

Academic Catalog

2023-2024



Message from the President

Thank you for considering SUNY Orange as your next academic home. We appreciate that you are willing to place your academic future in the capable hands of our faculty, staff and administration. You have my promise that we'll continue to do our very best to deliver the same robust academic experience that has been a hallmark of the College for more than 70 years.

As you read more about the College on these digital pages, you will find a wide selection of degree programs, grouped into academic communities to help you match your skills and interests to field of study. You will also learn about the broad framework of student services we've established to support you and your success.

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 Center for Student Success, Wellness Center, Career and Internship Services, Veterans Services, and Advising Center to support your progress toward graduation.

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.

Dr. Kristine Young
President, SUNY Orange



SUNY Orange Vision, Mission, Values, Goals

Vision Statement

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

Mission Statement

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

Values Statement

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

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

Goals

To fulfill its mission, the College has established the following goals:

- To provide high quality academic courses and programs that prepare a diverse student population to achieve its educational, employment and enrichment goals.

- 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.
- To establish public and private partnerships and provide programs and services that support and serve our county's educational, economic, civic and cultural needs.
- To promote student growth and development by providing comprehensive and innovative academic and support services.
- 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.
- To build and maintain safe, accessible and sustainable facilities that support the learning environment.
- To identify, secure and allocate resources that advance the strategic priorities of the College.

Catalog Changes Disclaimer

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 online. Most academic content is updated and published each April in advance of the opening of registration for the pending Fall semester. Regulatory content (mostly non-academic) and the remainder of academic-related content will be updated during the summer.

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.

Notice of Non-Discrimination Policy

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.

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About SUNY Orange

College Overview

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

<p>MIDDLETOWN CAMPUS 115 South Street Middletown, NY 10940 845-344-6222</p>	<p>NEWBURGH CAMPUS One Washington Center Newburgh, NY 12550 845-562-2454</p>
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Throughout its existence, 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 an urban 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.

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 caring faculty and staff, each student 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) system. The College is comfortable building off of 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, 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.

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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 spaces. 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 the College bookstore and nearly every student support function at the College. The Physical Education Center contains five handball/racquetball courts, an aerial yoga studio, 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.

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 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 administration, business management, criminal justice, criminal justice-police, healthcare administration, 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.

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 2022 Fall semester reveal that slightly more than half (52.6 percent) of SUNY Orange's students attend the College on a full-time basis, while the average age of the SUNY Orange student is 23 years old. Females comprise 60.9 percent of the College's enrollment. A sizable majority (80.2 percent) of students reside in Orange County while 72.5 percent of SUNY Orange students fall into the "traditional" category (age 24 or younger).

Of those who reported data, 25.2 percent of SUNY Orange students are Hispanic/Latino while 15.0 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 6.1 percent of the student population. The remaining 40.6 percent are white. A total of 13.1 percent are unknown.

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 more than 360,000 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 approximately \$1 billion of externally-sponsored activity each year. There are more than 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 percentages 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 percentages of first-time, full-time students who return to college for their second year of instruction.

In both measurements, SUNY Orange performs consistently well. Fifty-two percent of the Fall 2019 cohort (the most recent to complete 150 percent of their time since entering the college) have either graduated or transferred to another institution, while 56 percent of the first-time full-time students entering SUNY Orange in the Fall of 2021 returned for the Fall 2022 semester.

For more information, or to compare SUNY Orange to other institutions, please visit the [National Center for Education Statistics](#).

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](#) or by visiting the SUNY Orange [Safety and Security website](#).

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.

Sexual Harassment and Discrimination Prevention

Sexual harassment is a form of sex discrimination, which is unlawful in the workplace under Title VII of the Civil Rights Act of 1964, as amended, and the New York State Human Rights Law. Under Title IX of the Educational Amendments of 1972, sexual harassment also is prohibited in the provision of educational services and protects students and employees from sexual harassment.

Sexual harassment is prohibited and will not be tolerated at SUNY Orange. The College has implemented measures to address and prevent sexual harassment and is taking additional affirmative steps to increase awareness of, and sensitivity to, all forms of sexual harassment in order to maintain a workplace and learning environment free of its harmful effects.

Sexual harassment is a form of workplace discrimination and employee misconduct, as well as a form of discrimination in the academic setting, and all employees and students are entitled to work and learn in a campus environment that prevents sexual harassment. All employees and students have a legal right to a workplace and a campus free from sexual harassment, and employees and students can enforce this right by filing a complaint internally with the College, or with a government agency, or in court under federal or state anti-discrimination laws, as detailed in the College's Discrimination and Sexual Harassment Complaint Procedure.

In accordance with applicable law, sexual harassment is generally described as unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of employment or academic benefit; or
- Submission to or rejection of the conduct is used as the basis for an employment or academic decision affecting the person rejecting or submitting to the conduct; or
- The conduct has the purpose or effect of unreasonably interfering with an affected person's work or academic performance, or creating an intimidating, hostile or offensive work or learning environment.

Sexual harassment can include physical touching, verbal comments, non-verbal conduct such as leering or inappropriate written or electronic communications, or a combination of these things. Examples of sexual harassment may include, but are not limited to:

