**

4 cr. (Fall)

The course focuses on the principles of x-ray generation, properties of x-rays, x-ray tube, and circuitry. In addition, advanced concepts of image production, are covered. [R-1]

*Prerequisite: RAD 112*

*Corequisite: RAD 213, RAD 217, RAD 221*

### **RAD 210—Quality Assurance**

1 lect., 1 lab., 1 cr. (Spring)

The course provides an introduction to the evaluation of radiographic systems to assure consistency in the production of quality images. [R-1]

*Prerequisite: RAD 213, RAD 217, RAD 221, RAD 209*

*Corequisite: RAD 112, RAD 216, RAD 214, RAD 219*

## **RAD 213—Clinical Practicum 3**

1 lect., 23 lab., 1.5 cr. (Fall)

A continuation of Clinical Practicum 2 plus Computed Tomography and special radio-graphic procedures. [R-1]

*Prerequisite:* RAD 112

*Corequisite:* RAD 217, RAD 221, RAD 209

## **RAD 214—Clinical Practicum 4**

1 lect., 23 lab., 1.5 cr. (Spring)

A continuation of Clinical Practicum 3. [R-1]

*Prerequisite:* RAD 213, RAD 217, RAD 221, RAD 209

*Corequisite:* RAD 210, RAD 112, RAD 216, RAD 219

## **RAD 215—Clinical Practicum 5**

1 lect., 39 lab., 2 cr. (Summer)

A continuation of Clinical Practicum 5. [R-1]

*Prerequisite:* RAD 210, RAD 218, RAD 216, RAD 214, RAD 219

## **RAD 216—Advanced Imaging Modalities**

3 cr. (Spring)

The course deals with different modes of imaging the human body. Special attention is given to fluoroscopy, tomography, mamography, computed tomography and magnetic resonance imaging. In addition, this course introduces students to sectional human anatomy in the transverse, sagittal and coronal planes. [R-1]

*Prerequisite:* RAD 213, RAD 217, RAD 221, RAD 209

*Corequisite:* RAD 210, RAD 112, RAD 214, RAD 219

## **RAD 217—Radiographic Positioning 3**

2 cr. (Fall)

Introduction to contrast studies including myelography, angiography, bronchography, hystero-salpingography, arthrography and sialography. In addition, advanced skull radiography is included. [R-1]

*Prerequisite:* RAD 112

*Corequisite:* RAD 213, RAD 221, RAD 209

## **RAD 218—Radiation Biology**

2 cr. (Spring)

The biological effects of ionizing radiation and the basic mechanism of short-term and long-term effects of ionizing radiation are covered. [R-1]

*Prerequisite:* RAD 213, RAD 217, RAD 221, RAD 209

*Corequisite:* RAD 210, RAD 216, RAD 214, RAD 219

## **RAD 219—Medical Terminology**

1 cr. (Spring)

This course is designed to provide terminology for those in the health professions including medical: personnel, transcriptionists, librarians, insurance examiners and the layperson.

*Prerequisite:* Placement in ENG 101

## **RAD 221—Radiographic Pathology**

3 cr. (Fall)

The disease processes of the body systems and related radiographic techniques are emphasized. Cross-sectional anatomy is included. [R-1]

*Prerequisite:* RAD 112

*Corequisite:* RAD 213, RAD 217, RAD 209

## **Physical Examination**

Physical examination is required upon admission to the program within a one-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.

A drug screening and criminal background check are required once a student has been accepted. Some clinical sites require a second criminal background check before the start of the second year.

## **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 approximately \$200 and is the student's responsibility.

# Sociology

## **(Behavioral Sciences Department)**

### **SOC 101—Introduction to Sociology**

3 cr. (Fall/Spring/Summer)

This course explores those forces in our culture and social structure that lie beyond the individual's control or direct awareness, but which shape what we are, how we behave, and what we think.

Basic sociological concepts are used to develop insights and understanding. Topics such as culture, social structure, socialization, social control, groups, stratification, research methods and statistical analysis are discussed. *Fulfills category C.* (GE 3)

### **SOC 120—Social Problems**

3 cr. (Fall/Spring/Summer)

Using primarily a scientifically and statistically based sociological perspective, a variety of American social problems are examined. Included are the increasing levels of interpersonal violence and other types of deviant behavior, racism and sexism, threat of war, poverty and the welfare system, and the consequences of economic inequality. Analysis of these problems includes description, causative relationships, individual and societal dimensions, and alternative social policy responses. *Fulfills category C.*

**SOC 202—Social Inequality**

3 cr. (Fall/Spring/Summer)

This sociology course examines the tensions and conflicts generated by the struggle for power and between the defenders of tradition and the forces of change, research evidence and statistical analysis are used to see how race, class, and gender are used as fundamental reference points for understanding how power and resources are distributed in American Society. While a cross-cultural perspective is sometimes used for comparative purposes, the primary focus is on the surging changes that have swept through American institutions since World War II. The American family, schools, economy, political life, military, sports world and religious life will be studied. *Fulfills category C. (GE 3)*

**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*

**SOC 242—Sociology of Religion**

3 cr.

This course is an introduction to the sociological study of religion, exploring religious beliefs, practices, and institutions in different societies through the lens of sociological theories that examine religion as a social phenomenon.

This entails attending to society's impact on religion as well as religion's effect on society. Examining the social dynamics of religion in other societies will help us better understand the nature and function of religion in American society.

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**Spanish**

(Global Studies Department)

**SPN 101—Elementary Spanish 1**

3 cr.

For beginners or those who have no more than one year of high school Spanish. Emphasis is placed on the language as spoken and heard. Grammar study deals mainly with the formation and use of verbs in the present tense. Situational dialogues serve as the basis for learning pronunciation, vocabulary and idioms. (GE 9)

*Note: Students who are proficient in Spanish may be placed in a more advanced course.*

**SPN 102—Elementary Spanish 2**

3 cr.

Additional vocabulary and tenses of verbs are introduced until all basic constructions, including the subjunctive, have been examined. (GE 9)

*Prerequisite: SPN 101 or two years of high school Spanish or placement by instructor*

**SPN 201—Intermediate Spanish 1**

3 cr.

Study of the language through a continuation of audio-lingual learning, with emphasis on review of basic grammatical patterns, improvement of reading and writing skills. Reading exercises offer insights into Spanish and Spanish-American culture. (GE 9)

*Prerequisite: SPN 102 or instructor placement*

**SPN 202—Intermediate Spanish 2**

3 cr.

Emphasis is given to advanced grammatical patterns, such as the subjunctive mood and the passive voice. Conversation based on everyday vocabulary is encouraged, to help students develop further their listening and speaking abilities. (GE 9)

*Prerequisite: SPN 201 or instructor placement*

**SPN 203—Spanish Conversation and Composition**

3 cr. (Fall)

Conversation based on readings chosen for their contemporary colloquial usage of active vocabulary. Students write compositions based on models of Spanish prose or poetry. (GE 9)

*Prerequisites: SPN 201-SPN 202 or three years of high school study or instructor placement*

**SPN 204—Introduction to Spanish Literature**

3 cr. (Spring)

Masterworks of Spanish and Spanish-American literature are read and discussed in Spanish. (GE 9)

*Prerequisite: SPN 203 or instructor placement*

## Theatre Arts

(Arts & Communication Department)

### THE 101—Introduction to Theatre

3 cr. (Fall/Spring)

This course explores the process of theatrical creation. Lecture-demonstrations introduce the student to contemporary and historical modes of production. Class projects focus on the collaborative work of the Director, Actor, Designers and support staff. Attendance at theatre events is required. (GE 7)

### THE 103—Acting 1: Fundamentals

3 cr. (Fall/Spring)

Study and practice in principles and techniques of acting; developing the actor's instrument. Exercises, improvisation, scene study, monologues, and audition methods are among the areas studied. (GE 8)

### THE 104—Acting 2: Text and Scene

3 cr. (Spring)

Skills acquired in Acting 1 are further developed and applied to scene work. Students will be introduced to the American method (Meisner, Hagen) and apply it to the analysis of the text in the development of scenes performed in class and to the audition situation. The goal of the course is to teach actors to make effective choices that are firmly grounded in text. This course requires intensive work and commitment, including memorization of scenes and monologues and extensive rehearsals within and outside of class time. Students will perform in every class. Selected students will appear in a performance showcase at the end of the semester.

*Prerequisite: Acting 1 or permission of instructor*

### THE 105—Improvisation for the Theatre

3 cr. (Fall/Spring)

This course is an examination of the theory and practice of improvisation as a performing art. Students will learn improvisational theatre games and exercises intended to develop the principles of improvisation, particularly in the tradition of Keith Johnstone. The course is intended to develop skills that supplement the techniques of scripted performance. (GE 8)

### THE 107—Theatre Workshop

3 cr. (Fall/Spring)

A workshop in stage play production. The emphasis is on the "hands on" application of stage craft techniques including stage lighting, stage carpentry, costuming, publicity and house management. Students crew for the department-sponsored play production by putting in 15 hours in addition to regularly scheduled class time. Attendance at three outside play performances is required. Students may repeat the course one time, with the recommendation of the instructor, for a total of six credits. (GE 8)

### THE 109—Stage Make-Up

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

Beginning course in principles, techniques, and materials of theatre make-up. Students must purchase a basic stage make-up kit. Play production hours outside of class will be required. (GE 8)

### THE 117—Puppetry/Object Performance Theatre

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

An introductory performance lab for puppetry and object theatre. The course covers world puppet history, object performance and ritual (mask, puppet, shadow, object), and exposes students to mature theatre works that incorporate puppet and object theatre as a powerful visual vocabulary in live performance art. Traditional puppetry disciplines will be explained and explored, and students will work on all facets of puppet theatre creation (writing, design, construction, scoring, manipulation, direction), culminating in a public performance showcasing their work in group projects and individual performances. Videos of performances by master puppeteers and contemporary object theatre artists will be shown to inform and inspire students. Course may be repeated once for a total of six credits. (GE 8)



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Student Services Central .....	Dawn Lowe
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.....	Melissa Barczak
.....	Aylson Stater



## Faculty and Professional Staff

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**Michael Albright (2006)**

*Communications Officer*  
B.A., Bloomsburg University

**Laura Angerame (1999)**

*Associate Professor; Assistant Department Chair—Business*  
A.A.S., SUNY Orange; B.S., SUNY New Paltz; M.B.A., Mount Saint Mary College; 2016 SUNY Chancellor's Award Excellence in Teaching; 2017 ACBSP Region 1 Teaching Excellence Award

**William Ansley (1991)**

*Academic Technical Assistant*  
B.S., M.S., SUNY Buffalo

**Renee Arnold (2016)**

*Procurement Coordinator*  
A.A.S., SUNY Ulster; B.S., M.A., Marist College

**Michele Ascione (2016)**

*Instructor—Radiologic Technology*  
A.A.S., SUNY Orange; B.S., Nyack College

**Meg Atwood (1985)**

*Professor—Dental Hygiene*  
A.A.S., SUNY Orange; B.S., SUNY Empire State College; M.P.S., SUNY New Paltz; 2015 SUNY Chancellor's Award for Excellence in Teaching

**Donna Avery (2011)**

*Associate Professor; Assistant Chair—Mathematics*  
B.A., Wells College; M.A.T., Colgate University; M.S., Illinois State University

**Giuseppe Baez (2007)**

*IT Coordinator*  
A.S., New York City Technical College; B.S., SUNY Empire State College

**Selena Balbuena (2019)**

*Case Manager*  
A.S., SUNY Orange; B.A. SUNY Albany

**Melissa Barczak (2016)**

*Success Advisor—TRiO*  
B.A., M.A., Canisius College

**Eileen Barrett (2001)**

*Associate Director of Human Resources*  
A.A., SUNY Orange; B.S., SUNY Empire State College; Certified Professional in Human Resources (PHR)

**Paul Basinski (2001)**

*Professor, Chair—Global Studies; Honors*  
M.A., B.A., SUNY Buffalo

**Suzanne Baumann (2013)**

*Testing Center Manager*  
B.A., M. Ed., Rutgers University

**Darlene Benzenberg (2016)**

*Registrar*  
A.A.S., SUNY Sullivan; B.S., Marist College

**Teresa Bianchi (2019)**

*Instructor—Nursing*  
A.A.S., SUNY Orange; B.S., M.S., University Phoenix

**Cindy Bergen (2006)**

*Jr. Case Manager*

**Samantha Blumenberg (2016)**

*Jr. Case Manager*

**Ann Marie Boffalo (2001)**

*Assistant Professor—Movement Science*  
B.S., M.A., Adelphi University

**Susan Boyhan (2010)**

*Assistant to Vice President for Academic Affairs*  
A.S., SUNY Orange; B.A., Pace University

**Nancy Boylan (2012)**

*Assistant Director—Academic Advising*  
B.S., SUNY Binghamton; M.S., Mount Saint Mary College

**Fred Brennen (2010)**

*Facilities Project Manager*

**Maureen Brett-Mohyla (2015)**

*Assistant Professor—Nursing*  
R.N. Diploma, St. Vincent's Catholic Medical Center; B.S., College of Staten Island; M.S., Columbia University

**Sarah Broderick (2019)**

*Assistant Director Admissions*  
B.A., Alfred University; M.S. Capella University

**Eric G. Brooks (1990)**

*Professor—Business*  
A.B., Princeton; M.B.A., University of California at Berkeley

**Melissa Browne (2005)**

*Assistant Professor—English*  
B.A., Ohio Wesleyan University; M.A., Teacher's College, Columbia University

**Gerianne Brusati (2007)**

*Vice President—Student Services*  
B.A., Fordham University; M.A., New York University

**Melanie Bukovsky (2002)**

*Disabilities Specialist*  
B.A., Mount Saint Mary College

**Beverly A. Byrne (2014)**

*Sr. Secretary to the Vice President—Institutional Advancement*  
B.A., Montclair State University

**Robert J. Cacciatore (2007)**

*Assistant Professor—Criminal Justice*  
B.S., John Jay College of Criminal Justice; M.S., Hunter College; NYS Licensed Private Investigator

**Patricia Cal (2007)**

*Professor—Nursing; Chair—Nursing*  
A.A.S, SUNY Orange; B.A., University of California, San Diego; M.S., San Diego State University; D.N.P, Walden University

**Deborah Canzano (2009)**

*Reference Librarian—Newburgh Campus, Assistant Professor*  
B.A., University of Connecticut; M.L.S., SUNY Albany

**Niccole Card (2011)**

*Assistant Professor—Dental Hygiene*  
A.A.S., SUNY Orange; B.S., M.S., University of Bridgeport

### Yetka Carlisle (2018)

*Assistant Registrar*  
B.A., M.S., College of New Rochelle

### Mark Carranceja (2013)

*Assistant Professor—Arts & Communication*  
B.A., City University of New York at Brooklyn; M.A., New School for Public Engagement

### Elizabeth Carris-Swan (2012)

*Assistant Professor—Mathematics*  
B.S., M.A., SUNY New Paltz; M.A., Western Connecticut State University

### Jean Chang (2005)

*Technical Assistant—IT*

### Lori Charitable (1985)

*Associate Director of Human Resources*  
Certified Professional in Human Resources

### Stacy Charles (2019)

*Case Manager*  
B.A., Virginia Union University; M.S., LIU-CW Post

### Artur Charukhchyan (2002)

*Assistant Director of Information Services*  
B.S., Tbilisi State University

### Deborah Chedister (1996)

*Assistant Professor—English*  
B.A., Colorado State University; M.S., SUNY New Paltz

### Christopher Clark (2010)

*Associate Director of Safety & Security*  
B.S., SUNY Oneonta

### Jennifer Clayton (2006)

*Disabilities Specialist*  
B.A., Mount Saint Mary College; M.S., Long Island University

### Mildred Consolo-Melchionne (2004)

*Academic Fieldwork Coordinator*  
A.A.S., SUNY Orange; B.S., SUNY Empire State College

### John Coombs (2020)

*Coordinator, P-Tech Program*  
B.S., Springfield College

### Jean Carlos Cowan (2000)

*Professor—Global Studies*  
B.A., Universidad Javeriana; B.A., M.A. Queens College; Ph.D., SUNY Albany