- Seeking sexual favors or a sexual relationship in return for the promise of a favorable grade or academic opportunity;
- Conditioning an employment-related action (such as hiring, promotion, salary increase, or performance appraisal) on a sexual favor or relationship; or
- Intentional and undesired physical contact, sexually explicit language or writing, lewd pictures or notes, and other forms of sexually offensive conduct by individuals in positions of authority, co-workers or student peers, that unreasonably interferes with the ability of a person to perform their employment or academic responsibilities.
- Physical acts of a sexual nature, such as:
 - Touching, pinching, patting, kissing, hugging, grabbing, brushing against, or poking another person's body;
 - Rape, sexual battery, molestation or attempts to commit these assaults.
- Unwanted sexual advances or propositions whether they involve physical touching or not, such as:
 - Requests for sexual favors accompanied by implied or overt threats concerning a target's job performance evaluation, a promotion or other job benefits or detriments, or an educational benefit or detriment;
 - Subtle or obvious pressure for unwelcome sexual activities.
 - Sexually oriented gestures, noises, remarks, jokes or comments about a person's sexuality or sexual experience, which create a hostile environment.
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life, comments about an individual's body, comments about an individual's sexual activity, deficiencies, or prowess.
- Discussion of one's sexual activities.
- Sex stereotyping occurs when conduct or personality traits are considered inappropriate simply because they may not conform to other people's ideas or perceptions about how individuals of a particular sex should act or look.
- Sexual or discriminatory displays or publications, such as:
 - Displaying pictures, posters, calendars, graffiti, objects, promotional material, reading materials or other materials that are sexually demeaning or pornographic. This includes such sexual displays on computers or cell phones and sharing such displays while in the workplace or classroom.
- Hostile actions taken against an individual because of that individual's sex, sexual orientation, self-identified or perceived sex, gender expression, gender identity, and the status of being transgender, such as:
 - Interfering with, destroying or damaging a person's workstation, tools or equipment, or otherwise interfering with the individual's ability to perform employment or academic duties;
 - Sabotaging an individual's work;
 - Bullying, yelling, name-calling.

Such behavior can constitute sexual harassment regardless of the sex, gender, sexual orientation, self-identified or perceived sex, gender expression, status of being transgender, or gender identity of any of the persons involved. Sexual harassment is considered a form of employee and student misconduct, which may lead to disciplinary action. Further, supervisors and managers will be subject to discipline for failing to report suspected sexual harassment or otherwise knowingly allowing sexual harassment to continue. Employees and students who believe they have been subjected to sexual harassment may refer to the College's Discrimination and Sexual Harassment Complaint Procedure for more details on how to have their allegations reviewed, which includes a link to the College's complaint form.

Retaliation against a person who files a complaint, serves as a witness, or assists or participates in any manner in this procedure, is unlawful, is strictly prohibited and may result in disciplinary action. Retaliation is an adverse action taken against an individual as a result of complaining about or providing information regarding unlawful discrimination or harassment, exercising a legal right, and/or participating in a complaint investigation as a third-party witness. Adverse action includes being discharged, disciplined, discriminated against, or otherwise subject to adverse action because the individual reports an incident of sexual harassment, provides information, or otherwise assists in any investigation of a sexual harassment complaint. Participants who experience retaliation should contact the College's Civil Rights Compliance Officer/Title IX Coordinator and may file a complaint pursuant to the procedures outlined in the College's Discrimination and Sexual Harassment Complaint Procedure.

The [Student Handbook](#) contains more detailed information regarding students' rights, responsibilities, confidentiality, grievance procedures, and Code of Student Conduct.

Admissions

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 admission 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 online](#) for admission for full-time or part-time status. Students may request more information about SUNY Orange by emailing apply@sunyorange.edu.

Admission requires an official high school transcript or high school equivalency diploma.

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.

English and Math Placement Requirements

All students who are accepted as degree-seeking students are required to complete the English and math placement requirements prior to course registration. Students may qualify for a placement waiver.

- English placement will be determined based on students' high school GPA and/or 11th grade English course or HSE records.
- Math placement will be determined by the Math Placement Survey for placement into the appropriate mathematics course. Placement for students with a GED or High School Equivalency (HSE) will be based on results of Stemify, an online math instrument.

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 first 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 uploaded their immunization records to MedProctor, showing proof of at least one measles immunization.

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SUNY COVID Vaccine and Booster Policy

COVID-19 vaccines are no longer required for students to attend classes on campus. All students are strongly recommended to stay up to date on their vaccinations as defined by the Center for Disease Control and Prevention (CDC), including obtaining any booster authorized by the FDA and recommended by the CDC for their age group. While not required at this time, SUNY reserves the authority to impose a requirement for any vaccination or booster at any time because of changes in local conditions or requirements imposed by Federal, State, or local authorities. Certain employees, students, and volunteers at healthcare facilities, including SUNY healthcare facilities and hospitals, or any external location, may be subject to mandatory COVID-19 vaccination pursuant to relevant regulations and policies.

“Students” are defined as any individuals matriculated or otherwise enrolled full-time or part-time at SUNY facilities including visiting, auditing, exchange, continuing education (examples include CASAC, HSE and ESL, among others) and international students taking in-person courses. The policy excludes individuals in workforce training programs arranged through their employer or concurrently enrolled high school students taking courses located at the high school. Students participating in clinicals or internships held at a third-party location must comply with all health, safety, vaccine and testing protocols in place at that location.

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 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 within the timeframe stated on the form for each program.

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. COVID-19 vaccination including vaccine booster is required for all students enrolled in Health Professions programs whose academic progress depends on clinical placement. 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 Hepatitis 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.

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 or at the Newburgh campus. 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, students 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 admission 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.
- College Experience Program students are not eligible to receive financial aid.
- Students are assigned an academic advisor in the Admission Office.
- If you need accommodations 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.

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

SUNY Orange is authorized under Federal Law to enroll non-immigrant 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.
- 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](#).
- 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 to 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 laws, and maintaining full-time status.

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.

Over Sixty Program (Senior Auditors)

SUNY Orange permits individuals 60 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. Senior (60+) auditors are eligible to register for credit courses (excluding Nursing, other Health Professions courses, Private Music Instruction, PTECH, Honors Seminars and other lab intensive courses) with seats available at the end of the add/drop period. Senior Auditors pay no fees, are not eligible to borrow college equipment, and do not participate in student clubs/activities. Senior Auditors must adhere to the Student Code of Conduct.

Registration for Over Sixty students is after the add/drop period 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 form.

For questions regarding the Over Sixty Program or to receive a credit course bulletin please call the Registrar's Office at (845) 341-4140.

Additional Admissions Information

SUNY Transfer Guarantee

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

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

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

Student's Right to Know

SUNY Orange complies with federal regulations that require undergraduate completion, or graduation rates, be made available to all credit students. The College is required to make available specific statistical data before students make a financial commitment to the College. You will find this information on the College's [Consumer Information](#) page.

Transferring to SUNY Orange

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

High School Equivalency Diploma (HSE)

Applicants who earned a High School Equivalency (HSE) diplomas may forward a copy of their diploma and score report via email to 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.

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, and online that are accessible on the campuses in Middletown and Newburgh.

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.

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

For Advanced Placement Examinations (AP) - Students must score a 3 or higher on the AP exam.

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.

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 and faculty collaborations.

Community College in the High School Program (CCHSP)

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 with Other Colleges and Universities

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.

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.

For an updated list of transfer agreements, visit the [Office of Educational partnerships website](#).

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Articulation Agreements 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

Orange-Ulster BOCES

- Computer Networking
- Computer Programming and Video Game Development
- Digital Design and Advertising
- Digital Filmmaking and Post Production
- Education and Management and Early Childhood Development and Care
- Engineering Design and Architecture
- Exercise Science and Personal Trainer Assistant
- Law Enforcement
- Licensed Practical Nursing

Warwick Valley Central School District

- Criminal Justice
- Video Production

Continuing and Professional Education (C.A.P.E.)

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.

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) 341-4419 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 Addiction Services and Supports 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 online and in-person classes throughout Orange County for individuals who are looking forward to improving their job opportunities or moving on to college by earning their GED Diploma. Emphasis will be on improving writing and math skills and using creative thinking and problem-solving strategies. If you are age 18 or older, call (845) 341-9543 or (845) 341-9532 to make an appointment with the GED program office to register.

Youth Empowerment Program (YEP)

Thanks in part to a grant from the Orange County Workforce Investment Board, the College engages out-of-school and unemployed youth to reconnect with educational and workforce systems. The YEP is held on the SUNY Orange Middletown campus and offers youth ages 16-24 an opportunity to:

- Prepare for the High School Equivalency test named GED
- Improve literacy and numeracy skills
- Receive skills training in in-demand industries like customer service and retail, healthcare, and security guard
- Participate in paid work experience

This unique program provides educational and employment counseling with small group instruction that will serve as a stepping stone toward achieving higher education and establishing career/ employment goals. For more information call (845) 341-4874.

Tuition and Fees

Academic Year - 2023-2024 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: \$2,832 per semester
- Non-Resident: \$5,664.00 per semester

Part-Time Student Tuition

- New York State Resident: \$236.00 per credit hour / \$118.00 per half credit hour
- Non-Resident: \$472.00 per credit hour / \$236.00 per half credit hour

*Residence certificate/affidavit must be on file to receive Resident tuition rate.

College Fees

College Fees* (Non-Refundable)

Mandatory Fees:

Fee Type	Full-time (12+ credits)	Part-time (.5- 11.5 credits)
Academic Support Fee	\$48.00	\$48.00
Cultural Affairs Fee	\$17.00	\$10.00
Parking/Transportation Fee	\$18.00	\$18.00
Student Activity/Athletic Fee	\$72.00	\$6.00 per credit
Technology Fee	\$204.00	\$17.00 per credit

College Fees:

- 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
- 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: \$10.00 plus bank fees per check
- Late Payment Fee: \$50.00
- Advanced Deposit (Allied Health Programs): \$50.00

*Tuition and fees are accurate as of the publication date (August 1, 2023) of this Catalog

Notes:

- Students registered for 12 or more credits/units are classified as full-time; all others are classified as part-time.
- 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.
- See section on financial aid for estimates on total education cost per year for full-time study.
- Tuition and fees are subject to change upon approval of the College Board of Trustees.
- The normal tuition and fees are charged for all audited course work.
- 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 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%

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

Notes:

- *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.*
- *Refund payments are not immediate. Allow approximately six weeks for processing and mailing during Fall/Spring semesters and four weeks during Summer/Winter sessions.*
- *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.*
- *A course cancelled by the College will be refunded all tuition and fees relative to the cancelled course.*
- *Inquiries regarding refund policy exceptions must be in writing to the Tuition Credit Review Board. Tuition Credit request forms are available at 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 Amendment 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

SUNY Orange 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 Flag 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 Flag 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 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 residency 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 Verification of Orange County 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, New York 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 a Permanent Resident Alien Identification Card ("Green Card") 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 admission within five years of receiving a 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 the registration process. Students who fail to present documentation will be charged non-resident tuition. Please contact the Student Accounts Office at (845) 341-4830 if you have any questions about the proper way to complete the requirement.

Withdrawal from a 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.

Financial Aid

SUNY Orange participates in most major federal and state financial aid programs and offers institutional scholarships as well. All students are urged to file the free application for financial aid (FAFSA). 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](#).

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. To finalize eligibility, all required documents must be submitted. 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

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

Cost Type	Non-Commuter	Commuter	Out of State
Direct Student Cost	\$7,882	\$7,882	\$13,546

Additional indirect educational costs that students should consider:

Cost Type	Non-Commuter	Commuter	Out of State
Room and Board	\$3,878	\$11,632	\$11,632
Transportation	\$1,588	\$1,588	\$1,588
Personal	\$1,732	\$3,464	\$3,464
Total (including direct costs)	\$15,080	\$24,566	\$30,230

- 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 SUNY Orange 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 for which you have registered

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- 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](#):
- When completing the FAFSA, be sure to list SUNY Orange's name and school code 002876. The college address is 115 South , 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.

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

Target Date

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,

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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 1
- Spring Enrollees: December 1

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

- Fall Enrollees: April 15

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 15 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 under the Helpful links section here: [edu/ financialaid](http://edu/financialaid).
- To get an idea of your monthly loan payments after you graduate, see the Repayment Calculator at [https://studentaid.ed.gov/sa/ repay-loans](https://studentaid.ed.gov/sa/repay-loans).
- 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

SUNY Orange is required to monitor the academic progress of each applicant and certify that the applicant is making satisfactory academic progress toward earning their degree. Both Federal and State regulations require students to meet basic academic standards in order to remain eligible for financial assistance. Failure to meet one or more of the established standards of Satisfactory Academic Progress (SAP) will make a student ineligible.

All previous academic history, even if the student didn't receive financial aid, is included in the academic review. It is the student's responsibility to monitor academic progress and to understand the criteria needed to maintain both federal and state financial aid eligibility.