### Keara Cronin (2017)

*Assistant to the Vice President of Administration & Finance*  
B.S., Binghamton University; M.B.A., Mercy College

### Amanda Crowell (2009)

*Associate Professor—English*  
B.A., Truman State University; M.A., M.F.A., University of Missouri

### Anthony Cruz (2007)

*Professor—English*  
B.S., Herbert H. Lehman College, CUNY Baccalaureate Program; M.S., Fordham University

### Jamie C. Cupolo (2001)

*Assistant Professor, Academic Advisor/Retention Specialist*  
A.A., Rockland Community College; B.A., M.A., SUNY New Paltz

### Kaitlin Curry (2013)

*Assistant Professor—Mathematics*  
B.S., M.A., SUNY Binghamton

### Peter M. Cutty (1991)

*Assistant Professor—Student Development Counselor*  
B.A., Rutgers Newark College of Arts & Sciences; M.A., Montclair State College

### Linda Dauer (2016)

*Vice President for Administration & Finance*  
B.A., Westminster College; M.B.A., Plymouth State University

### Naomi Daven (2016)

*Associate Director of Academic Advising*  
B.A., Mount Saint Mary College; M.A., Stevens Institute of Technology

### Marie DeFazio-Schultz (2002)

*Technical Assistant—Biology and Clinical Laboratory Science*  
A.S., SUNY Orange; B.S., SUNY at Purchase

### Louis DeFeo (2005)

*Coordinator—Workforce Development Education*  
B.A., University of Kentucky; M.S., Bank Street College of Education

### Jennifer Delvalle (2003)

*Coordinator—Employment Services*  
B.A., St. Joseph's College

### Sasha DeNeve (2010)

*Academic Services Assistant*  
B.A. Rutgers University; MBA, Marist College

### Erica Deslandes (2012)

*Assistant Professor—Nursing*  
A.A.S. Nursing, Queensboro Community College; B.S. Nursing, Hunter College; M.A., New York University

### Theresa DeStefano (2006)

*Case Manager*

### T. Samuel Dillon (2012)

*Assistant Professor—Biology*  
B.S., University of Northern Colorado; M.S. California State University

### Deborah Dorwitt (2013)

*Technical Assistant – Biology Learning Lab (BATCAVERN)*  
B.S., City College of New York; M.D., SUNY Upstate Medical Center

### George Dusenberry (1989)

*Facility Manager*

### Mercedes Ebbert (2011)

*Associate Professor—Biology*  
B.S., University of Chicago; M.Phil., Ph.D., Yale University

### Carol Ebbro (2003)

*Career Specialist*  
B.B.A., Baruch College

### Angela Elia (2000)

*IT Support Manager*  
A.S., SUNY Orange; B.S., Dominican College

## Faculty and Professional Staff

---

### Brooke Ellsworth (2018)

*Director, Center for Student Success*

B.A., Marymount Manhattan College; M.F.A., The New School

### Damon Ely (2010)

*Associate Professor—Biology*

B.S., University of Maine; M.S., University of Georgia; Ph.D., Virginia Polytechnic Institute and State University

### Molly Evans (1998)

*Sr. Customer Service Rep.—Orange Works Career Center*

### Karina Fabiano (2013)

*Case Manager*

B.S., Everest University

### Michele Farrell (2008)

*Associate Professor—Arts & Communication*

A.A., SUNY Orange; B.A., SUNY New Paltz; M.A., Marist College

### Evelyn Rene Fields (2006)

*Coordinator, Youth Program*

B.S., Nyack College

### Peggy Britt Fields (2006)

*Sr. Case Manager*

B.S., Nyack College

### Shirley Figueroa (2001)

*Customer Service Rep.—Orange Works Career Center*

### Barbara Fiorello (1989)

*Professor—Business*

B.S., Fairleigh Dickinson; M.B.A., Iona College

### Angela Fisher (2015)

*Student Success Specialist*

B.A., Robert Cook Honors College; M.A., Indiana University of Pennsylvania

### Maureen Flaherty (2007)

*Personal Counselor, Associate Professor*

B.A., M.A., SUNY New Paltz

### Lucinda Fleming (2001)

*Professor, Chair—Business*

A.S., NEO A&M College; B.S., M.A., Oklahoma State University; 2010 SUNY Chancellor's Award for Excellence in Teaching; 2011 ACBSP Region 1 Teaching Excellence Award

### Mary Forbes (2005)

*Jr. Case Manager*

### Mary Ford (2009)

*Director, Educational Partnerships*

B.A., SUNY Binghamton; M.A., City College of New York

### Liza Fragola (2007)

*Coordinator—Grants and Accounting*

B.S., Mount Saint Mary College

### Talbot Frawley (2014)

*Instructor—English*

A.A., SUNY Orange; B.A., SUNY New Paltz; M.A., SUNY New Paltz

### Donna Frazier (2004)

*Chair, Occupational Therapy Assistant*

A.S., Orange County Community College; B.S., Dominican College; M.S., Empire State College

### Kirsten Gabrielsen (1999)

*Technical Assistant—Biology and Clinical Laboratory Science*

A.A.S., SUNY Orange; Authorization, R.M.T., Copenhagen; MLT (ASCP)

### Peter Galipeau (2006)

*Technical Assistant—Arts & Communication*

B.A., University of Massachusetts

### Maria Garcia (2003)

*Jr. Case Manager*

### Michael Gawronski (2008)

*Associate Vice President—Health Professions*

B.S., SUNY Institute of Technology at Utica; B.S., M.S., D'Youville College; Ph.D., Colorado State University, School of Education

### Gregory Geddes (2011)

*Assistant Professor—Global Studies*

B.A., College of William and Mary; M.A., Ph.D., Binghamton University

### James Gill (2009)

*IT Support Specialist II*

### Thomas Giorgianni (1991)

*Professor—Computer Science & Technology*

A.A.S., SUNY Orange; B.P.S., SUNY Empire State College; M.S., SUNY New Paltz; C.A.S., SUNY Albany; Ph.D., SUNY Albany

### Noah Glicksman (2014)

*IT Support Specialist*

### Daryl Goldberg (2000)

*Professor—Business*

B.A., Brooklyn College; M.B.A., Adelphi University

### Jonathan Goldberg (2019)

*Instructor – Business*

B.A., Syracuse University; J.D., St. John's University School of Law

### Maria Cristina Gomez (2017)

*Case Manager*

### Sandra Graff (1998)

*Professor—English*

B.A., SUNY Albany; M.A.T., Fairleigh Dickinson

### Elizabeth Gray (2000)

*Technical Assistant—Institutional Research*

A.S., SUNY Orange

### Donald Green (2002)

*Assistant Director, Career and Internship Services*

B.S., SUNY Empire State College

### Eric Grove (2015)

*IT Support Specialist*

### Ana Guzman (2011)

*Assistant Professor—Nursing Department*

A.A.S., Dutchess Community College; B.S., SUNY New Paltz; M.S. Nursing Education, Walden University

### Leland Hach, Jr. (2016)

*Director of Network Infrastructure*

B.S., Canisius College; M.S., SUNY New Paltz

## Erika Hackman (2016)

*Vice President—Academic Affairs*

A.A., Southwestern Illinois College; B.A., M.Ed., Ph.D.,  
University of Illinois at Urbana-Champaign

## Jean Halpern (1996)

*Professor—Nursing*

R.N., B.S., Mount Saint Mary College; M.S. Nursing,  
Mercy College, 2009 SUNY Chancellor's Award for  
Excellence in Teaching

## Russell M. Hammond (2018)

*Instructor—Computer Science & Technology*

A.A., American Intercontinental University; A.A.S., SUNY  
Orange; B.A., Southern New Hampshire University

## Lore Hannes (2017)

*Instructor – Behavioral Sciences*

B.A., University of Rochester; M.A., Ph.D., Adelphi  
University

## Eric Hardwick (2016)

*Director—TRiO*

A.A.S., SUNY Dutchess, B.A., M.A., SUNY New Paltz

## Maria Harjes (2006)

*Professor—Physical Therapist Assistant; Chair—Physical  
Therapist Assistant*

B.S., Quinnipiac University; D.P.T., Boston University

## Steven Harpst (2000)

*Director—Center for Student Involvement*

B.A., Utica College of Syracuse University; M.Ed., Alfred University

## Cory Harris (2007)

*Professor, Chair—Behavioral Sciences*

B.A., New Mexico State University; M.A., Ph.D., University  
of Arizona

## David Hattenbrun (2012)

*Assistant Professor—Nursing*

B.S., Dominican College; B.S., Syracuse University;  
M.S.Nursing-FNP, The Sage Colleges

## Stephen Hedderton (2010)

*Assistant Director of Communications for Publications*

B.S., SUNY New Paltz; M.S., Iona College; Cert. in Digital  
Marketing, University of Georgia

## Andrew Heiz (2008)

*Library Director, Assistant Professor*

B.S., M.L.S., Queens College; 2016 SUNY Chancellor's  
Award Excellence in Librarianship

## Christine Henderson (2011)

*Associate Professor—Behavioral Sciences*

A.A., SUNY Orange; B.A., Adelphi University; M.S.,  
University of Phoenix

## Marsha Henderson (2005)

*Case Manager*

B.S., Livingstone College; M.S., Atlanta University

## Elizabeth Hession (2010)

*Technical Assistant—Impaired Driver Program*

## Amy Hillick (2002)

*Assistant Professor—Library*

B.S., SUNY Buffalo; M.L.S., University at Buffalo

## Steven J. Holmbraker (1992)

*Electronic Repair Specialist*

A.S., SUNY Orange; B.S.E.E.T., University of Maine

## Debra Horowitz (2006)

*ESL Coordinator*

B.A., Queens College; M.A., New York University; M.B.A.,  
Marist College

## Pamela Hylton (2017)

*Instructor – Nursing*

A.A.S., Kingsborough Community College; B.A., SUNY  
New Paltz; M.S.N., M.B.A., University of Phoenix

## Michele Iannuzzi-Sucich (2007)

*Professor—Biology, Assistant to VPAA –Newburgh*

B.S., Siena College; M.D., SUNY Syracuse; Board Certified,  
American Academy of Family Physicians

## Anthony Jacklitsch (2010)

*Assistant Director of Safety & Security*

## Walter Jahn (1997)

*Professor—Biology, Honors*

B.S., Penn State University; M.S., Widener University; M.S.,  
Ph.D., Temple University

## Alexander Jakubowski (1993)

*Professor—English*

B.A., SUNY Oswego; M.A., SUNY Binghamton

## Joan Janssen (2016)

*Job Developer*

B.A., St. John's University

## David Jiang (2010)

*Simulation Technician*

A.S. SUNY Orange

## Dolores Jones (1997)

*Assistant to the Vice President for Student Services*

## Veronica Jones (2002)

*Disability Program Navigator*

B.S., Nyack College

## Ronald Jurain (1997)

*Assistant Professor—Criminal Justice*

B.A., M.A., John Jay College of Criminal Justice

## Kristen Katzin-Nystrom (2007)

*Assistant Professor—English*

B.A., San Francisco State University; M.A., University of  
Massachusetts at Boston

## Alexandra Kay (2008)

*Associate Professor—English; Chair—English*

B.A., Pace University; M.A., New York University

## Kenneth Kempsey (2008)

*Director—Director of User Services*

B.S., SUNY Buffalo

## Dorene Kieva (2006)

*Operations Coordinator—Continuing and Professional  
Education*

## Megumi Kinoshita (2010)

*Associate Professor—Science, Engineering, Architecture*

M.A. Stony Brook, B.A., M.A. Rutgers; Ph.D, SUNY Stony  
Brook



## Faculty and Professional Staff

---

### David Kohn (2006)

*Director—Continuing and Professional Education*  
B.S., SUNY Stony Brook; M.S., Fordham University;  
M.B.A., St. John's University

### Miroslav Krajka (2016)

*Instructor—Computer Science & Technology*  
B.S., M.S., College of Staten Island

### Rob Larkin (1991)

*Coordinator—Impaired Driver Program*  
A.A., SUNY Orange; B.A., SUNY New Paltz

### Maureen Ann Larsen (1999)

*Academic Technology Manager; Assistant Professor*  
A.A.S., SUNY Orange; B.S., M.S., Kaplan University;  
Comp TIA A+; Net+; iNet+

### Shahrzad Latefi (2014)

*Assistant Professor—Mathematics*  
B.S. Yasouj University, Iran; M.S., Shiraz University, Iran

### Andrea Laurencell Sheridan (2008)

*Associate Professor—English*  
B.A., Russell Sage College; M.A., New York University;  
2018 Chancellor's Award for Excellence in Teaching

### Josh Lavorgna (2003)

*Associate Professor—Mathematics; Chair—Mathematics*  
A.S., SUNY Orange; B.S., Mount Saint Mary College;  
M.A., Western Connecticut State University

### Edward Leonard (2003)

*Associate Professor—Physical Therapist Assistant, Academic  
Coordinator of Clinical Education*  
M.S., Upstate Medical Center; D.P.T., SUNY Upstate  
Medical University; 2017 SUNY Chancellor's Award,  
Excellence in Teaching

### Christine Leroux (2012)

*Assistant Professor—Mathematics*  
B.S., Northern Illinois University; M.S. Northern Illinois  
University; Ph.D., Northern Illinois University

### Marie Letterii (2019)

*Associate Director of Admissions*  
B.S., Syracuse University; M.S.Ed., Hofstra University

### Suzanne Lindau (2007)

*Assistant Professor—Nursing*  
A.A.S., SUNY Orange; B.S., SUNY New Paltz; M.S.  
Nursing, Excelsior College

### Joseph Litow (1989)

*Professor—Arts and Communication*  
B.Arch., Penn State University; M.F.A., Rochester Institute  
of Technology

### Talia Llosa (2010)

*Director—Academic Advising*  
A.S., SUNY Westchester; B.S., Agraria University; M.S.,  
DeVry University, Keller Graduate School of Management

### Dawn Lowe (2010)

*Director Student Services Central*  
B.A., SUNY Buffalo; M.A., University of New Haven

### Carmen Lucinares (2005)

*Job Developer*  
B.A., Hunter College

### Cynthia MacMahon (2005)

*Professor—Science, Engineering & Architecture*  
B.A., Drew University; M.S., Purdue University

### Timothy MacMahon (1993)

*Professor—Science, Engineering & Architecture*  
B.A., Rutgers University; Ph.D., Purdue University

### Susan Mansueto (1987)

*Interim Director of Student Accounts*  
A.S. SUNY Orange

### Vincent Marasco (2013)

*Assistant Professor—Behavioral Sciences*  
A.A., A.S., SUNY Dutchess; B.A., M.A., SUNY New Paltz

### Kimberly Markle (2008)

*Technical Assistant—Scheduling and Safety*  
A.A.S., SUNY Orange

### Iris Martinez-Davis (2019)

*Associate Vice President of Human Resources*  
B.S., SUNY Empire State College; M.S., SUNY Stony  
Brook

### Paul Martland (2020)

*Vice President of Administration and Finance*  
B.S., Amherst College; M.B.A., Northwestern University

### Raheem Maxwell (2018)

*Instructor – Behavioral Sciences*  
B.A., SUNY Purchase; M.A. Iona College

### Dustin McCall (2017)

*Instructor — Science, Engineering & Architecture*  
B.S., SUNY Oneonta; Ph.D., SUNY Buffalo

### Michael McCoy (2007)

*Professor, Special Assistant to the Chair of Global Studies*  
B.A., M.A., University of Pittsburgh

### Mary Ann McGinnis-Adamo (1991)

*Professor—Dental Hygiene; Chair—Dental Hygiene*  
A.A.S., SUNY Orange; B.S., East Stroudsburg State  
University; M.S., Boston University

### Stephen Meagher (2006)

*Associate Professor—English*  
B.A., M.A., McGill University; Ph.D., SUNY Buffalo