Information about our Federal and State SAP Standards, Probation, and SAP Appeals can be found by selecting the corresponding links in the left menu.

UPDATE TO SAP REVIEW: Starting Fall 2022, Federal SAP reviews will be completed on a semesterly basis. We have discontinued the yearly review. The State Policy has not changed.

Federal SAP Policy

Federal regulations require SUNY Orange County Community College (SUNY Orange) to establish, publish and apply reasonable standards of satisfactory academic progress (SAP) for financial aid purposes. These standards ensure successful completion of course work leading to the timely receipt of a degree or certificate. The SAP policy must be the same as or stricter than SUNY Orange's [Academic Policy](#) applied to students in the same program who are not receiving Federal Title IV, HEA student aid programs and provide consistent application of standards to all students with categories of students (ie: full-time, part-time, undergraduate, certificate, and educational programs established by the institution.) (**34 CFR § 668.34 - Satisfactory Academic Progress**).

SUNY Orange's [Academic Policy](#) can be found in the SUNY Orange's [College Catalog](#).

Enrollment Breakdown:

- Full Time = 12 or more credits
- Three-Quarter Time ($\frac{3}{4}$) = 9 to 11.5 credits
- Half Time ($\frac{1}{2}$) = 6 to 8.5 credits
- Less Than Half Time ($<\frac{1}{2}$) = 5.5 or less credits

SAP requirements for financial recipients are applied differently than SUNY Orange's academic standards. Federal regulation states that SAP standards must include a review of all attempted credits for all periods of enrollment, regardless of whether or not aid was received. This includes enrolled, transfer credits, repeated credits, etc. The student must meet all minimum standards in order to continue receiving financial aid. This includes Pell, FSEOG, Federal Work-study, and Federal Direct Loans.

In order to maintain eligibility for federal financial aid (Title IV funds), a student must make adequate academic progress toward their degree. Eligibility is determined by reviewing three components:

- Qualitative: the cumulative GPA required per our SAP Policy.
- Quantitative: the pace at which a student is progressing toward degree completion. Students are required to complete 67% of all attempted credits.
- Maximum Timeframe: federally established requirement that a student must complete their degree, or mathematically be able to complete their degree, within 150% of the established program length.

A student is considered to be making satisfactory academic progress at the end of a payment period (semester), for the subsequent semester, if the student meets the criteria for the qualitative, quantitative, and maximum time frame standards. These standards are cumulative and include all terms of the student's enrollment even if financial aid was not received for all terms. A student *must meet* all of the components above in order to remain eligible for federal Title IV student aid.

Students Who Fail to Meet SUNY Orange's SAP Policy

Students will receive an email from the Financial Office, via their SUNY Orange email, stating that they have failed to meet one or more components of our SAP Policy. Students can review their SAP Status by reviewing the Academic Progress link in their mySUNYOrange Student Portal and/or Degree Works.

Financial Aid Warning

A student who was in good SAP standing but then fails to meet the SAP requirements at the end of a semester will be placed on a one (1) semester Financial Aid Warning for the next semester. A student on financial aid warning remains eligible for financial aid during the warning period and will receive an email notification explaining the failure to meet SAP standards and that they have been placed on Financial Aid Warning. This warning semester should be used to get back on track academically. Meeting with your Academic Advisor and the Financial Aid is strongly encouraged.

Financial Aid Suspension

A student who did not meet the SAP standards after the Financial Aid Warning semester will be placed on Financial Aid Suspension and immediately become ineligible for federal financial aid. If students are placed on Financial Aid Suspension can regain eligibility once they successfully return to meeting our SAP policy guidelines or successfully appeal the determination based on extenuating circumstances. The student will need to self-pay for courses they are taking until they have once again regained eligibility.

How Will a Student be Notified?

Students will receive an email from the Financial Office, via their SUNY Orange email, stating that they have failed to meet one or more components of our SAP Policy. Students can review their SAP Status by reviewing the Academic Progress link in their mySUNYOrange Student Portal and/or reviewing their academic plan via Degree Works.

The email will also contain a link to our T4A Appeal Form for the student to appeal the Financial Aid Suspension status if they had extenuating circumstances beyond their control.

Regaining Eligibility

Students who lose their federal financial aid eligibility have options.

- Submit an Appeal Form for Federal Aid (T4A) if the student had extenuating circumstances beyond their control. Please refer to the "Right to Appeal" section below.
- Self-pay, or use a private alternative loan with an outside source.
- Attend another college or other post-secondary institution.

Once a student meets our SAP policy guidelines, their federal financial aid can be reinstated.

A student who fails to meet our SAP Policy, and is placed on **Financial Aid Suspension**, may appeal this determination if there were extenuating circumstances beyond their control that prevented them from meeting the standards of the Satisfactory Academic Progress policy. A student will be invited to submit an Appeal Form for Federal Financial Aid (T4A) appeal form.

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Reasons that may be acceptable for an appeal:

- Personal injury, illness, physical disability, or victim of a crime
- Death and/or illness of an immediate family member(s)
- Separation/Divorce
- Fire or other catastrophic events
- Legal issues
- Other circumstances beyond a student's control that occurred during the term for which a student lost eligibility

Your appeal must include the following items:

- The reasons why you did not meet Satisfactory Academic Progress, *and*
- What has changed now that will allow you to make satisfactory academic progress at the next evaluation, *and*
- You must provide supporting documentation with your appeal statement. Appeals submitted without supporting documentation will be denied.

Examples of supporting documentation: Letters from disinterested third parties on letterhead including all contact information, medical or hospitalization records, obituary or death certificate, police or fire reports, etc. **Students who submit an appeal without supporting documentation will be automatically denied.**

If additional information is requested, the Financial Aid Office will send the student an email and post the requirement in the student's *mySUNYOrange* Banner Self-Service for them to upload the additional documentation.

Once all documentation is submitted, the appeal will be reviewed by the SAP committee which is comprised of two (2) members of the Financial Aid Office and one (1) member of the Academic Advising. Students who are approved will be placed on **Financial Aid Probation**. A record of the appeal and the final determination will be maintained in the student's financial aid file.

Important Information

- SAP Appeals submitted after the deadline will automatically be denied for that term.
- SAP Appeals submitted without supporting documentation will be automatically denied.
- There is no appeal for Maximum Time Frame (150%) rule.

Student(s) Enrolled in SUNY Orange's Community College in the High School Program (CCHSP)

SUNY Orange's Community College in the High School Program (CCHSP) offers high-achieving juniors and seniors the opportunity to earn college credits while attending high school. Students in the CCHSP program are required to meet the same SAP policies as traditional students seeking an Associate's or Certificate at SUNY Orange.

CCHSP students are not eligible for federal Title IV or state financial aid while in this program. If a student plans on matriculating at SUNY Orange, then they will need to meet the same SAP guidelines prior to matriculating. A CCHSP student may start a semester in a "Financial Aid Warning" status if they are not meeting quantitative, qualitative and/or maximum time frame requirement.

The financial aid office recognizes that grades for the program are not posted until after our semester reviews occur. The Financial Aid Office will commence with an initial SAP review for those students in the CCHSP program after grades have been posted which is usually on/around June 30th. Students will then receive communication regarding their SAP status.

When is the SAP Reviewed and How Often?

Beginning Fall 2022, the determination of satisfactory academic progress (SAP), will be made at the end of each semester (summer, fall, spring), otherwise known as a payment period, for all full-time and part-time undergraduate and certificate programs. This review includes a determination as to whether the student has met the cumulative qualitative, quantitative, and maximum time frame standards set forth in the college's SAP policy.

When a student returns from a period of non-attendance from SUNY Orange, all prior academic activity will be included in future SAP evaluations. Each student's record will be reviewed under the direction of the Director of Financial Aid. Students will be notified of their failure to meet the SAP standards by email notification from the Financial Aid Office.

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](#), 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 1; Fall — June 15; and Spring — December 15. **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.

Federal Financial Aid

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.

Federal Supplemental Educational Opportunity Grant

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

Federal Work Study Program

Eligible students may work part-time while in college to help defray their educational cost. Students are paid an hourly rate and receive a paycheck every two weeks for the hours worked. Students cannot earn more than the amount of their work-study award. Salary is 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.

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 child in financing an 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 child 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

Orange County Community College is approved for various benefits eligible to students on active duty, members of the Selected Reserve and National Guard, veterans, and eligible dependents and/or spouses. Students should inquire at the Veterans and Military Services Office within the Office of Academic Advising, located on the third floor of the George F. Shepard Student Center or <https://sunyorange.edu/veterans/>. More information about education benefits offered by the VA is available at the official US government website at <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. Search Aid for Native Americans.

New York State Financial Aid

New York State Tuition Assistance Program (TAP)

You must:

- be a legal resident of New York State and have resided in NYS for at least 12 continuous months prior to the start of the term
- have graduated from a high school in the United States, earned a high school equivalency diploma by passing a Test Assessing Secondary Completion (TASC), formally known as a GED, or passed a federally approved "Ability to Benefit" test as defined by the Commissioner of the State Education Department
- be enrolled as a part-time student
- be matriculated in an approved program of study in a participating New York State postsecondary institution
- be in good academic standing
- be charged at least \$100 in tuition per year
- meet income eligibility limitations
- not have exhausted Tuition Assistance Program (TAP) eligibility
- not be in default on a student loan made under any NYS or federal education loan program or repayment of any NYS award
- be in compliance with the terms of any service condition imposed by a NYS award

NYS Satisfactory Academic Progress

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

Evaluation Criteria for NYS Satisfactory Academic Progress (State SAP)

- Grades earned for “completed” courses may be A, B, C, D, F, or P.
- To be eligible for TAP in the future, you must pass the minimum percentage of credits attempted as designated by the number of payments you have received, and have accumulated at least a specific number of total credits towards your degree overall, per NYS regulation.

- If you are a first-time TAP recipient and 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.

New York State Part-Time TAP (PTAP)

You must:

- be a legal resident of New York State or have resided in NYS for 12 continuous months
- be a U.S. citizen or eligible non-citizen
- have graduated from a high school in the United States, earned a high school equivalency diploma by passing a Test Assessing Secondary Completion (TASC), formally known as a GED, or passed a federally approved "Ability to Benefit" test as defined by the Commissioner of the State Education Department
- study at an approved postsecondary institution in New York State
- be matriculated in an approved program of study and have a cumulative grade point average of at least 2.00
- be enrolled as a part-time student taking six to 11 credits applicable toward the degree program, per semester (at least four, but fewer than eight credits per trimester/quarter)*
- be charged at least \$200 in tuition per year

How to Apply for TAP

Students should complete the FAFSA online and then use the link for NYS residents. This will direct you to the [HESC website](#).

Other NYS Grants, Scholarships, and Awards

[HESC](#) also offers other NYS grants scholarships and awards.

Aid for Part-Time Study (APTS)

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

Eligibility Requirements

Students must:

- Be NY State residents who can demonstrate the ability to complete college coursework
- Be enrolled for 6 to 11 ½ credits in an eligible degree program
- After completing at least 3 credits at SUNY Orange, maintain a minimum Cumulative Grade Point Average of 2.0 in order to be eligible to receive APTS the following semester
- After each semester State Satisfactory Academic Progress is evaluated, and the student must maintain a minimum semester GPA of 2.0
- If transferring 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](#) for additional information for processes and procedures for obtaining the scholarship.

Part-time Scholarship

Please see the N.Y.S. [HESC website](#) 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

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- Students with financial need
- 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 the student's account.

The [application process](#) is open to students during the Spring semester. To learn more about scholarships, visit the [SUNY Orange Foundation](#) website.

Registration

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

Students should 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; graduation applications; the final exam schedule for each semester; the list of graduates for each semester; 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 website at www.sunyorange.edu/registrar

Academic Procedures

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

Current information relative to changes in program or academic policies can be obtained from the Office of Academic Affairs. The Vice President of 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

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 available online at www.sunyorange.edu/studentservices/index.html

The College reserves the right to dismiss any student who exhibits conduct incompatible with the purposes of the College. The SUNY Orange Board of Trustees, administration, faculty, and staff have a primary concern for the academic achievement, standards and personal integrity of our students; recognize their obligation to protect college property; and take a special interest in the mental and physical health of the college community.