### Colleen Mecca (2013)

*Information Commons Assistant*  
B.A., SUNY Oneonta

### Frederick Melone (2000)

*Professor—Dental Hygiene, Supervising Dentist*  
B.A., University of Massachusetts; D.D.S., University of  
Michigan School of Dentistry; 2018 Chancellor's Award for  
Excellence in Teaching

### Jennifer Merriam (2002)

*Professor—Biology, Honors*  
B.A., Colorado College; M.S., D.A., Idaho State University

### Donna Minicucci (2016)

*Instructor—Nursing*  
RN; A.A.S., SUNY Orange, B.S., St. John's University, M.S.  
Nursing Education, University of Phoenix

### Jennifer Mirecki (2009)

*Assistant Professor—Education*  
B.M., Rutgers University; M.S.Ed., Mount Saint Mary College

## Robert Misiak (1989)

*Assistant Professor—Diagnostic Imaging*  
B.S., Downstate Medical Center

## Stacey Moegenburg (1988)

*Associate Vice President—Liberal Arts; Professor—Science, Engineering & Architecture*  
A.A.S., SUNY Orange; B.S., New York Institute of Technology; M.A., SUNY New Paltz

## Likkia Moody (2012)

*Director—Newburgh Campus*  
B.A., Russell Sage College; M.A. Marist College

## Anna Moore (2020)

*Youth Employment Counselor*  
A.S., SUNY Orange; B.S., Mercy College; M.S., The Sberman School of Social Work at Hunter College

## Joel Moroch (2008)

*Associate Professor—Mathematics*  
B.A., M.A., Hunter College

## Stacey Morris (1996)

*Assistant Director—Athletics*  
A.A., SUNY Orange; B.S., Wagner College

## Laura Motisi (2007)

*Assistant Director of Payroll*

## Nancy Murillo (2011)

*Librarian—Instruction/Archives, Assistant Professor*  
B.A., Oberlin College; M.L.I.S., Dominican University; M.A., Northeastern Illinois University

## Carol Murray (2004)

*Executive Assistant to the President*  
A.A.S., SUNY Orange; B.S., SUNY Empire State College; Northeastern University

## Bonnie Myers (2016)

*Instructor—Nursing*  
A.A.S., SUNY Orange; B.S.N., SUNY Polytechnic Institute; M.S.N., Kaplan University

## Christina Nelson-Brozycski (2014)

*Instructor—English*  
B.A., Vassar College; M.A., SUNY New Paltz

## Kidaya Ntoko(2014)

*Assistant Professor—Economics*  
B.B.A., Baruch College, CUNY; M.S., City College of New York; Ph.D., New School for Social Research

## Catherine O'Callaghan (2009)

*Instructor—English*  
A.A., SUNY Orange; B.A., M.A., SUNY New Paltz

## Candice O'Connor (2001)

*Professor—Communication; Chair—Arts & Communication*  
A.A., SUNY Orange; B.A., SUNY Oneonta; M.A., Montclair State University

## Joseph O'Dea (2020)

*Director of Safety & Security*  
B.S., Kutztown University

## Vincent Odock (1991)

*Professor—Economics*  
B.A., University of Manitoba-Winnipeg; M.A., M.B.A., SUNY Binghamton; P.D., St. John's University; Ph.D., University of Phoenix

## Dennis O'Loughlin (2003)

*Assistant Professor—Criminal Justice; Chair—Criminal Justice*  
B.A., M.P.A., John Jay College of Criminal Justice

## Judith Osburn (2008)

*Director—Grants*  
B.A., SUNY Oswego

## Michele A. Paradies (2000)

*Professor—Biology*  
B.S., Wilkes University; Ph.D., Thomas Jefferson University College of Graduate Studies, 2014 SUNY Chancellor's Award for Excellence in Teaching

## Christopher Parker (1983)

*Professor—Arts and Communication*  
B.A., Portland State U.; M.A., Goddard College; 1990 SUNY Chancellor's Award, Excellence in Teaching

## John Parsons (2006)

*Custodial Manager*

## Charles Passarotti (2015)

*Assistant Professor—Science, Engineering and Architecture*  
A.A.S., SUNY Orange; B.Arch., New York Institute of Technology; N.Y.S. Licensed Architect

## Sue Pendergast (1992)

*Assistant Professor—English*  
B.A., M.A., Mt. Saint Mary College

## JoAnne Penzato (2000)

*Academic Advisor/Retention Specialist, Assistant Professor*  
B.S., M.P.S., SUNY New Paltz

## John Pernice (1986)

*Professor—Behavioral Sciences, Honors*  
A.A., SUNY Orange; B.S. SUNY Brockport; M.A., Marist College

## David Peterson (2005)

*Instructor— Mathematics*  
A.S. SUNY Orange; B.S., Binghamton University; M.A., University at Buffalo

## Kelly Peterson (2016)

*Job Developer*  
B.S., Mount Saint Mary College

## Church Pfeil (2005)

*Maintenance Manager*

## William Polakowski (2009)

*IT Support Specialist II*  
A.A.S., SUNY Orange

## Carl Ponesse (2002)

*Assistant Professor—Behavioral Sciences*  
A.A., SUNY Orange; B.A., M.A., SUNY New Paltz

## William Potter (2008)

*Assistant Director of Financial Aid*  
B.S., SUNY Albany

## Faculty and Professional Staff

---

### **Anne Prial (1993)**

*Associate Vice President—Business, Math, Science & Engineering; Professor—Mathematics*  
A.S., Nassau Community College; B.S. Manhattan College;  
M.A. Hofstra University

### **Michael Quinn (2017)**

*Instructor—Global Studies*  
B.A., SUNY Geneseo; M.A., Ph.D., University of  
Washington

### **Nadia Rajsiz (1987)**

*Associate Professor—Clinical Laboratory Science; Interim  
Chair—Clinical Laboratory Science*  
B.S.M.T., Rutgers University; M.S., Seton Hall University;  
MLS (ASCP)

### **Michael Raymond (2015)**

*Case Manager*  
B.S., College of Saint Rose

### **Pamela Rice-Woytowick (2006)**

*Associate Professor—Architecture*  
B.A., New York Institute of Technology; M.S., Kansas  
State University; 2016 SUNY Chancellor's Award Excellence  
in Teaching

### **Cynthia Richichi (2006)**

*Assistant Comptroller*  
A.S., SUNY Orange; B.A., Pace University

### **John Rion (2010)**

*Assistant Professor—Mathematics*  
A.S., SUNY Orange; B.S., SUNY Plattsburgh; M.A.,  
Western Connecticut State University

### **Cathlene Rivera-Cruz (2019)**

*Director—Liberty Partnerships*  
B.A., Lehman College; M.S., Long Island University

### **Rebeca Rivera-Robayo (2015)**

*Instructor—English*  
B.A., Hunter College; M.A., Brooklyn College

### **Evelyn Robles (2019)**

*Network Specialist*  
B.S., Adamson University

### **Nichole Rodstrom (2018)**

*Instructor—Biology*  
B.S., Ramapo College of New Jersey; M.S., University of  
Massachusetts-Dartmouth

### **Kori Rogers (2004)**

*Career Specialist*  
B.A., Mount Saint Mary College

### **Bruce Roman (2018)**

*Chair – Computer Science & Technology*  
B.S., University of Vermont; M.B.A., Iona College

### **Susan Rosalsky (2015)**

*Assistant Professor—English; Interim Assistant Chair—  
English*  
B.A., Wellesley College; M.A. & M.Phil., Yale University

### **Anna Rosen (2008)**

*Assistant Professor—English*  
B.A., Hunter College; M.F.A., Sarah Lawrence College;  
M.S.E., Long Island University

### **Nicole Rushing (2015)**

*Assistant Professor—Diagnostic Imaging; Chair—Diagnostic  
Imaging*  
A.A.S., SUNY Orange; B.S., Nyack College; M.P.S., Fort  
Hays State University

### **Dana Salkowsky (2005)**

*Director, Center for Teaching and Learning*  
B.A., Pace University; M.S., Iona College

### **Douglas Sanders (2000)**

*Professor—Behavioral Sciences*  
B.A., MA., Marist College; M.A., Ph.D., St. John's University

### **Anne Sandor (1993)**

*Associate Professor—English; Coordinator—Writing Consultancy*  
A.A., SUNY Orange; B.A., Vassar College; M.F.A., Vermont College

### **Janine Sarbak (2008)**

*Associate Professor—Criminal Justice*  
B.A., SUNY Cortland; J.D., Touro College; 2019 President's  
Award for Excellence in Teaching

### **Hanna Sawka (2019)**

*Instructor – Arts & Communication*  
A.A., SUNY Ulster; B.A., Smith College; M.A., The Polish  
National Film School Theater

### **Antonino Scalia (2006)**

*Academic Advisor/Retention Specialist; Professor*  
B.A., SUNY Oswego; M.S., Long Island University; 2019  
President's Award for Excellence in Professional Service

### **Howard Schaefer (1993)**

*Professor—Arts and Communication*  
B.A., SUNY New Paltz; M.F.A., University of Texas

### **Jessica Scheibling-Kelly (2017)**

*Associate Registrar*  
A.A.S., SUNY Sullivan; B.S., Mount Saint Mary College

### **Maynard Schmidt (2012)**

*Director of Admissions and Recruitment*  
B.A., M.B.A., Mount Saint Mary College

### **Brooke Seasholtz (2000)**

*Bridge Case Manager*

### **Leon Shorr (1995)**

*On-the-Job Coordinator—Career Center of Orange County*

### **Lara Sibley (2016)**

*User Services Librarian*  
B.A., Mount Holyoke College, M.L.S., Clarion University of  
Pennsylvania

### **Anna Singer (2012)**

*Case Manager*  
B.A.; SUNY Albany

### **Katherine Sinsabaugh (2008)**

*Associate Professor—Education; Chair—Education*  
B.A., M.A., Marist College; Ph.D., Capella University; 2019  
Chancellor's Award for Excellence in Teaching

### **Susan Slater-Tanner (2005)**

*Professor—Arts and Communication*  
A.A.S., SUNY Orange; B.A., Pace University; M.A., Hunter College;  
M.A., Johns Hopkins University

## Christopher Slichta (2001)

*Assistant Professor—English*  
B.A., Rutgers University; M.A., SUNY Buffalo

## Wayne Smith (1999)

*Assistant Professor—Movement Science; Athletic Director*  
B.A., Hartwick College; M.S., University of Richmond

## Sharisse Smith-Owens (2019)

*EOP Success Coach*  
A.A., Citrus College; B.S., California State University, Northridge; M.S., University of LaVerne; M.F.A., New School for Public Engagement

## Thomas Stack (2000)

*Professor—Business*  
B.A., SUNY Potsdam; B.S., East Stroudsburg University; M.B.A., University of Scranton; 2009 SUNY Chancellor's Award for Excellence in Teaching; 2010 ACBSP Region 1 Teaching Excellence Award

## Veronica Stephens-Jones (2003)

*Disability Program Navigator*  
B.S., Nyack College

## Sheila Stepp (1999)

*Professor, Chair—Movement Science, Honors*  
B.S., Gannon University; M.S., Slippery Rock University

## William Stillman (2010)

*Associate Professor—Science, Engineering, Architecture*  
B.A., M.A., Ph.D., Rensselaer Polytechnic Institute

## Janet Stonick (2000)

*Professor—Mathematics*  
A.S., SUNY Orange; B.A., SUNY New Paltz; M.S., Montclair State University

## Dagmar Strenk (2011)

*Assistant Professor—Nursing*  
A.S., Kingsborough Community College; A.A.S., SUNY Orange; B.S.N, M.S. Nursing, University of Phoenix

## Michael Strmiska (2008)

*Associate Professor—Global Studies*  
B.A., Hampshire College; M.A., University of Wisconsin-Madison; Ph.D., Boston University; 2017 SUNY Chancellor's Award, Excellence in Scholarship and Creative Activities

## Mark Strunsky (1986)

*Associate Professor—Arts & Communication, Honors; Assistant Chair—Arts & Communication*  
B.A., M.A., SUNY Stony Brook

## Douglas Stuart (2018)

*Instructor—Computer Science & Technology*  
A.S., Dutchess Community College; B.S., SUNY New Paltz; M.S., Marist College

## Latoya Stukes (2018)

*Instructor—Nursing*  
A.S., SUNY Orange; B.S., M.S., University of Phoenix

## Patricia Sullivan (2014)

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B.S., Molloy College; M.A. Nursing Education, New York University

## Dorothy D. Szeftc (2000)

*Coordinator—Cultural Affairs*  
A.A., SUNY Orange; B.A., Ramapo College of New Jersey; 2019 Chancellor's Award for Excellence in Professional Service

## Lucas Tanner (2014)

*IT Support Specialist*  
A.A., SUNY Orange

## Elizabeth Tarvin (2003)

*Associate Professor—Education*  
B.A., Colgate University; M.S., University of Rochester

## Janelle Taylor (2012)

*Case Manager*  
B.A. St. Bonaventure

## Kathleen Thaler (2012)

*Assistant Professor—Nursing*  
B.S., Long Island University; M.S., New School for Social Research, Post Masters FNP

## Michael Tharp (2017)

*Chief Information Officer*  
B.S., M.B.A., Virginia Commonwealth University

## Christopher Thurtle (2010)

*New Media Manager*  
B.A., University of Leicester; M.A., Marist College

## Elaine Torda (2000)

*Professor—English, Honors; Chair—Interdisciplinary Studies; Coordinator—Honors Program*  
B.A., St. Michael's College; M.A., Concordia University; 2013 Chancellor's Award for Excellence in Professional Service

## Madeline Torres-Diaz (1996)

*Associate Vice President for Student Engagement & Completion*  
B.A., Marymount Manhattan College; M.A., Columbia University

## Frank J. Traeger (1981)

*Professor, Chair—Biology*  
B.S., Marietta College; M.A., Ph.D., Miami (OH) University

## Michelle Tubbs (1997)

*Professor—Mathematics*  
A.S., SUNY Orange; B.S., SUNY Albany; M.S., Montclair State University

## Garrett Turk (2017)

*Case Manager*  
B.A., SUNY Oneonta

## Robert Undersinger (2016)

*Director of Payroll*  
B.A. St. John's University

## Donald Urmston (2000)

*Assistant Professor—Business*  
B.A., SUNY New Paltz; B.S., Rochester Institute of Technology; M.B.A., Marist College

## Monty Vacura (2003)

*Assistant Professor—Biology*  
B.S., M.S., Fort Hays State University; 2010 SUNY Chancellor's Award for Excellence in Teaching



## Faculty and Professional Staff

---

### **Terri Van Everen (1997)**

*Professor, Student Development Counselor*  
B.A., California State University; M.S., CW Post

### **Gina VanLeeuwen (2012)**

*Assistant Professor—Nursing*  
A.A.S., SUNY Orange; B.S., Dominican College; M.S., Walden University

### **Adrienne Victor (2019)**

*Coordinator, Center for Student Involvement*  
B.A., SUNY Binghamton ; M.A., SUNY Stony Brook

### **Michael Visbeck (2019)**

*Assistant Director of Financial Aid*  
B.A., Norwich University; M.P.A., Marist College

### **Josephina Vondras (1990)**

*Professor—Business*  
B.B.A., Pace University; M.B.A., Fordham University; C.P.A.