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

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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 Academic Associate Vice Presidents. 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 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).

Hold

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.

Course Policies and Procedures

Course Requisites

A prerequisite is a course or other requirement that must be completed prior to taking another course. It prepares students for more advanced courses in an academic field.

A corequisite is a course or other requirement that must be taken during the same semester as another course.

A pre/corequisite is a course that must be either (1) completed prior to taking another course or (2) taken during the same semester as another course.

Notes:

1. Course requisites 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 another institution are urged to check with the Registrar’s Office to determine appropriate course equivalencies.
2. Course requisites 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 requisites or waiver can be withdrawn from the course by the Registrar or at the request of the instructor.

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 of 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, 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.

Students who receive financial aid should consult with the Financial Aid Office before changing to audit status. 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 ½ to 11½ credits per semester is considered part-time.

Students generally may schedule their classes in the day, evening, or online, 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

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.

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.

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 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 photo ID at time of service 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, or waiver of financial aid requirements.

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:

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

Grades and Grading**Grades, Quality Points and Cumulative GPA**

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

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A = 4.00	C = 2.00
A- = 3.67	C- = 1.67
B+ = 3.33	D+ = 1.33
B = 3.00	D = 1.00
B- = 2.67	D- = .67
C+ = 2.33	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 (CGPA).

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

PF (Fail) is received for unsatisfactory performance

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.

Degree Audit/Catalog Year

All Health Professions students must follow the Catalog requirements of the term in which they were most recently accepted into their specific Health Professions program. All non-Health Professions students follow the Catalog requirements of the term in which they were originally admitted.

All students, in the cases of 1) readmission, or 2) change of program (major) will follow the program requirements of the Catalog term in effect at the time of the change.

Current students wishing to follow a more recent Catalog version can request this with the approval of an advisor. Students may not mix program requirements from different terms for the same program.

Final Examination Schedules

Final examinations are not required in all courses. During the Fall and Spring semesters, 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 through April
- 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 a physical education waiver during their first semester at the College.

Residence

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

Transfer Credits and the Transfer Application Process

Transfer Credit From Other Colleges

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

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

If the student is not satisfied with the Registrar's decision, 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 CGPA at SUNY Orange is calculated based upon course work at SUNY Orange only. Transfer credits from other institutions do not affect the CGPA.

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 CGPA. 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.

Online Transcript Ordering

SUNY Orange has partnered with Parchment LLC to provide transcript ordering, printing, and delivery services for students and alumni quickly and conveniently online. Please visit 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 Office of the Provost. 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 online at www.suny.edu. If students plan to transfer, they should take advantage of SUNY Orange transfer days and visitations by four-year college transfer representatives.

Student Records

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 Registrar's 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 Registrar's Office or in the SUNY Orange Student Handbook.

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.

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

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

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

Notification of Student Rights under FERPA

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

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

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. SUNY Orange 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

Students 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 (FERPA) 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.

Academic Grievance Procedure

Purpose of the Procedure:

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.

Procedure:

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:

1. 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.

2. 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. 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.
3. The student will have five business days from the date of the chair's decision to contact the appropriate academic associate vice president to discuss the matter informally. 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:

1. 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).
2. The academic associate vice president will inform the course instructor and the department chair of the formal grievance and will have 10 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:

1. If the student is not satisfied with the decision of the associate vice president, the student will have five business days to file a formal, written appeal with the Vice President of 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.
2. 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 10 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 all findings, decision, and the rationale for the decision.

Final Appeal:

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

NOTE: The authority to assign grades rests with the faculty member who is the 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 of 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 of Academic Affairs for six years.

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.

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.

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.

Support Services

Career Advising

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.

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.

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.

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.

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.

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.

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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 to the end of pre-school age.

The Wellness Center

The Wellness Center provides counseling and wellness services that support and assists students in their intellectual, emotional, psychological and social development while coping with the challenges of college and life stressors. The Wellness Center offers free and confidential counseling in a safe environment where individual and cultural differences are valued and respected. Our services include: short-term individual counseling, crisis intervention, workshops, outreach, and referrals to College and community resources.

Bookstore

SUNY Orange's bookstore services are located on both campuses:

Middletown: George F. Shepard Student Center (2nd Floor)

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

Food Service

The College Association provides for food services on both campuses via contracts with external providers. A variety of food options will be available at locations across the campuses.

Center for Student Involvement

The hub of student activity, the Center for Student Involvement is where students can obtain information or assistance regarding all student clubs and events.

Student Identification Card

Each student receives a virtual SUNY Orange ID card displaying their picture. It must be readily available at all times on your phone or device for purposes of identification. The ID card is also used as the College library card and you must show your ID card to access the College's shuttle services between campuses.

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.

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](#).

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 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 (CGPA) of at least 3.5 after completion of at least 12 credit hours are eligible for membership.

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 and 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.

College E-mail and Photography Policy

College E-mail 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.

College Photography Policy

SUNY Orange reserves the right to photograph/videotape students for the purpose of institutional promotion. Whenever possible in controlled photo/video shoots, SUNY Orange will observe the common practice of allowing students to "opt-out" of the photo/video shoot. However, permissions will not be obtained for the use of student images in photographs/videos of public events on campus or off campus and sponsored by the College, such as rehearsals, performances, lectures, readings, athletic events, student life events, alumni events, and College ceremonies. Academic departments also reserve the right to photograph/videotape students and their work for institutional use. Questions about this policy should be directed to communications@sunyorange.edu.

Student Success

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.

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. Each library houses document scanners that allow students to create electronic files that may be sent by email. 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.

Center for Student Success

The Center for Student Success 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.