### **Agnes Wagner (2016)**

*Comptroller*  
A.A., SUNY Dutchess; B.A., SUNY Binghamton; M.A., Mount Saint Mary College

### **Ming Wang (1991)**

*Professor—Mathematics*  
M.S., Nankai University; M.S., CUNY; Ph.D., Queens College

### **Mary Warrenner (1991)**

*Professor—English, Coordinator of Co-Requisite Learning*  
B.A., Mount Saint Mary College; M.A., SUNY Buffalo

### **Cartmell Warrington (2011)**

*Associate Professor—Computer Science & Technology*  
A.S., SUNY Orange; B.S., SUNY Empire State College; M.S., University of Phoenix, Ph.D., Capella University

### **Heidi Amelia-Anne Weber (2007)**

*Professor—Global Studies, Honors*  
B.A., Upsala College; M.A., East Stroudsburg University; Ph.D., Kent State University; 2017 SUNY Chancellor's Award, Excellence in Teaching

### **Dena O'Hara Whipple (2005)**

*Associate Vice President—Learning and Student Success*  
B.A., The Pennsylvania State University; M.A., Full Sail University

### **Joseph White (2010)**

*Assistant Director of Safety & Security*

### **Matthew Whitson (2016)**

*IT Support Specialist II*  
B.A. SUNY Oswego

### **Lionel Williams (1997)**

*Coordinator—Labor Services*

### **Brandee Williams (2017)**

*Math Resource Manager*  
A.S., SUNY Orange; B.S., SUNY New Paltz

### **Owen Winter (2000)**

*Career Center of Orange County—Middletown*  
A.S., SUNY Orange

### **Stephen I. Winter (1963)**

*Professor—Business*  
B.A., Queens; M.B.A., City University of NY; 2008 SUNY Chancellor's Award for Excellence in Teaching; 2008 ACBSP Region 1 Teaching Excellence Award

### **Stephanie Wish (2009)**

*Assistant Professor—English*  
B.A., Vassar College; M.A., Oregon State University; M.A., Bard College

### **John Wolbeck (1993)**

*Professor, Chair—Science, Engineering & Architecture*  
A.S., SUNY Orange; B.S., SUNY Buffalo; M.S., Manhattan College; P.E., N.Y.S. Licensed Professional Engineer; Ph.D., City University of New York; 2013 Chancellor's Award for Excellence in Teaching

### **R. Michael Worden (1988)**

*Director—Facilities & Administrative Services*  
A.A.S., SUNY Orange; B.A., Lafayette College

### **William Worford (2012)**

*Assistant Professor, Technical Services Librarian*  
B.S., University of Montevallo; M.L.S., University of Alabama

### **Christine Work (2005)**

*Institutional Research, Planning and Assessment Officer*  
B.S., Loyola University; M.A., University of Massachusetts; 2015 SUNY Chancellor's Award for Excellence in Professional Service

### **Barbara Wortman (2001)**

*Professor—Mathematics*  
A.A., A.S., SUNY Orange, B.S., Montclair State University, M.S., Stevens Institute of Technology

### **Eric Wortman (2010)**

*Associate Professor—Mathematics*  
B.S., M.S., Syracuse University

### **Kristine Young (2015)**

*President*  
B.S., Muhlenberg College; M.S., University of North Carolina at Chapel Hill; Ed.D., University of Illinois Urbana-Champaign

### **Timothy Zeszutek (2009)**

*Associate Professor—Criminal Justice*  
A.A.S., SUNY Orange; B.S., Mercy College; M.P.A., Marist College; 2014 SUNY Chancellor's Award for Excellence in Teaching

### **Joseph G. Zurovchak (2000)**

*Professor—Biology*  
M.S., Pennsylvania State University; Ph.D., Rutgers University; 2013 Chancellor's Award for Excellence in Teaching

### **Lisa Zylberberg (2020)**

*Assistant Professor—Nursing*  
A.A.S., SUNY Orange; B.S., M.S.W., Mount Saint Mary College

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## Faculty Emeriti

<b>Margaret Abt</b> <i>English</i>	<b>Richard C. Eldridge, Ph.D.</b> <i>Cultural/Historical Studies</i>	<b>Frances M. Kittelmann</b> <i>Clinical Laboratory Science</i>	<b>Judith Schwartz</b> <i>Mathematics</i>
<b>Thomas A. Alford</b> <i>Biology</i>	<b>Karen Epstein</b> <i>Nursing</i>	<b>Reinhard Knieriemen</b> <i>Computer Information Systems</i>	<b>Pat Sculley</b> <i>English</i>
<b>Demir Barker</b> <i>Chemistry</i>	<b>Richard Feinberg</b> <i>Science &amp; Engineering</i>	<b>Nancy G. Kolacz</b> <i>Nursing</i>	<b>Howard “Max” Schaefer</b> <i>Arts and Communication</i>
<b>Arlin Bartlett</b> <i>Applied Technology</i>	<b>Melody Festa</b> <i>Biology</i>	<b>Demosthenes Kontos</b> <i>Global Studies</i>	<b>Gilda Sesti</b> <i>English &amp; Foreign Languages</i>
<b>Harvey Berg</b> <i>Applied Technology</i>	<b>Jacqueline Flanagan</b> <i>Mathematics</i>	<b>Suzanne Krissler</b> <i>Business</i>	<b>Joan Siegel</b> <i>English</i>
<b>Roberta Bernstein</b> <i>Physical Therapist Assistant</i>	<b>Robert Foglia</b> <i>Global Studies</i>	<b>Robert K. Lake</b> <i>Physical Education</i>	<b>Patricia Slesinski</b> <i>Nursing</i>
<b>Diane Bliss</b> <i>English</i>	<b>James Givant</b> <i>English</i>	<b>Larry Litchfield</b> <i>Social Sciences</i>	<b>Roberta Smith</b> <i>Dental Hygiene</i>
<b>John P. Blue</b> <i>Speech</i>	<b>Christine Godwin</b> <i>English &amp; Foreign Languages</i>	<b>Robert Lueck</b> <i>Physical Science</i>	<b>Joel Solonche</b> <i>English</i>
<b>Derek I. Bloomfield</b> <i>Mathematics</i>	<b>Edward B. Godwin</b> <i>English &amp; Foreign Languages</i>	<b>Kathleen Malia</b> <i>English</i>	<b>Roberta Spitzer</b> <i>Nursing</i>
<b>John Boehm</b> <i>Physical Education</i>	<b>Kenneth W. Graham</b> <i>Criminal Justice</i>	<b>Samuel Markovits</b> <i>Business</i>	<b>Karen Stephens</b> <i>Physical Therapy Assistant</i>
<b>Martin Borko</b> <i>Biology</i>	<b>Patricia Guallini</b> <i>Behavioral Science</i>	<b>Shirley Mayewski</b> <i>Office Technologies</i>	<b>Linda Stroms</b> <i>English</i>
<b>Helen Marie Boyle</b> <i>Nursing</i>	<b>Edgar Gutierrez</b> <i>Global Studies</i>	<b>John Mercier</b> <i>Counseling</i>	<b>Nancy Swartwout</b> <i>Speech</i>
<b>William J. Byrne III, Ph.D.</b> <i>Social &amp; Behavioral Sciences</i>	<b>Dennis Gutting</b> <i>Business</i>	<b>Collis Miller</b> <i>Biology</i>	<b>Patrick Sweeney</b> <i>Counseling</i>
<b>Stephen Coccia</b> <i>Psychology</i>	<b>Jean Halpern</b> <i>Nursing</i>	<b>Robert Moody</b> <i>Mathematics</i>	<b>James H. Tarvin</b> <i>English</i>
<b>Rhoda Collins</b> <i>Physical Therapist Assistant</i>	<b>Florence Hannes</b> <i>Occupational Therapy Assistant</i>	<b>Dennis Montagna</b> <i>Librarian</i>	<b>John Tramontano</b> <i>Biology</i>
<b>Rosamaria Contarino</b> <i>Clinical Laboratory Science</i>	<b>Margaret Hanson</b> <i>Nursing</i>	<b>Robert J. Mullin</b> <i>Business</i>	<b>Ann Verschuuren</b> <i>Diagnostic Imaging</i>
<b>Irving Cook</b> <i>Mathematics</i>	<b>Thomas A. Harlach</b> <i>Sociology</i>	<b>Lawrence O’Brien</b> <i>Geology</i>	<b>Konrad VonAppen</b> <i>Architectural Technology</i>
<b>Peter Cook</b> <i>Mathematics</i>	<b>Mary Havens</b> <i>Office Technologies</i>	<b>Donald Parker</b> <i>English</i>	<b>Leonard R. Wallace, Jr.</b> <i>Art</i>
<b>Diedre Costic</b> <i>Diagnostic Imaging</i>	<b>Richard Heppner</b> <i>Communication</i>	<b>Susan Parry</b> <i>Librarian</i>	<b>Darlene Walsh</b> <i>Dental Hygiene</i>
<b>Dr. John Cummins</b> <i>Science &amp; Engineering</i>	<b>Kenneth Hirschel</b> <i>Mathematics</i>	<b>Gary Pavek</b> <i>Psychology</i>	<b>Cheryl Ward-Simons</b> <i>Nursing</i>
<b>Frances Cummins</b> <i>Mathematics</i>	<b>Paul J. Hoyt</b> <i>Economics</i>	<b>Marie Piccone</b> <i>Physical Education</i>	<b>Sandra Wardell</b> <i>Nursing</i>
<b>Elaine D’Ambra</b> <i>English</i>	<b>Lee Hunter</b> <i>Social Sciences</i>	<b>Geoffrey Platt</b> <i>English</i>	<b>Nancy L. Warner</b> <i>Health, Physical Education &amp; Recreation</i>
<b>David Davies</b> <i>Science &amp; Engineering</i>	<b>Edmund J. Irlbacher</b> <i>Social Sciences</i>	<b>Susanne Ptak</b> <i>Nursing</i>	<b>Donald B. Weber</b> <i>Physical Education</i>
<b>Edith Davies</b> <i>Business</i>	<b>Alex Jakubowski</b> <i>English</i>	<b>Donald R. Quinn</b> <i>Mathematics &amp; Computer Science</i>	<b>Barbara Ann Wexler</b> <i>Nursing</i>
<b>Susan Deer, Ph.D.</b> <i>Movement Science</i>	<b>Elizabeth Johnson</b> <i>Director of Admissions</i>	<b>Philip J. Reiss</b> <i>Cultural/Historical Studies</i>	<b>Elizabeth White</b> <i>Business</i>
<b>John DeNicolò</b> <i>Business</i>	<b>Barry D. Kass</b> <i>Social Sciences</i>	<b>Mindy Ross</b> <i>Vice President Newburgh Campus</i>	<b>John H. Whiting</b> <i>Associate Dean for Instruction</i>
<b>Sheila Donnelly</b> <i>English</i>	<b>Jean Keene</b> <i>Continuing Education Coordinator</i>	<b>Jo Ann Russell</b> <i>Counseling</i>	<b>Laura Wishe</b> <i>Clinical Laboratory Science</i>
<b>Barbara A. Doty</b> <i>English</i>	<b>Lawrence Keene</b> <i>Associate Dean of Students</i>	<b>Antonnette Russo</b> <i>Physical Education</i>	<b>Roseanne Witkowski</b> <i>Applied Technology</i>
<b>Eileen Drabik</b> <i>Nursing</i>	<b>Renuka Khanna</b> <i>English &amp; Foreign Languages</i>	<b>Mary Sands</b> <i>Occupational Therapy Assistant</i>	<b>Kathleen Wright</b> <i>English</i>
<b>Gerrit Dross</b> <i>Health/Physical Education</i>	<b>Stephanie Kischak</b> <i>Nursing</i>		<b>Christina Yuengling</b> <i>Mathematics</i>
<b>Marie Ann Dulzer</b> <i>Speech and Theatre</i>			

**Keith Fellows Altavilla (2015)**

*Instructor—Global Studies*  
B.A., Colgate University; M.A., Ph.D., Texas Christian University

**Deborah Amelio (2007)**

*Instructor—Movement Science*  
B.S., SUNY Albany

**Lawrence Arato (2019)**

*Instructor—Criminal Justice*  
B.A., SUNY Albany; M.A., Brooklyn College

**Renee Arnold (2013)**

*Assistant Professor—Arts and Communication*  
A.A.S., SUNY Ulster; B.S., M.A., Marist College

**Maria Audin (2016)**

*Instructor—Business*  
B.A., William Paterson University; M.A., Goucher College

**Eugene Avidano (2007)**

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A.B., St. Francis College; M.S., SUNY New Paltz

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*Instructor—Mathematics*  
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**Kelli Baron (2007)**

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A.A.S., SUNY Orange; B.F.A., Marymount Manhattan College; M.S.N., Mercy College

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*Associate Professor—Mathematics*  
A.S., SUNY Orange; B.A., B.S., M.A.T., SUNY Binghamton

**Mirabel Bell-Gam (2014)**

*Assistant Professor—Clinical Laboratory Science*  
M.D. University of Calabar (Nigeria)

**Robert Bender (1987)**

*Assistant Professor—Psychology*  
B.A., Hartwick College; M.A., Marist College

**Emilio Benitez, Jr. (2005)**

*Assistant Professor—Criminal Justice*  
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**Jacqueline Bennett, (2005)**

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**Lori Beresheim (2012)**

*Instructor—Physical Therapist Assistant*  
A.A.S., Maria College

**Leonard Berger (2002)**

*Assistant Professor—Science, Engineering & Architecture*  
A.B., M.A.T., Lehman College; C.A.S., SUNY New Paltz

**Henry Bierling (1985)**

*Assistant Professor—History*  
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**Jennifer Binnie (2011)**

*Instructor—English*  
B.A., SUNY New Paltz

**Bruce Bleach (1992)**

*Professor—Arts and Communication*  
A.A., SUNY Orange; B.F.A., University of Hartford; M.F.A., SUNY New Paltz

**Thomas Blon (1992)**

*Assistant Professor—Science, Engineering, and Architecture*  
B.S., Pennsylvania State University, M.A., City College of New York

**Stephanie Bosco-Ruggerio (2019)**

*Instructor—Behavioral Science*  
B.A., Vassar College; M.A., University of Delaware

**Martin Borko (1965)**

*Professor—Biology*  
B.S., SUNY Albany; M.S., Cornell University

**Darlene Bowser (1996)**

*Associate Professor—Biology*  
A.S., SUNY Orange; B.A., Vassar College; M.S., New York University

**Nancy Boylan (2012)**

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B.S., SUNY Binghamton; M.S., Mount Saint Mary College

**Karl Brabenec (2010)**

*Assistant Professor—Global Studies*  
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**Angela Braselmann (2014)**

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**Joseph Britto (2012)**

*Assistant Professor—Global Studies*  
B.A., Manhattan College; M.A., Brooklyn College; M.S., St. John's University

**Patricia Brown (2012)**

*Assistant Professor—Science, Engineering & Architecture*  
B.A., SUNY Plattsburgh; M.S., University of New England

**Sarah Brown (2020)**

*Instructor—Nursing*  
A.A.S., SUNY Orange; B.S.N., Mercy College

**Nancy Bruscino (2010)**

*Assistant Professor—Behavioral Sciences*  
A.A., SUNY Orange; B.A., Mount Saint Mary College, M.S., SUNY New Paltz

**Sandra Bush-Kratz (2017)**

*Instructor—Nursing*  
A.A.S., College of Staten Island; B.S.N., SUNY New Paltz

**Kathy Butsko (2010)**

*Instructor—Arts & Communication*  
A.A., Pennsylvania College of Technology; B.S., M.A., Marist College