The Center for Student Success 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

Center for Student Success Locations

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

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

email: studentsuccess@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 through The Center for Student Success 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 practice practicals as well as other review materials available on our Website: (<https://sites.google.com/sunyorange.edu/batcavern-resources/home>). 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

BATCAVERN
RCSE Room 306
341-4156

Newburgh Campus

BATCAVERN II
Kaplan Hall Room 230
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 support students with their learning in their math classes. 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. Additionally, tutors can assist students with developing strategies for learning mathematics and successfully navigating their college mathematics courses. The Math Tutorial Room hours are posted at the labs each semester and are also available at the Mathematics department webpage. The in-person Math Tutorial Labs are located on the Middletown Campus in Harriman Hall Room 309, and on the Newburgh Campus in Kaplan Hall Room 229. The virtual Math Lab can be accessed through OrangeConnect. No appointment is necessary.

Education Curriculum Resource Area

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

English Department Reading/Writing Centers

The English Department's Reading/Writing Centers on both campuses serve all students who need practice and support with reading and writing skills. Students may sign up for time on their own or be referred by their instructors. Some courses may require mandatory weekly hours in a Reading/ Writing Center. The Centers operate on the philosophy that students learn to write by writing and that reading skills reinforce writing skills and vice versa. 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, evening and online Reading/Writing Center hours are posted each semester (as they change from semester to semester). Reading/Writing Centers are located in Middletown (Library 213) and Newburgh (Kaplan Hall, 247).

The SUNY Orange Reading/Writing Center also offers outreach to other departments in the form of Center writing consultants. The consultants work with instructors and students in applying and transferring key writing skills learned in Freshman English 1 to their content-specific and/or professional writing situations. These consultants may directly teach or review course-specific content with students through specialized workshops, individualized conferences, and instructor referrals.

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.

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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

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

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 Courses for ESL

Course #	Course Title	Credits
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 108	Introduction to Keyboarding and Office Applications	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

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

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Permitted Courses for Basic Writing 1

Course #	Course Title	Credits
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 108	Introduction to Keyboarding and Office Applications	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 Courses for Basic Writing 2

Course #	Course Title	Credits
ACC 101	Accounting Principles 1	4
ANT 104	Archaeological Field Experience	3
ARC 101	Architect Graphics*	3
ARC 105	Building Materials and Methods 1*	2
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

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ART 123	Visual Comm. & Graphic Design 1	3
ART 131	History of Animation	1
BIO 110	Introduction to Biology	3
BIO 123	Prehistoric Life	3
BIO 125	Nutrition	3
BIO 141	Diversity of Life	3
BUS 101	Business Math*	3
BUS 103	Intro to Business	3
BUS 201	Business Law 1	3
CAD 101	Intro to CAD*	3
CIT 103	Management Information Systems	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	Intro to Television Production	3
COM 113	Digital Storytelling	3
COM 115	TV Studio Production	3
CRJ 101	Criminal Justice	3
ECO 100	Intro to Economics	3
ECO 201	Macroeconomics	3
ECO 202	Microeconomics	3
EDU 101	Child Development 1	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 Appl. and Graphics	3
GEO 101	Elements of Phys. Geography	3
HTL101	Introduction to Health Professions	2
MUS 121	Fundamentals of Music	3
MUS 123	Basic Musicianship 1*	5
MUS 131	Elementary Piano 1	2
MUS 132	Elementary 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 Improv 1*	2
MUS 164	Jazz Improv 2*	2
MUS 167	Jazz/Commercial Guitar 1*	2
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 103	Medical Coding	3
OFT 106	Keyboarding	1
OFT 108	Introduction to Keyboarding and Office Applications	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
PSC 125	Physical Science: Physical World*	3
PSC 140	Physical Science: Environment*	3
PSY100	Psychology of Adjustment	3
THE 109	Stage Make-up	3

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

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Permitted Courses for Reading and Study Skills 1

Course #	Course Title	Credits
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 108	Introduction to Keyboarding and Office Applications	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

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

Permitted Courses for Reading and Study Skills 2

Course #	Course Title	Credits
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
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

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EET 110	Computer Appl. and Graphics	3
MUS 121	Fundamentals of Music	3
MUS 170-177	Private Instruction*	1
OFT 106	Keyboarding	1
OFT 108	Introduction to Keyboarding and Office Applications	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 Courses for Fundamentals of Arithmetic

Course #	Course Title	Credits
BUS 103	Intro to 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 108	Introduction to Keyboarding and Office Applications	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

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

Permitted Courses for Fundamentals of Algebra

Course #	Course Title	Credits
BUS 103	Intro to 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
GLG 101	Earth Science	3
MKT 101	Principles of Marketing	3
MKT 201	Principles of Advertising	3

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MKT 202	Salesmanship	3
OFT 103	Medical Coding	3
OFT 106	Keyboarding	1
OFT 108	Introduction to Keyboarding and Office Applications	3
OFT 201	Records Management	3
OFT 207	Transcription Skills	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.

Academics

The College offers 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 have participated in local water monitoring and mosquito trapping; and architecture students have visited 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 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.

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

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

The 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
- 6 credits of Social Sciences
- 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. degree. Each degree program must also meet General Education requirements set forth by the State University of New York.

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. Additionally, as of Fall 2021 students enrolled in the Business Administration 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 a program for which the College has approval from SUNY to offer in the distance learning format. A notation appears on each of the individual programs for which SUNY has approved the distance learning format.

- Accounting A.S.
- Accounting A.A.S.

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- Accounting Procedures Certificate
- Business Administration A.S.
- Business Management A.A.S.
- Clerical Office Assistant Certificate (no longer accepting new students)
- Criminal Justice A.S.
- Criminal Justice-Police A.A.S.
- Human Services A.S.
- International Studies A.A.
- Law Enforcement/Security Certificate
- Liberal Arts and Sciences: Individual Studies A.S.
- Liberal Arts & Sciences: Humanities and Social Sciences A.A.
- Liberal Arts & Science: Mathematics and Science A.S.
- Marketing A.A.S. (no longer accepting new students)
- Medical Office Management A.A.S. (no longer accepting new students)
- New Media A.A.S.
- Office Technologies A.A.S.: Legal Office Assistant (no longer accepting new students)
- Office Technologies A.A.S.: Office Management (no longer accepting new students)
- Office Technologies A.A.S.: Secretarial/Word Processing (no longer accepting new students)
- Public Health A.S.
- Teaching Assistant Certificate
- Visual Communications Technology: Graphic Arts/Printing A.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.