**Anita Campbell (2018)**

*Instructor—Business*  
B.B.A., Pace University; M.S., Iona College

**Brenda Capuano (2003)**

*Assistant Professor—Business*  
A.A., B.S., M.A., Centenary University



## Adjunct Faculty

---

**Jennifer Carroll (2013)**

*Instructor—English*

B.A., SUNY Potsdam; M.S.Ed., SUNY Cortland

**Kathleen Castore (2005)**

*Instructor—English*

B.A., South Hampton College

**Gerardo Castro (2017)**

*Instructor—Arts and Communication*

B.F.A., New Jersey City University; M.F.A., Pratt Institute

**Michele Cervone-Richards (2014)**

*Assistant Professor—Mathematics, Biology*

B.S., St. Thomas Aquinas College; M.S., Fairleigh Dickinson University

**Paula Chapman (2004)**

*Assistant Professor—Education*

B.S., St. Thomas Aquinas, M.S., CW Post

**Joseph Chernek (2004)**

*Instructor—Biology*

B.S., SUNY Oswego; M.A. SUNY New Paltz; M.S.Ed., Elmira College

**Patricia Chisamore (2003)**

*Instructor—Biology*

A.A.S., Dutchess Community College; B.S., Univ. of Georgia

**Brian Clark (2019)**

*Professor—Arts and Communication*

A.S., SUNY Broome; B.Mus., SUNY Potsdam; M.Mus., Houghton College

**Thomas Clarke (1969)**

*Associate Professor—Economics*

A.A., SUNY Orange; B.S., M.S., SUNY New Paltz

**Jonathan Clemmons (2009)**

*Associate Professor—Mathematics*

A.S., SUNY Orange; B.A., SUNY New Paltz; M.A., NYIT

**Nolly Climes (2004)**

*Assistant Professor—Behavioral Sciences*

M.A., Marist College; B.S., Mercy College

**Kimberly Coffey (2005)**

*Associate Professor—Mathematics*

B.A., Harwick College; M.A., Teachers College

**David Cohen (2000)**

*Instructor—Arts and Communication*

A.S., SUNY Orange; B.A., SUNY New Paltz

**Christopher Collins (2003)**

*Instructor—Science, Engineering & Architecture*

A.A.S., SUNY Orange; B. Arch., Wentworth Institute

**Andrew Cook (2018)**

*Instructor—Science, Engineering & Technology*

B.S., SUNY Cortland; M.A., SUNY New Paltz; Adv. Graduate Cert., Pace University

**Robert Conflitti (2015)**

*Instructor—Criminal Justice*

B.A., Wayne State University; J.D., Georgetown University Law Center

**Thomas Confrey (2003)**

*Instructor—Accounting*

B.A., Baruch College

**Jodi Conklin (2002)**

*Assistant Professor—Movement Science*

B.S., SUNY Brockport

**Rachael Connington (2016)**

*Instructor—Biology*

M.D., American University of the Caribbean

**John Cosco (2005)**

*Assistant Professor—History*

B.A., SUNY New Paltz; M.A., University of Massachusetts

**Lori Cramer (2007)**

*Instructor—Diagnostic Imaging*

A.A.S., SUNY Orange

**John Cummins (1968)**

*Professor—Physics*

B.A., St. Bonaventure; M.S., Notre Dame; M.A. Whitefriars; M.S., Ph.D., Penn State University

**Stanley Curtis (1969)**

*Associate Professor—Arts and Communication*

B.A., SUNY Buffalo; M.A., Columbia University

**Clifford Cymrot (2012)**

*Instructor—Clinical Laboratory Science*

A.A.S. SUNY Orange; B.S. University of Cincinnati; M.H.A., University of Cincinnati

**Jacqueline Davis (2017)**

*Instructor—Physical Therapist Assistant*

A.A.S., SUNY Orange; B.S., Hunter College

**Joy Daniels Buetti (2008)**

*Assistant Professor—English*

B.A., M.S., SUNY New Paltz

**Naomi Daven (2008)**

*Associate Professor—Mathematics*

B.A., Mount Saint Mary College; M.S., Stevens Institute of Technology

**David Davies (2003)**

*Professor—Science & Engineering*

B.S., Michigan State, M.A., SUNY New Paltz

**Anne DeAnni (2018)**

*Instructor—Nursing*

A.A.S., SUNY Sullivan; B.S.N., Chamberlain College

**Karen Degroat (2007)**

*Instructor—Dental Hygiene*

A.A.S., SUNY Orange; B.S., SUNY Canton

**Gaetanina Dekan (2001)**

*Instructor—English*

B.A., Nazareth College of Rochester; M.A., SUNY New Paltz

**Diane del Olmo (2019)**

*Instructor—Global Studies*

B.A., M.S., SUNY New Paltz; Cert. in Translation, New York University

**Karen Devora (2004)**

*Professor—Mathematics*

B.A., St. John's University, M.S. & C.A.S., SUNY New Paltz

**Terry DiGirolamo (2008)**

*Assistant Professor—Mathematics*  
A.S., SUNY Orange; B.A., M.S., SUNY New Paltz

**Jeffrey B. Doolittle (2019)**

*Assistant Professor—Global Studies*  
B.A., Ramapo College; M.A., Cardiff University; A.B.D., Fordham University

**Deborah Dorwitt (2009)**

*Associate Professor—Biology*  
B.S., City College of New York; M.D., SUNY Upstate Medical Center

**Cecilla Dos Santos (2008)**

*Instructor—English*  
B.A., Mercy College; M.S., Fordham University

**Phil Dressner (2014)**

*Instructor—Computer Science & Technology*  
B.B.A., Baruch College; M.S., Pace University; M.B.A., University of Phoenix

**Gerrit Dross (1968)**

*Associate Professor—Movement Science*  
B.S., SUNY Brockport; M.A., Bowling Green

**Lisa Dyer (2019)**

*Instructor—Nursing*  
A.A.S., SUNY Rockland; B.S.N., SUNY Empire; M.S.N., Excelsior College

**Betty Ann Easton (2011)**

*Assistant Professor—Nursing*  
B.S.N., Vermont College; M.Ed., Nursing Education-Teachers College, Colombia University

**James Emery (2012)**

*Instructor—Arts & Communication*

**Abdel Aziz Farah (2002)**

*Professor—Global Studies*  
B.S., University of Khaartoum; M.A., University of Leeds, England; Ph.D., Colorado State University

**Joanne Fedilicio (2011)**

*Instructor—Nursing*  
B.S. Nursing, Chinese General Hospital College of Nursing; M.S. Nursing, Long Island University

**Richard Feinberg (1965)**

*Professor—Engineering*  
M.S.E.E., Columbia University; B.S.E.E., Rensselaer

**Victoria Fife (2018)**

*Instructor—Mathematics*  
B.S., University of Houston

**Kathleen Flessa (2020)**

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A.A.S., SUNY Orange; B.S.N., M.S.N., Chamberlain College

**Joel Flowers (2014)**

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B.Mus., Furman University; M.S., Vanderbilt University

**Mary Ford (2009)**

*Instructor—English*  
B.A., SUNY Binghamton; M.A., City College of New York

**Edward Fritsche (2004)**

*Assistant Professor—Science, Engineering & Architecture*  
B.S., Queens College, M.S., Butler University

**Barry Fruchter (2007)**

*Instructor—English*  
A.B., Bard College; M.A., Ph.D., SUNY Stony Brook

**Gregory Gaetano (1992)**

*Assistant Professor—Criminal Justice*  
A.S., SUNY Dutchess Community College; B.S., Mercy College; M.P.A., John Jay College

**Tiffany Gagliano (2014)**

*Instructor—Criminal Justice*  
B.A., Mount Saint Mary College; J.D., Pace University Law

**Jarrett Galeno (2008)**

*Instructor—Arts and Communication*  
A.A., Suffolk Community College; B.F.A., CW Post

**Sharon Gandarilla-Javier (2019)**

*Instructor—Behavioral Science*  
B.S., John Jay College; M.S.W., Fordham University

**John Gann (1992)**

*Assistant Professor—Computer Science & Technology*  
A.A.S., SUNY Orange; B.B.A., Pace; M.S., Marist College

**Janice Garziona (2009)**

*Instructor—English*  
B.A., M.S., SUNY New Paltz

**Nicholas Garziona (2013)**

*Instructor—English*  
A.A., SUNY Orange; B.A., SUNY New Paltz; M.S., SUNY New Paltz

**Leah Giles (2004)**

*Instructor—Movement Science*  
B.A., SUNY Potsdam

**Polly Giragosian (2009)**

*Associate Professor—Arts & Communication*  
B.A., Smith College; M.F.A., University of Arizona

**Mary Beth Gleason (2004)**

*Assistant Professor—Occupational Therapy Assistant*  
A.A.S., SUNY Orange; B.S., Dominican College; M.S., Mount Saint Mary College

**Dolores Gomez (2017)**

*Instructor—Nursing*  
B.S.N., City College of New York

**Patricia Gould (2009)**

*Instructor—Biology*  
B.S., SUNY Binghamton; M.S., Long Island University

**Scott Graber (2000)**

*Assistant Professor—Mathematics*  
A.S., SUNY Orange; B.S., SUNY Environmental Science & Forestry; M.S., Syracuse University

**Catherine Graney (2014)**

*Assistant Professor—Behavioral Sciences*  
B.A., SUNY New Paltz; M.A. SUNY Binghamton; M.A. University of Massachusetts - Lowell

**Jan Gray (2018)**

*Instructor—Mathematics*  
B.S., SUNY Ontario; M.S., Iona College

## Adjunct Faculty

---

### David Green (1985)

*Assistant Professor—Criminal Justice*  
B.S., Mercy College

### Stephen Grodnick (2008)

*Assistant Professor—Global Studies*  
B.A., SUNY Albany; M.A., University of Virginia

### Laura Guerra (2017)

*Instructor—Nursing*  
A.A.S., SUNY Rockland; B.S.N., Thomas Edison State University; M.S.N., Mount Saint Mary College

### Richard Guertin (2006)

*Associate Professor—Business Management*  
A.A., SUNY Orange; B.A., Hamilton College; J.D., NYU School of Law; 2016 SUNY Chancellor's Award for Excellence in Adjunct Teaching

### Jamie Gutierrez (2014)

*Instructor—College Skills & Career Planning*  
A.A., SUNY Orange; B.A., Mount Saint Mary College; M.P.S., SUNY New Paltz

### Janet Haas Broda (2001)

*Assistant Professor—Science, Engineering & Architecture*  
A.A.S., Rockland Community College; B.S., Pace University; M.S., Long Island University

### Leland Hach (2015)

*Instructor—Mathematics*  
B.S., University of Valley Forge

### Clara Haecker (2019)

*Instructor—Business*  
B.S., M.S., SUNY Albany

### Cynthia Hallock (2004)

*Assistant Professor—Clinical Laboratory Science*  
A.A.S. SUNY Orange; B.S. SUNY Albany; M.S., University of Phoenix

### Jennifer Harker (2017)

*Instructor—Nursing*  
A.A.S., SUNY Orange; B.S.N., Chamberlain College

### Todd Hassler (2008)

*Instructor—Science, Engineering & Architecture*  
A.A.S., SUNY Orange; B.Arch., New York Institute of Technology

### Stephen Hedderton (2010)

*Assistant Professor—Arts & Communication*  
B.S., SUNY New Paltz; M.S., Iona College; Cert. in Digital Marketing, University of Georgia

### Deborah Hewitt (2019)

*Instructor—Mathematics*  
B.S., Pace University; M.S., SUNY New Paltz

### Darryl Hey (2006)

*Assistant Professor—Arts & Communication*  
B.A., M.M.Ed., Western Connecticut University; D.Mus., Canterbury University

### Michael Higgins (2019)

*Instructor—Biology*  
B.A., Vassar College; Ph.D., SUNY Stony Brook

### Irene Hilao (2009)

*Instructor—English*  
B.A., Miriam College; M.S., Ateneo de Manila University and Touro College

### David Hoovler (2016)

*Instructor—Criminal Justice*  
B.A., University of Maryland; J.D., Michigan State University College of Law

### Ireta Hunter (2017)

*Instructor—Nursing*  
B.S.N., Dominican College

### Maureen Hyde (1987)

*Assistant Professor—Mathematics*  
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

### Jane Innella (2015)

*Instructor—Clinical Laboratory Science*  
A.A.S., SUNY Orange; B.S., Empire State College

### Varada Iruvanti (2010)

*Instructor—Science, Engineering & Architecture*  
B.Sc., University of Bombay; M.Sc & Ph.D, University of Hyderabad

### Eileen Israel (1994)

*Assistant Professor—English*  
B.A., M.A., Montclair State College

### Robert Isseks (2009)

*Instructor—English*  
B.A., Syracuse University; M.A., Colgate University; J.D., Fordham University School of Law

### William Istone (2001)

*Professor—Science, Engineering & Architecture*  
B.A., LaSalle University; Ph.D., University of Pittsburgh

### Santina Jannotti (2011)

*Instructor—English*  
B.A., SUNY Plattsburgh; M.A., Simmons College

### Raymond Jarosz (2007)

*Instructor—Mathematics*  
B.S., Syracuse University

### Dori Johnson (2018)

*Instructor—Science, Engineering & Architecture*  
B.A., M.S., SUNY New Paltz

### Tammy Jollie (2015)

*Instructor—Nursing*  
A.A.S., SUNY Orange; B.S., Chamberlain College

### Kimberly Jordan (2008)

*Instructor—Biology*  
B.S., Manhattan College; M.A., City College of New York

### Emily Kahoud-Welch (2017)

*Instructor—Biology*  
B.S., Boston College; M.S., Rutgers University; Certificate, Post-Baccalaureate Program in Health Studies, Cornell University

### Roger Kalin (2014)

*Instructor—English CCHS*  
B.A., SUNY Binghamton; M.S., SUNY New Paltz

### Robert Karstadt (2019)

*Instructor—Arts & Communication*  
B.F.A., School of Visual Arts; M.F.A., Cranbrook Academy of Art

**Barry D. Kass (1969)**

*Professor—Behavioral Sciences*  
B.A., Harper College; M.A., SUNY Binghamton

**Elizabeth Kaylor (2014)**

*Instructor—Dental Hygiene*  
A.A.S., Hudson Valley Community College; B.S., Farmingdale State College

**William Keller III (2008)**

*Instructor—Clinical Laboratory Science*  
A.A.S., B.A., SUNY Alfred University

**Dennis Kelly (2012)**

*Instructor—Behavioral Sciences*  
B.A., Boston State College; M.S., Springfield College; Ph.D., CUNY

**Kenneth Kempsey (2016)**

*Instructor—Computer Science & Technology*  
B.S., SUNY Buffalo

**Theresa Kilgore-Dering (1990)**

*Associate Professor—Clinical Laboratory Science*  
A.A.S., SUNY Orange; B.S., SUNY Geneseo; M.S., New School for Social Research

**Evelyn Kinbar (1997)**

*Counselor—Educational Opportunity Program*  
M.S., University of Scranton

**Michael King (2010)**

*Assistant Professor—Business*  
A.A.S., SUNY Orange; B.S., M.B.A., Mount Saint Mary College

**Kaylyn Kinney (2000)**

*Assistant Professor—Arts & Communication*  
B.A., Oberlin College; M.A., Peabody Institute of The Johns Hopkins University

**Elizabeth Kissam-Horaz, (2005)**

*Assistant Professor—Movement Science*  
A.S., SUNY Orange

**Mary Ann Knight (2010)**

*Instructor—Education*  
B.A., Clarke University; M.A. SUNY New Paltz;  
C.A.S., S.A.S., S.D.A., SUNY New Paltz

**Elizabeth Knight (2020)**

*Instructor—Nursing*  
A.A.S., SUNY Orange; B.S.N., M.S.N., Grand Canyon University

**Charles Kocsis (2007)**

*Assistant Professor—Science, Engineering & Architecture*  
M.S., Georgia Institute of Technology

**Inokentiy Kodilov (2016)**

*Instructor—Computer Science & Technology*  
B.S., SUNY New Paltz

**Susan Kohler (2010)**

*Assistant Professor—English*  
B.A., College of St. Rose; M.A., SUNY Albany

**Joseph Konecko (2019)**

*Instructor—Mathematics*  
A.S., SUNY Orange; B.S., SUNY Stony Brook; M.S., UCLA

**Kristen Koziak (2012)**

*Instructor—Business*  
B.S., Manhattan College; M.B.A., Mount Saint Mary College

**Jay Krass (2016)**

*Instructor—Arts and Communication*  
B.A., Hunter College; M.A., City College of New York; C.A.S., SUNY New Paltz

**Suzanne Krissler (1981)**

*Professor—Business*  
A.A.S., SUNY Broome ; M.S., Ed.S., SUNY Albany

**Judith LaBarge (2019)**

*Instructor—Biology*  
B.A., Brooklyn College; D.C., Logan University College of Chiropractic

**Marcelene Lamendola (2007)**

*Instructor—Diagnostic Imaging*  
A.A.S., SUNY Orange

**Thomas LaRosa (2009)**

*Assistant Professor—Biology*  
B.S., SUNY Oneonta; D.C., Palmer College of Chiropractic

**John Lauro (2011)**

*Instructor—Movement Sciences*  
B.S., Indiana State University

**Anne Lavelle (1973)**

*Assistant Professor—Nursing*  
B.S.N., Boston College; M.A. Nursing, Columbia University, Teachers College

**Heidi Lawrence (2008)**

*Assistant Professor—Mathematics*  
B.A., M.S., SUNY Plattsburgh

**Hector Leal (2014)**

*Instructor—Mathematics*  
A.A., SUNY Orange; B.S., Mount Saint Mary College

**Carla Lehmann-Terwilliger, PTA (2019)**

*Instructor—Physical Therapy Assistant*  
A.A.S., SUNY Orange

**Robert M. Lee (1999)**

*Instructor—English & Foreign Languages*  
B.A., SUNY New Paltz; M.A., Vermont College of Norwich University

**Courtney Leslie (2020)**

*Instructor—Nursing*  
B.S.N., Elmira College; M.S.N., Dominican College

**Pak Leung (1993)**

*Professor—Science, Engineering & Architecture*  
B.Sc., National Taiwan University; M.A., Ph.D., Columbia University

**Qiaoyun Li (2016)**

*Instructor—Mathematics*  
B.A., Maruch College; M.A., Western Connecticut University

**Diane Liporce (2018)**

*Instructor—Mathematics*  
B.S., Mercy College; M.S., Montclair State University

**Leonard LoBreglio (1982)**

*Assistant Professor—Diagnostic Imaging*  
B.S., Manhattan College; M.S., Iona College



## Adjunct Faculty

---

### **Donn Lord (1994)**

*Instructor—Computer Science & Technology*  
B.S., University of Massachusetts

### **Scott Lyons (2010)**

*Assistant Professor—English*  
B.A., Marist College; M.A., M.F.A., Wilkes University

### **Vivien Lyons (2006)**

*Instructor—English*  
A.A., SUNY Orange; B.S., Empire State College

### **Sarah MacDonald (2011)**

*Instructor—Global Studies*  
B.A., Brandeis University; MAT, SUNY Stony Brook;  
Foreign Language Certification, SUNY New Paltz

### **Andrew Magnes (2011)**

*Instructor—Science, Engineering & Architecture*  
B.F.A., University of Florida; M.A., Architecture, Parsons  
School of Design

### **Patricia Maragliano (2014)**

*Instructor—Dental Hygiene / Public Health*  
A.A.S., SUNY Orange; B.S., Northeastern University; M.S.,  
St. Francis University

### **Joseph Martellaro (2014)**

*Assistant Professor—Arts & Communication*  
B.Mus.Ed., Ithaca College; M.S., Western Connecticut State  
University

### **Matthew Mascarelli (2018)**

*Instructor—Mathematics*  
A.S., SUNY Westchester; B.S., SUNY New Paltz

### **Marsha Massih Varriano (2009)**

*Instructor—English*  
B.A., Georgetown University; M.A., Columbia University

### **Janette McCoy-McKay (2002)**

*Assistant Professor—Global Studies*  
B.A., M.A., St John's University

### **Kim McCloud (2018)**

*Instructor—Diagnostic Imaging*  
A.A.S., SUNY Orange; B.A., Mount Saint Mary College

### **Kevin McGee (1977)**

*Professor—Physical Science*  
B.A., Marist College; M.S., Manhattan College

### **Denise McGovern (2018)**

*Instructor—Nursing*  
B.S.N., SUNY Binghamton; M.S.N., Mount Saint Mary  
College

### **Evan McGuire (2020)**

*Instructor—Nursing*  
A.A.S., SUNY Rockland; B.S.N., M.S.N., Pace University

### **Corie McLaughlin (2014)**

*Instructor—Global Studies*  
B.A., Coastal Carolina University; M.A., St. John's  
University; D.A., St. John's University

### **Tara McNally (2018)**

*Instructor—Diagnostic Imaging*  
A.A.S., SUNY Orange

### **David Melchionne Martinez (2019)**

*Instructor—Occupational Therapist Assistant*  
A.A.S., SUNY Orange; B.A., LeMoyne College; M.A.,  
CUNY School of Professional Studies

### **James Melendez (2005)**

*Assistant Professor—Computer Science & Technology*  
B.A., Mount Saint Mary College, A.C., Pace University,  
M.S., Pace University

### **David Miele (2005)**

*Associate Professor—Arts and Communication*  
A.A.S., SUNY Orange; B.A., SUNY New Paltz; M.A.,  
SUNY Purchase; M.A., Manhattanville College

### **Susan Müller (1999)**

*Professor—Arts and Communication*  
B.F.A., SUNY New Paltz; M.F.A., University of North Texas

### **Mariyanka Milusheva (2017)**

*Instructor—Dental Hygiene*  
A.A.S., SUNY Orange; M.S., Electrical Engineering,  
Bulgaria

### **Sue Misiak (2002)**

*Instructor—Radiologic Technology*

### **Jeannie M. Montama-Badou (2019)**

*Instructor—Dental Hygiene*  
A.A.S., SUNY Orange

### **Jessie M. Moore (2017)**

*Instructor—Public Health*  
B.A., SUNY New Paltz; M.P.H., New York Medical College

### **Virginia Moore (1989)**

*Professor—Science, Engineering & Architecture*  
B.S., SUNY Stony Brook; M.S., SUNY New Paltz

### **Lana Moravus (1994)**

*Associate Professor—Mathematics*  
A.A., SUNY Orange; B.A., Mount Saint Mary College;  
M.S., Canisius College and Long Island University

### **Jane Morton (2010)**

*Assistant Professor—Mathematics*  
B.S., Fairleigh Dickinson; M.A., City College of New York

### **Joshua Moser (2010)**

*Assistant Professor—Global Studies*  
A.A., Raritan Valley Community College; B.A., M.A.,  
Monmouth University

### **Robert J. Mullin (2001)**

*Professor—Business*  
B.A., Cathedral College, M.S., Ed., St. John's University

### **Edward Nekuapil (2019)**

*Instructor—Nursing*  
B.S.N., SUNY New Paltz; M.S.N., D.P.N., Dominican  
College

### **Catherine Nelting (2016)**

*Instructor—Mathematics*  
B.A., M.S., Mount Saint Mary College

### **Marie Nick (2014)**

*Instructor—Business*  
B.S., M.S., Central Connecticut State University

**Albert Nickerson (2010)**

*Instructor—Arts & Communication*  
B.F.A., School of Visual Arts

**Robert Nicoletti (1998)**

*Instructor—Clinical Laboratory Science*  
A.A.S., SUNY Orange; B.S., SUNY Albany

**Peter Nozell (2000)**

*Instructor—Arts and Communication*  
A.A.S., A.S., SUNY Orange; B.F.A., SUNY New Paltz

**Malgorzata Oakes (2013)**

*Assistant Professor—Arts and Communication*  
M.A., Academy of Fine Arts, Wroclaw, Poland

**Louis Ogden (1998)**

*Instructor—Criminal Justice*  
A.A.S., SUNY Orange; B.S., Mercy College

**Jeane-Marie Ohme (2016)**

*Instructor—Nursing*  
A.S., Suffolk County Community College; B.S.N., SUNY Delhi; M.S.N., Mount Saint Mary College

**Dena O'Hara Whipple (2005)**

*Assistant Professor—Arts and Communication, Associate Vice President—Learning and Student Success*  
B.A., The Pennsylvania State University; M.S. Full Sail University

**Jacqueline N. O'Malley-Satz (2005)**

*Professor—Arts and Communication*  
B.S., M.S., SUNY New Paltz

**Jennifer Ortiz-Patton (2020)**

*Instructor—Nursing*  
A.A.S., SUNY Orange; B.S.N., M.S.N., D.P.N., Dominican College

**Deirdre Ourso (2012)**

*Assistant Professor—Behavioral Sciences*  
A.A., SUNY Orange; B.A., SUNY New Paltz; M.A., New Mexico State University

**Andrea Pacione (2018)**

*Instructor—Arts & Communication*  
A.A.S., SUNY Orange; B.A., SUNY New Paltz; M.F.A., SUNY New Paltz

**Richard Paolo (2005)**

*Instructor—Computer Science & Technology*  
B.S., Nyack College

**Tanya Parker Hughes (2013)**

*Instructor—English*  
A.A., SUNY Orange; B.A., SUNY New Paltz; M.A., Mercy College

**Carolyn Peguero Spencer (2012)**

*Assistant Professor—Behavioral Sciences*  
B.A., M.A., Marist College; M.S.W., Fordham University

**Cathy Pesce-Parlier**

*Clinical Proctor*  
B.A., SUNY Buffalo

**Alan Petersen (2019)**

*Instructor—Criminal Justice*  
B.A., SUNY New Paltz; B.A., University of Massachusetts; M.A. John Jay College; M.F.S., George Washington University

**Yvonne Peterson (2009)**

*Assistant Professor—Nursing*  
R.N., B.S., Lehman College; M.S. Nursing, Excelsior College

**Emilie Philip (2011)**

*Instructor—English*  
B.A., John Jay College of Criminal Justice; M.Ed, Johns Hopkins University

**Leslie Pierri (2018)**

*Instructor—Criminal Justice*  
A.A.S., SUNY Orange; B.S., SUNY Empire; M.S., Northeastern University

**Eileen Polk (2012)**

*Assistant Professor—Biology*  
B.S., Hunter College; M.A., New York University

**Elizabeth Pozo (2003)**

*Instructor—English*  
A.B., Bryn Mawr College; M.A., Fordham University

**JoAnn Pulliam (2008)**

*Instructor—English*  
A.A., Harriman College; B.A., Ladycliff College; M.P.S., SUNY New Paltz

**Rebecca Quackenbush (2017)**

*Instructor—Education*  
B.A., Mount Saint Mary College; M.S., Mount Saint Mary College

**Samuel Quimby (1982)**

*Instructor—Movement Science*  
A.A., SUNY Orange; B.A., Southern Connecticut

**Elizabeth Quinn (1987)**

*Assistant Professor—English*  
B.S., SUNY New Paltz

**Thomas Reape (1991)**

*Assistant Professor—English*  
B.A., Manhattan College; M.A., University of Pittsburgh

**Shanita Reynolds (2020)**

*Instructor—Nursing*  
B.S.N., Lehman College; M.S.N., Sacred Heart University

**Amanda Rhinehart (2015)**

*Instructor—Diagnostic Imaging*  
A.A.S., SUNY Orange

**Robert Rich (2008)**

*Assistant Professor—Global Studies*  
B.A., M.S., Long Island University

**Thomas Rickard (1998)**

*Associate Professor—Mathematics*  
A.A., SUNY Orange; B.S., Dominican College; M.S., Iona College

**Kathleen Rifkin (2008)**

*Assistant Professor—Science, Engineering and Architecture*  
B.P.S., M.Arch., SUNY Buffalo

**Luis Rios (2011)**

*Assistant Professor—Behavioral Sciences*  
B.S., Rutgers University; M.S., Texas A & M University

## Adjunct Faculty

---

### Jessica Rissler (2017)

*Instructor—Dental Hygiene*

A.A.S., SUNY Orange; B.S., SUNY New Paltz; M.S., Texas  
Womens University

### Yesenia Rivera (2018)

*Instructor—Dental Hygiene*

A.A.S., SUNY Orange; B.S., M.S., Massachusetts College of  
Pharmacy & Health

### Fabian Riviere (2014)

*Instructor—Global Studies*

B.A., University of Toulouse, France; M.A., University of  
Toulouse, France

### Jill Ross (2010)

*Instructor—Diagnostic Imaging*

B.S., Long Island University-C.W. Post

### Mary Roth (2017)

*Instructor—Arts & Communication*

B.A., Rice University; M.F.A., City College of New York

### Christopher Ruckdeschel (2010)

*Instructor—English*

B.A., SUNY New Paltz; M.S., Mount Saint Mary College

### William Ruggles (1998)

*Assistant Professor—Business*

B.S., M.P.A., SUNY Albany

### Catherine Ruiz (2018)

*Instructor—Nursing*

B.S.N., Lehman College; M.S.N., Univeristy of Phoenix

### Colleen Russell (2012)

*Instructor—Mathematics*

B.S., SUNY Oswego; M.S., SUNY New Paltz

### Alyson Rutigliano (2016)

*Instructor—Clinical Laboratory Science*

A.A.S., SUNY Oswego; B.S., SUNY Albany; M.A., John  
Jay College of Criminal Justice

### Michael Ryder (2019)

*Instructor—Behavioral Science*

B.S., Molloy College; M.S., Capella University

### Stephen Sager Jr. (2012)

*Instructor—Criminal Justice*

B.S., Mercy College; M.P.A., John Jay College

### Martin Saint Martin (2002)

*Instructor—Arts and Communication*

B.F.A., Cooper Union

### Dana Salkowsky (2006)

*Instructor—Arts and Communication*

B.A., Pace University; M.S., Iona College

### Jeff Sarett (2002)

*Instructor—Criminal Justice*

B.A., John Jay College of Criminal Justice

### John H. Sargent III (2014)

*Instructor—Computer Science & Technology*

A.A.S., Lyons Technical Institute; B.S., New Jersey City  
University; M.S., Staten Island College

### Sabrina Sargent (2005)

*Associate Professor—Mathematics*

A.A., SUNY Orange; B.A., SUNY New Paltz; M.S., Mercy College

### Robert Sassi (1997)

*Assistant Professor—History*

B.A., Siena College; M.S., SUNY New Paltz

### Edward Sattler (2016)

*Instructor—Biology*

B.S., Iona College; M.S., Rutgers University

### Marisa Scandell-Colson (2002)

*Instructor—Movement Science*

### James Scharfenberger (1990)

*Professor—Arts and Communication*

B.S., St. John's University; J.D., Brooklyn Law School

### Marian Schoen (2012)

*Instructor—Global Studies*

B.A., New York University; M.A., Graduate School of Arts  
& Science, NYU; M.B.A., Baruch College, CUNY

### Gary Schuster (2017)

*Instructor—Arts and Communication*

B.A., Lehigh University; J.D., Fordham University School of  
Law

### Samantha Seeley (2016)

*Instructor—Arts & Communication*

A.A., SUNY Orange; B.A., SUNY Empire State College

### Nicole Sewell (2019)

*Instructor—Nursing*

A.A.S., SUNY Orange; B.S.N., M.S.N., Kaplan University

### Karen Sferlazzo (2014)

*Instructor—Criminal Justice*

A.S., Rockland Community College; B.A., SUNY  
Binghamton; J.D., Pace Law School

### John Shepherd (2012)

*Assistant Professor—Biology*

A.S., Herkimer Community College; B.S., Cornell  
University; M.S., SUNY Albany

### Christopher Sherwood (1991)

*Assistant Professor—Criminal Justice*

B.S., Mercy College; M.P.A., John Jay College

### Felisa Sheskin (2019)

*Instructor—Global Studies*

B.A., University of Maryland; M.A., University of North  
Carolina at Chapel Hill

### Leonard Shustack (2003)

*Assistant Professor—Business*

A.A.S., SUNY Orange; B.B.A., Siena College; M.B.A.,  
University of South Carolina

### David Siegel (2015)

*Instructor—English*

B.A., Prescott College; M.F.A., Vermont College

### Rich Simons (2017)

*Instructor—Arts and Communication*

B.Mus., University of South Carolina; M.Mus., Hartt  
School of Music

### April Skennion (2019)

*Instructor—Dental Hygiene*

A.A.S., SUNY Orange

### Lisa Skinger (2013)

*Instructor—English*

B.A., Mount Saint Mary College

**Patricia Slesinski (1984)***Professor—Nursing*

R.N., A.A.S., SUNY Orange; B.S., Mount Saint Mary College; M.S., Hunter College

**Maria Smith (2001)***Instructor—English*

A.S., SUNY Sullivan; B.A., SUNY New Paltz

**Richard E. Smith (2002)***Assistant Professor—Business*

A.S., SUNY Orange; B.S., Clarkson University; M.S., Marist College

**Denise Smithem (2012)***Instructor—Nursing*

R.N., A.A.S., SUNY Orange; B.S.N., SUNY New Paltz; M.S. FNP, Mount Saint Mary College

**Alfred Snider (2018)***Instructor—Science, Engineering & Technology*

B.S., SUNY Plattsburgh; M.S., New York University

**Anthony Soricelli (2016)***Instructor—Science, Engineering & Technology*

A.S., SUNY Dutchess; B.S., SUNY Fredonia, M.S., Clemson University

**Joseph Sorrentino (2014)***Assistant Professor—Biology*

B.S., M.S., SUNY Albany

**Vivian Stack (2004)***Professor—Biology*

B.A., SUNY Geneseo, M.S., SUNY New Paltz

**Teresa Stanton-Sellers (2015)***Instructor—Clinical Laboratory Science*

A.A.S., SUNY Orange; A.S., SUNY Broome; B.S., University of Cincinnati

**Jonathan Steigman (2010)***Instructor—Global Studies*

B.A., M.A., Auburn University; Ph.D., University of Alabama

**Kimberly Sullivan (2017)***Instructor—Public Health*

B.S., M.S., Chamblain University

**Tiombe Tallie Carter (2014)***Instructor—Arts & Communication*

B.S., Bard College; J.D., Touro Law

**Mark Tatro (2008)***Assistant Professor—Science, Engineering and Architecture*

A.A.S., Westchester Community College; B.S., SUNY Albany; M.S., Mount Saint Mary College

**Nancy Tetro (2014)***Instructor—Nursing*

R.N., SUNY Orange; B.S. Nursing, SUNY New Paltz

**Carolyn Thayer (2010)***Assistant Professor—Business*

B.S., SUNY New Paltz; M.P.A., Marist College

**Shirley Thompson (1993)***Assistant Professor—Science, Engineering & Architecture*

B.S., Clarion State College; M.S., SUNY New Paltz

**Christopher Thurtle (2011)***Assistant Professor—Behavioral Sciences*

B.A., University of Leicester; M.A., Marist College

**Caroline Tippin (2016)***Instructor—Arts and Communication*

B.A., Dartmouth College; M.Mus., University of Texas at Austin

**Mark Tourtellott (2018)***Instructor—Computer Science & Technology*

A.S., Sage College; B.F.A., University of Hartford; M.B.A., Mount Saint Mary College

**Christina Tudisco (2008)***Associate Professor—Mathematics*

A.A., SUNY Orange; B.A., Mount Saint Mary College; M.S., New York Institute of Technology

**JoAnn Uhl (2018)***Instructor—Computer Science & Technology*

B.S., SUNY Maritime

**Dayna Valenti (2019)***Instructor—Science, Engineering & Technology*

A.S., SUNY Orange; B.S., SUNY New Paltz; B.A., SUNY Geneseo; M.A., Mount Saint Mary College

**Sharon VanDalinda (2019)***Instructor—Nursing*

A.A.S., SUNY Orange; B.S.N., M.S.N., American Sentinel University

**Gloria Verdino (2017)***Instructor—Biology*

B.S., SUNY Geneseo; B.S., Long Island University, C.W. Post; M.S., Rutgers University; NYS Certified Dietician/Nutritionist

**Karen Vespo (2008)***Instructor—Global Studies*

M.S., SUNY New Paltz; NYS Certified Dietician/Nutritionist

**Patricia Vuolo (2012)***Assistant Professor—Nursing*

A.A.S., SUNY Orange; B.S., University of Pennsylvania; M.S. Nursing Administration, Pace University

**Catherine Wagner (2001)***Assistant Professor—Biology*

B.S., Cornell University; D.C., Logan College of Chiropractic

**Sandra Wardell (1985)***Professor—Nursing*

B.S.N., Seton Hall; M.Ed., Nursing, Columbia

**Cheryl Ward-Simons (1988)***Professor—Nursing*

B.S., Long Island U.; M.A., Nursing Education, New York University

**Andrew Warren (1999)***Instructor—Architectural Technology*

A.A.S., SUNY Orange; B.Arch., Pratt Institute; Registered Architect

**Andrew Wasicki, Jr., PTA (2020)***Instructor—Physical Therapist Assistant*

A.A.S., Essex County Community College

**Richard Watt (2015)***Instructor—Occupational Therapy Assistant*

A.S., Community College of the Air Force; B.A., University of Oklahoma



## Adjunct Faculty

---

**Petra Wege-Beers (2010)**

*Instructor—Behavioral Sciences*

B.A., Rutgers University; M.S., Boston University

**Michael Weintraub (2016)**

*Instructor—Biology*

B.A., Hofstra University; D.C., New York Chiropractic College

**Deborah Wenner (2000)**

*Assistant Professor—English*

A.A.S., SUNY Orange; B.S., M.S., SUNY New Paltz

**Barbara Wexler-Hall (2015)**

*Professor—Nursing*

R.N. Diploma, Muhlenberg Hospital School of Nursing, B.S., SUNY Oneonta; M.A., New York University

**Elizabeth White (1991)**

*Professor—Business*

B.B.A., Pace University; M.B.A., Fordham University; Post Masters, Iona College; Ph.D., New York University; 2012 SUNY Chancellor's Award for Excellence in Teaching

**Kevin White (2005)**

*Instructor—Behavioral Sciences*

B.A., Baruch College; M.S., Fordham University

**Charline Williams (2009)**

*Instructor—Computer Science & Technology, English*

B.A., M.A., University of North Texas

**Sherrie Winn (2004)**

*Instructor—Diagnostic Imaging, Movement Science*

A.A.S., A.A., SUNY Orange

**Roseanne Witkowski (1983)**

*Instructor—Computer Science & Technology*

A.A., A.A.S, SUNY Rockland; B.S., SUNY Oneonta

**Patrick Woods (1989)**

*Assistant Professor—Criminal Justice*

B.A., Cathedral College; M.S., Long Island University

**William Worden (2011)**

*Assistant Professor—Criminal Justice*

A.A.S., SUNY Orange; B.S., Mercy College; M.P.A., John Jay College of Criminal Justice

**Jinyu Yang (2011)**

*Assistant Professor—Global Studies*

B.S., SUNY Empire State College; M.S., Walden University

**John Yelle (2018)**

*Instructor—Business*

A.S., Queensborough Community College; B.S., William Patterson University; M.B.A., Mount Saint Mary College; M.S., University of Connecticut; Ph.D., University of Maryland

**Michelle Young (2010)**

*Assistant Professor—Movement Sciences*

B.S.W., Concordia College; M.S.W., Yeshiva University

**Leslie A. Zeller (2019)**

*Instructor—Dental Hygiene*

A.A.S., SUNY Orange

**Raphael Zingaro (2004)**

*Associate Professor—Mathematics*

B.S., Loras College, M.S., University of Wisconsin

**Monica Zottola (2012)**

*Instructor—Diagnostic Imaging*

A.A.S., SUNY Orange; B.S., Cordoba National University

William Ackley	Frances Girolamo	Fanny Melendez	Anita Spero
Ruben Abrahante	JoAnne Gorton-	Lisa Melody	Arlene Stefane
Anastasis Amanatides	Burton	Pedro Mendez	Patricia Stephens
Tina Arzonetti	Neal Gottfried	Lawrence Messer	Michael Sterling
Helen Atlas	Crista Harris-Terry	Steven Miedema	Cynthia Stevens
Barbara Banyacski	Ilene Hauburger	Yolanda Mitchell-	Christopher Stewart
Kim Baxter	William Hauburger	Allwo	Joseph Sullivan
John Beakes	LuAnn Haviland	Rene Monismith	Richard Tarr
Lawrence Bennet	Michael Henion	Howard Moore	Asha Taylor
Ryan Bishop	James Hennigan	Dwight Morrow	Kirt Taylor
John Bogach	Nakia Hickman	Brandon Muller	Lyla Ten Eyck
Jill Boland	Teresa Hocker	Elizabeth Murphy	Lorraine Triola
Paul Borella	Andrea Holmes	Natasha Murry	Josef Turski
Margaret Boyle	James Hurley	Laurie Nagle	Cherie Wierzbickie-
Robert Brown	Michael Incantalupo	John Neidhardt	McMickle
Adam Bruce	Lisabeth Ivanchukov	Rhonda Niski	Brittany Williams
Laurie Burns	Glenn Jacklitsch	Joseph Norman	Denise Youngmans
Edward Burr	Thomas James	Karen Norton	
Beverly Byrne	Sabrina Jennings	Christa O'Brien	
Danna Caldera	Brian Johnson	Kayce O'Connell	
Kevin Callahan	Shawn Johnson	Roberto Ortiz	
Maria Calvaruso	Kelly Jonigan	Kim Paffenroth	
Donna Campanale	Dawn Judd	Omeria Parlman	
Kevin Carroll	Joseph Kastner	Jessica Patnode	
Lisa Catania	Laura Kelly	Shannon Phelan	
Hilario Chavez	James Kimiecik	Ronald Phillips	
Carol Classey	April Kinne	Vicky Pinckney	
Michael Coburn	Patrick Kinne	Milton Pineiro	
Martin Cody	Elsie Kloczkowski	Diana Pitre	
Craig Cohen	Robin Knosp	Susan Plichta	
Charles Cornacchio	Antoinette Kubie	James Pope	
Michael Corriere	Kathleen Kummer	Gary Porter	
Vanessa Coyle	Anthony Lapinsky	Susan Quinn	
Yolanda Cruz	Carlos Lassalle	Brian Rafferty	
Judith Cunningham	Esmeralda Lavezzari	Edward Rosado	
Nicholas Damiano	Dennis LeBrun	Noel Razus	
Dorian DeBlasio	Teri LeHuray	Kenneth Reeves	
Donald Decker	Nadine Loesel	Marcos Regueiro	
Daniel delToro	Stephen Lombardo	Karen Reid	
Danielle DeLuca	Clifton Long	Camille Ricci	
Kevin Devlin	Mark Lybolt	Patrick Richardson	
Noel Dillon	William Maddox	Tahleea Rodriguez	
Timothy Doolittle	John Majewicz	Karen Rubio	
John Echevarria	Charles Mallory	Renee Rynn	
Michael Egan	Kerry Malone-	Craig Salvagin	
Kirsten Elwood	Demetroules	Stacy Salvagin	
Piangchai Ferstand	Rocco Mansueto	Donna Sanders	
Stephanie Fezza	Michael Marino	Sonny Sankhi	
Jorge Figueroa	Daniel Martine	Maria Santiago	
Ralph Fiorentino	Melanie Mattera	Raymond Schultz	
Ellen Folkl	James Maxson	Samara Shandler	
Matthew Gaffney	Joseph Mazza	Mark Sheldon	
Shawn Galarza	Dean McCarthy	Stephanie Siegel	
Jessica Garcia	Wayne McKeeby	Ralph Simon	
Tiphany Garcia	Warren McKinzie	Stacey Smith	
John Gargiulo	Carla McNamara	Vickie Solero	
Patrick Gass	Carolyn Meere	Thomas Souchet	
Dianne Gersbeck	Liza Megna	Tyler Souchet	

## Advisory Boards

---

### Accounting

---

Gary Cassiello, CPA  
*Judelson, Giordano and Siegel, P.C.*

Cheryl Gross  
*Newburgh Preparatory Charter High School*

Magda Reyes  
*Satin Fine Foods, Inc.*

Tracy Tarsio  
*Day Seckler, LLP*

### Architectural Technology

---

Christopher Collins, Architect  
*Christopher J. P. Collins, Goshen*

Liborio Derario, Architect  
*Archifuture, Tuxedo*

James Diana, Architect  
*LAN Associates, Goshen*

Christopher Hack, Architect  
*Rutgers University, New Brunswick, NJ*

Andrew Hennessey, Architect  
*Berg Hennessey Olson, Newburgh*

Richard Librizzi, Architect  
*Domus Studios Architecture, New Paltz*

Peter Manouvelos, Architect  
*LAN Associates, Goshen*

Joseph Minuta, Architect  
*Joseph J. Minuta Architecture, New Windsor*

Mark Olson, Architect  
*Berg Hennessey Olson, Newburgh*

Michael Pomarico, Architect  
*Pomarico Design Studio, Newburgh*

Konrad Von Appen, Architect  
*Professor Emeritus, Warwick*

Andrew Warren, Architect  
*Davis R. Weibolt, Architecture, Middletown*

### Business Management/Marketing

---

John Gann  
*Real Estate Broker*

Michael King  
*IBM*

Michael Martucci  
*The Michael and Erin Martucci Family Foundation*

Irina Negru  
*Interact Marketing*

Nilda L. Oyola  
*Doc Brands, Inc.*

William Ruggles  
*DECAT Driving School*

### Clinical Laboratory Science

---

Theresa Dering  
*Mount Sinai Health System*

Gerianne Horan  
*Crystal Run Healthcare*

William Keller III  
*Orange Regional Medical Center, Adjunct Instructor SUNY Orange*

Michael Lanzano  
*Good Samaritan Hospital*

Robert Nicoletti  
*Catskill Regional Medical Center*

Dr. William Schraer  
*Middletown High School (retired)*

Dr. Kevin Tintle  
*Middletown Veterinary Hospital*

Dr. Dennis Todd  
*Community Blood Services*

Dr. Frank Traeger  
*SUNY Orange Biology Department*

### Criminal Justice Advisory Board

---

Dominick Blasko  
*President, Orange County Association of Chiefs of Police*

Craig W. Cherry  
*Deputy Commissioner, Orange County Div. of Police Liaison Services*

Sheriff Carl Dubois  
*Orange County Sheriff's Department*

John Ewanciw  
*Chief of Police, City of Middletown*

David M. Hoovler  
*Orange County District Attorney*

Kellyann Kostyal  
*Executive Director, Safe Homes of Orange County*

Greg Metakes  
*Director, Orange County Police Academy*

Noreen Nagy  
*Director of Investigations, Orange County Medical Examiner's Office*

Francis M. Pierri  
*Chief of Police, Town of Highland*

William Worden  
*Chief of Police, Port Jervis, Police Department*  
*Immediate Past President, Orange County Association of Chiefs of Police*

### Dental Hygiene

---

Tjark Beaven, DDS  
*VA Hudson Valley*

Nicole Card RDH, MS  
*District Director, DHASNY*

Clifford Hames, DDS  
*Hudson River Health Care*

Carol McKenna, RDH, BS, CPC  
*Director, HealthPro Staffing Resources*

Judith Mori, DDS  
*Inspire*

Carol Syskowski, RDH  
*Dental Medical Power*

Christine Tunno, RDH

### Education

---

Trish Arnold, Education Coordinator  
*RECAP Western Orange County Head Start*

Elizabeth Boller, Literacy Coordinator  
*Enlarged City School District Middletown*

Lynda Cordani, Transition Manager (retired)  
*RECAP Western Orange County Head Start*

Heather Decker, Early Childhood Development Director  
*RECAP Western Orange County Head Start*

Agnes Dempster, Education Director  
*Head Start of Eastern Orange County*

KimLori Devine, Coordinator, Special Education Programs  
*OC Intervention Services*

Alice Fellenzer, Founder  
*Kindercollege*

Pillar Hagar, Director  
*New Beginnings Learning Academy*

Jessica Harnick, Director  
*Rhythm and Rhyme Child Care*

Kym Huchko, Director  
*Newburgh Campus Lab School*

Debra Mahusky, UPK Teacher  
*Newburgh Enlarged School District*

Linda Martini, Director  
*Child Care Council of Orange County*

Gina McCann, Senior Director  
*SUNY Orange Lab School*

Beth Mines, Quality Resource Specialist  
*Child Care Council of Orange County*

Cathy Olsen, Director  
*School Time Children's Center*

Mary Ellen O'Neill  
*Middletown Community Member*

Ellen Prager, Director  
*School Time Children's Center*

Tekki Reszenski, Director  
*Middletown Day Nursery*

Luann Scardino, Director  
*Mountain View School*

Keri Smith, Kindergarten Teacher  
*Tri-Valley Central School District*

Sharon Vogel, Director  
*Goshen Christian Preschool*

## Electrical Engineering Technology

Janet O'Connor  
*Frontier Communications*

Mike Hall  
*Orange Regional Medical Center*

Bill Campbell  
*Valtec Industries*

Jim Steane  
*Orange and Rockland Utilities*

Chris Spadafora  
*Con Edison*

John Zupetz  
*IBM*

William Fyke  
*Con Edison*

## Honors Program

Steve Hedderton  
*Assistant Director of Communications for Publications*

Michele Paradies  
*Associate Professor—Biology*

Vincent Odock  
*Professor—Economics*

Maynard Schmidt  
*Director of Admissions*

Karen Stephens  
*Professor—Physical Therapy Assistant*

Sheila Stepp  
*Assistant Professor, Chair—Movement Science*

Janet Stonick  
*Associate Professor—Mathematics*

Mark Strunsky  
*Associate Professor—Music*

Elaine Torda  
*Associate Professor—English, Honors; Chair—Interdisciplinary Studies; Coordinator—Honors Program*

Terri Van Everen  
*Professor—Advising & Counseling*

Josephina Vondras  
*Professor—Business*

Patrick Woods  
*Guidance Counselor—Middletown High School*

## Nursing Department

Rose Baczewski, R.N.  
*Orange Regional Medical Center*

Rollan Bojo, R.N.  
*Catskill Regional Medical Center*

Jessica Brighton, R.N.  
*Crystal Run Healthcare*

Crystal Cordovano, R.N.  
*Elant*

Sophie Crawford, R.N.  
*Bon Secours Community Hospital*

Joan Cusack-McGuirk, R.N.  
*St. Luke's Cornwall Hospital*

Trish Huggins, M.S.Ed., B.S.N., RNC  
*Work-Based Learning Coordinator  
Team Leader, Practical Nurse Program  
Orange-Ulster BOCES/CTE  
Career and Technical Education Division*

Judith Lindberg, R.N.  
*St. Anthony Community Hospital*

Rachel Mathew, R.N.  
*Rockland Psychiatric Center*

Angela McCormack, R.N.  
*Crystal Run Healthcare*

Robin Neidhardt, R.N.  
*Valley View Center for Nursing Care & Rehabilitation*

Christine O'Toole, R.N.  
*Elant*

Joanne Ritter-Teitel, R.N.  
*Orange Regional Medical Center*

Leslie Ritter, R.N.  
*Crystal Run Healthcare*

Sharon Roper-Erie, K.N.  
*Good Samaritan Home Care*

Pamela Weiss-Flog, R.N.  
*Orange County Department of Health*

## Nursing—Technical Assistant

Lisa Dyer  
*R.N., A.A.S., SUNY Rockland*

Ruthanne Dykstra  
*R.N., B.S., Syracuse University*

Suzanne Montgomery  
*R.N., A.A.S., SUNY Orange*

Lisa Primavera  
*R.N., A.A.S., SUNY Orange*

## Occupational Therapy Assistant

Silfia Brennan, COTA  
*Highland Rehab & Nursing*

Donna Christensen, COTA  
*SUNY Orange*

Mary Beth Gleason, OTR/L  
*Poughkeepsie School District*

Rhonda Gorish, OTR/L  
*Orange Regional Medical Center*

Lisa Hayes, VP of IDD Comm Supports  
*Access Supports for Living*

Laura Kelly, COTA  
*Newburgh School District*

Doris Lopez, Transition Coordinator  
*Newburgh Enlarged City School District*

Ann Marie Maglione  
*Director, Office for the Aging*

Karen Marconi, Director Special Education  
*Middletown School District*

David Melchionne-Martinez, COTA  
*SUNY Orange*

Tarah Miller, COTA  
*SUNY Orange BRIDGES Program*

Laura Stubecki, OTR  
*Pediatric OT Solutions*

## Occupational Therapy Assistant— Fieldwork Educators

Mildred Consolo-Melchionne, BS, COTA - Academic Fieldwork Coordinator

Ability Beyond  
*Michele Pironti, COTA/L*



## Advisory Boards

---

Access PT & Wellness  
*Cynthia Boccia, OTR/L*

Achieve Rehab & Nursing  
*Veronica Yanciewicz, OTR, DOR*

ARC - George Robinson Center,, PreSchool Learning & Jean Black Center  
*Lauren Telesmanic, OTR/L, DOR*

Baptist Home  
*Angela Numssen, OTR/L*

BOCES - Orange/Ulster  
*Donna Muller, OTR/L – Various*

Brookside School  
*Lori Schwark, OTR*

Burke Rehabilitation Center  
*Lisa Edelstein, OTR/L*

Campbell Hall Rehabilitation Center  
*David Marks, PT*

Catskill Regional Medical Center  
*Kendra Gleason, OTR*

Center for Discovery  
*Kelly Irving, MS, OTR/L*

Center for Spectrum Services  
*Laurie Hopkins, OTR – Kingston & Ellenville*

Easter Seal Project Excel  
*Tara Reiley, COTA*

Ellenville Regional Hospital  
*Kelly Cole, OTR*

Golden Hill Rehab & Nursing  
*Samantha Conklin, Regional DOR*

Greenwood Lake Schools  
*Stacey Gove, OTR*

Helen Hayes Hospital  
*Terry Berg, OTR*

Highland Falls/Ft. Montgomery Elementary School  
*Jeanne Lehmphul, OTR*

Highland Nursing & Rehab  
*Silfia Brennan, COTA/L*

Inspire Inc.  
*Jeanette Morse, OTR*

Liberty Post  
*Cindy Ladanyi, OTR*

Mid-Hudson Forensic Psychiatric Center  
*Irene DiDonato, OTR*

Minisink Valley Elementary School  
*Melissa Grassi, OTR*

Montgomery Nursing & Rehab  
*Rebecca Bonagura, OTR*

Northeast Center for Special Care  
*Annamarie Belfiglio, OTR*

Northern Dutchess Hospital  
*Laura Dipper, OTR*

Orange Regional Medical Center  
*Debbie Glebocki, OTR – out-patient*  
*Anne McEnroe-O'Connor, PT – in- patient*

Park Manor Rehab  
*Robyn Marsden, OTR/L*

Pediatric OT Solutions  
*Laura Stubecki, OTR*

Port Jervis City Schools  
*Sue Rogowski, OTR*

Poughkeepsie School District  
*MaryBeth Gleason, OTR*

Prime Rehab Svc. – Vanessa Cardenas – Dir of HR  
*-Belle Reve Senior Living Cr.*  
*-Care Center @ Sunset Lake*

Progressive Health of PA  
*Bill Kowal, OTR*

Fishkill Nursing & Rehab  
*Tracey Cassel-Dworetzky, OTR/Sarah Crolepy, COTA*

Sapphire Nursing & Rehab @ Goshen  
*Lynn Kensell, OTR*

Sapphire Nursing & Rehab @ Meadow Hill  
*Maria Villanueva, PT*

Sapphire Nursing & Rehab @ Wappingers  
*Darlene Bates, PTA*

Sullivan County BOCES  
*Jill Holland, OTR/L*

Sunny Days EI  
*Pam Lorenzo, SLP*

SUNY Orange College Learning Circle  
*Donna Frazier, OTR/L*

Taconic OT  
*Linda Lavin, OTR*

Tri-Valley Central School District  
*Rachel Lange, OTR/L*

Valley Central School  
*Trisha LaFronz, OTR/L*

Valley View Center for Nursing Care  
*Jessie Donnatin, OTR*

Vassar Brothers Medical Center  
*Jackie Lamando, PT*

Warwick Valley Central School District  
*Kristen Longo, COTA/L*

Wingate @ Dutchess; Beacon & Ulster  
*Theresa Manente, OTR, DOR – Dutchess*  
*Heather Ineson, OTR/L – Beacon*  
*Briana Gioia, SPL, Rehab Coor - Ulster*

Woodland Pond  
*Marguerite Wolf, OTR/L*

Yale New Haven Psychiatric Hospital  
*Christina Tancreti, OTR/L*

## Office Technologies

---

Pamela Bourdage  
*Formerly of Hudson Valley Gastroenterology*

Linda Bull, CRM  
*New York State Archives*

Toya Dubin  
*Hudson Micrographics*

Cathy Parlapiano, CSP  
*Here's Help Staffing Service*

## Physical Therapist Assistant

---

Theresa Aversano, PT  
*Ellenville Community Hospital*

Jeanne Campbell, PT  
*Mid-Hudson Reg Hospital of Westchester Med Center*

Ken Campisi, PTA  
*Crystal Run Healthcare*

Patrick Clough, PT, CHT  
*New York Hand & Physical Therapy*

Jodi Conklin, PTA  
*Sapphire Nursing & Rehab @ Meadow Hill*

Ellen Dunn  
*Middletown, NY*

Teresa Gurrieri, PT  
*ARC – George Robinson Ctr*

Garry Hazen, PT  
*T. Piserchia M.D., P.C.*

Karen Little, PT  
*Bon Secours Hospital*

Bill Lynch, PT  
*BOCES - Orange/Ulster Counties*

Frank Nani, PT  
*Frank Nani Physical Therapy*

Liju Sam, PT  
*Rockland County BOCES*

Laura Stevens, PT  
Highland Mills, NY  
Theresa Vitale, PT  
Wingate @ Dutchess

## Physical Therapist Assistant— Adjunct Faculty/Clinical Coordinators

### Edward Leonard—Academic Coordinator of Clinical Education

Abilities First  
Diane Pedevillamo, PT/Kimberly Bowles, OTR/L

Access Physical Therapy & Wellness – (19 sites)  
Shannon Albanese, PT

Armonk	Bedford
Chester	Cortlandt Manor
Dingmans Ferry	Fishkill
Goshen	Hawthorne
Honesdale	Hopewell Junction
Lagrange	Liberty
Milford	Monroe
Montgomery	Newburgh
New City	New Paltz
Pomona	Pt. Jervis
Poughkeepsie	Rhinebeck
Wallkill	Woodstock

Achieve Nursing Home  
Veronica Yancewicz, MS, OTR/L, DOR

Alliance Hand & Physical Therapy  
Westwood – Nisha Bhatt, PT

AON Physical Therapy & Wellness  
Bryan Kelly, PT, MS, CKTP

ARC-Middletown  
Teresa Gurrieri, PT

ARC-Pre School Learning Exp.-New Windsor  
Lisa Hess, PT

Atlantic Health System  
Linda J. Jehl, PT/Loretta Ritter, PT

Bardonia Physical Therapy  
Alex Rosado, DOR

BOCES-Orange/Ulster  
Bill Lynch, PT

BOCES-Rockland County  
Liju Sam, PT

BOCES-Sullivan County  
Andrea Falcone, PT

Bon Secours Community Hospital  
Karen Little, PT

Campbell Hall Health Care Center  
David Marks, PT

Catskill Regional Medical Center  
John Pawlowski, PT

Center for Discovery  
Lisa Gradziel, PT

Center for Spectrum Services  
Laurie Hopkins, OTR/L

Crystal Run Healthcare  
Dan Stanley, OTR, CHT

Drayer Physical Therapy Institute-Sparta/Milford  
Mark Young, PT (Sparta)

Chris Ferlo PT (Milford)

Ellenville Regional Hospital  
Theresa Aversano, MSPT

EverCare @ Home  
Jeff Goldman, MSPT

Glen Arden Health Care Center  
Jodi Conklin, PT

Golden Hill Nursing & Rehab Center  
Samantha Conklin, OTR

Good Samaritan Hospital  
Howard Wilen, PT

Health Alliance of the Hudson Valley (5 sites)  
Kevin Rudolph, PT

Benedictine Hospital  
Kingston Hospital  
Margaretville Hospital  
Mountainside Residential Care Facility  
Woodlawn Pond

Helen Hayes Hospital  
Mary Wainwright, PT

Highland Physical Therapy  
Jeffrey M. Gersch, PT

Highland Rehab & Nursing Center  
Jennifer Doty, PTA

Inspire/CP Center  
Karen Mills, PT

Ivy Rehab (formerly OADC)  
Poughkeepsie – Les Bowden, PT, DPT  
Newton, NJ – Callista Grozalis, PT, DPT  
Kingston & Rhinebeck – Holly Lookabaugh-Deur, PT

Kingston Physical Therapy & Sports Rehab PC  
Charissa Makish, PTA

Lutheran Care Center @ Concord Village  
Teri Jennings, MSPT

Middletown Medical P.C.  
Elya Spolar, PT

Middletown Park Rehab & Nursing  
Robyn Marsden, OTR/L

Mid-Hudson Regional Hospital of Westchester Med Ctr  
Poughkeepsie - Jeanne Campbell, OTR, MS  
Martha Lawrence Site – Mary Thompson/PT/Sharon Duffy-Batt, MPS, OTR  
Therapy Connection – Jeanne Campbell, OTR, MS & Brenda Koepf, OTR

Milliam Physical Therapy  
Rommel Milliam, PT

Minisink Valley Central School District  
Jennifer Lynch, PT

Monroe- Woodbury Central School  
Patricia Longinott, PT

Montefiore St. Luke's (Cornwall/Newburgh)  
Gwen Borsenberger, PT  
John Guerriero, PT (Fishkill)

Moriarity Physical Therapy  
John Quinn, PT

MOST Physical Therapy  
Jon McKenna, PT (Hopewell Junction)  
Brian Pecchia, PT, DPT (Millbrook)  
John Roger, PT, DPT (Rhinebeck)

Frank Nani Physical Therapy  
Private Practice

New York Hand & Physical Therapy  
Patrick Clough, PT, CHT

Northern Dutchess Hospital  
Kathy Rubsam, CCCE

Northern Hills Physical Therapy  
Dr. E. Christine DeCaro, PT, DPT

Nyack Ridge Rehab & Nursing Ctr  
Beela George, PT

Orange Regional Medical Center  
Ann McEnroe-O'Connor, PT (In-Patient)  
Deborah Glebocki, OTR – Rehab Ctr @ Crystal Run

Peak Physical Therapy Inc.  
Newburgh - Dan Fishman, PT  
Pine Bush – Brian Farrell, PT  
Washingtonville – Tammy Ferrari, PT  
New Paltz – Jay Henry, MS, PT (County PT)

Physical Therapy Professional Care  
Laura Burkhalter, PT

## Advisory Boards

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Pike Physical Therapy & Fitness Center  
*Donna Klesco, Manager*

Pines @ Catskill Ctr for Nursing & Rehab  
*Catskill - Sam Cerone, PT*  
*Poughkeepsie – Kelsey Stasiewski*

T. Piserchia, M.D., P.C.  
*Garry Hazen, PT*

Premier Care Physical Therapy  
*Michael Parlapiano, PT, DPT/Chris McGinnis, PT, DPT*

Prime Rehab Services  
*Milford – Chris Davis, OTA*  
*Liberty/Montclair/Somerset*

Reyes/Reyes Physical Therapy PLLC  
*Juanito Reyes, PT, DPT*

Sapphire Nursing & Rehabilitation.  
*Fishkill – Tracey Cassel-Dworetzky, OTR /L*  
*Goshen - Lynn Kensell, OTR/L*  
*Meadow Hill – Maria Villanueva, PT*  
*Wappingers Falls - Darlene Bates, PTA*

Sports Physical Therapy of NY, PC  
*Orangeburg - Aimee Alexander, PT*  
*Somers - Phil De Mase, PT*

Laura Stevens, PT  
*Private Practice*

St. Anthony Community Hospital (+ out-patient Satellite)  
*Shannon Albanese, PT/Olivia Greene, PT*

VA Hudson Valley Health Care System  
*Maryann Barnhart, PTA*

Valley View Center for Nursing Care  
*Suresh Nagappan, PT*

Vassar Brothers' Hospital & Satellite  
*Jackie Lamando, PT*

Westchester Medical Center  
*Main Campus – Gail Cherry, PT*

West Milford PT Center  
*Anne Kane, PT*

Wingate (Rehab Care)  
*Beacon – Jonathan Pultzar*  
*Fishkill - Theresa Manente, PT*  
*Highland – Heather Ineson, PT*

Yorktown Rehab & Nursing Ctr (Fieldhome)  
*Karen Chase, PTA*

## Radiologic Technology—Clinical Instructors

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Marcelene Lamendola  
*A.A.S., SUNY Orange*

Amanda Rhinehart  
*A.A.S., SUNY Orange*

Jill Ross  
*B.S., C.W. Post College*

Monica Zottola  
*A.A.S., SUNY Orange*