Online Learning

SUNY Orange currently offers several courses online through the internet each year. In addition, students may take courses which are "hybrid" or fully "online." Students may access these courses from home, on campus, or wherever they can obtain internet access.

Web Enhancement

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. Expectations will be made explicit on course syllabi.

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 a portion of 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 fully online course is one that can be accessed 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 online.

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. Online courses will be delivered via the College's Learning Management System (LMS).

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.

The [online learning web page](#) offers more information about courses being offered, FAQs, etc..

Academic Calendar

The 2023-2024 [Academic Calendar](#) is posted on the Registrar's page.

NOTE: The College operates on a summer schedule during the months of June and July. During those months the College is closed on Fridays, and open extended hours on Monday through Thursday. The decision on whether or not to utilize a Summer schedule is made during the Spring semester. Please check the SUNY Orange website for the latest information on the College's operating Summer schedule.

SUNY General Education Knowledge and Skills Course Listing**G1A. MATHEMATICS (AND QUANTITATIVE REASONING)****Also known as G1A (SUNY Mathematics)**

- MAT 102 Intermediate Algebra
- MAT 111 Foundations of Elementary School Mathematics
- MAT 113 Mathematics for the Liberal Arts
- MAT 120 Introduction to Statistics
- MAT 121 College Algebra
- MAT 122 College Trigonometry
- MAT 131 Pre-Calculus
- MAT 136 Introduction to Discrete Mathematics
- MAT 205 Calculus 1
- MAT 206 Calculus 2
- MAT 207 Calculus 3
- MAT 211 Linear Algebra
- MAT 214 Differential Equations and Series

G2A. NATURAL SCIENCES (AND SCIENTIFIC REASONING)**Also known as G2A (SUNY Natural Sciences)**

- AST 120 Astronomy
- BIO 101 General Biology 1
- BIO 102 General Biology 2
- BIO 110 Introduction to Biology
- BIO 111 Anatomy and Physiology 1
- BIO 112 Anatomy and Physiology 2
- BIO 141 The 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
- CHM 100 Introduction to Chemistry
- CHM 101 General Chemistry 1
- CHM 102 General Chemistry 2
- CHM 103 Applied Chemistry 1
- CHM 104 Applied Chemistry 2
- CHM 201 Organic Chemistry 1
- CHM 202 Organic Chemistry 2
- GLG 101 Earth Science
- GLG 110 Physical Geology
- GLG 210 Historical Geology
- HRT 101 General Horticulture
- HRT 150 Horticultural Cannabis
- MLT 209 General Microbiology
- PHY 101 General Physics 1
- PHY 102 General Physics 2
- PHY 103 Physics for Science and Engineering 1
- PHY 104 Physics for Science and Engineering 2
- PHY 105 General Physics 1 with Calculus
- PHY 106 General Physics 2 with Calculus
- PHY 108 Acoustics
- PHY 111 Architectural Physics
- PHY 203 Physics for Science and Engineering 3
- PHY 204 Modern Physics
- PSC 125 Physical Science: The Physical World
- PSC 140 Physical Science: The Environment

G3A. SOCIAL SCIENCES

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Also known as G3A (SUNY Social Sciences)

- ANT 101 Cultural and Social Anthropology
- ANT 102 Human Evolution
- ANT 103 Archaeology and Prehistory
- BUS 105 Business and Contemporary Economic Issues
- ECO 201 Macro-Economics
- ECO 202 Micro-Economics
- GEO 102 Human Geography
- HMS 101 Introduction to Human Services
- IDS 115 Introduction to Gender
- POL 101 Introduction to Political Science
- POL 220 Comparative Governments
- POL 221 International Relations
- PSY 111 Introduction to Psychology
- PSY 230 Abnormal Psychology
- SOC 101 Introduction to Sociology
- SOC 120 Social Problems
- SOC 202 Social Inequality
- SOC 231 The Family

G4A. US HISTORY AND CIVIC ENGAGEMENT

Also known as G4A (SUNY US History & Gov)

- HIS 101 United States History 1
- HIS 102 United States History 2
- HIS 107 Diversity and Inclusion: The American Experience
- HIS 203 History of African-Americans
- HIS 204 The American Civil War and Reconstruction
- IDS 114 American Civil Rights Movements
- POL 102 U.S. Government - State and Local
- POL 103 U.S. Government - National

G5A. WORLD HISTORY AND GLOBAL AWARENESS

Also known as G5A (SUNY World History)

- ANT 105 Native Nations of North America
- 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 and Southeast Asia
- HIS 222 The Middle East
- HIS 223 Latin American History
- HIS 224 Africa: Past and Present
- HIS 230 The Greek and Roman World
- HIS 231 Medieval and Renaissance Europe
- HIS 232 The Age of Revolutions
- HIS 233 Modern Europe
- HIS 234 The History of Russia and Eastern Europe

G6A. DIVERSITY: EQUITY, INCLUSION AND SOCIAL JUSTICE

Also known as G6A (SUNY Diversity)

- ANT 101 Cultural and Social Anthropology
- BUS 209 Diversity in Business
- CRJ 109 Critical Issues in Law Enforcement
- ENG 218 Latin American Literature
- ENG 225 International Literature: Non-European
- ENG 230 African-American Literature
- GEO 102 Human Geography
- HIS 107 Diversity and Inclusion: The American Experience
- HIS 232 The Age of Revolutions

- HMS 101 Introduction to Human Services
- HUM 202 Intro to Humanities 2: Renaissance to the 1900
- IDS 114 American Civil Rights Movements
- IDS 115 Introduction to Gender
- SOC 101 Introduction to Sociology
- SOC 120 Social Problems
- SOC 202 Social Inequality
- SOC 220 Race, Ethnicity and Society
- SOC 231 The Family

G7A. HUMANITIES

Also known as G7A (SUNY Humanities)

- ART 127 History of Art 1
- ART 128 History of Art 2
- ART 203 Modern Art: The 20th Century
- 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 to O'Neill
- ENG 206 Drama: Contemporary
- ENG 207 English Literature: 14th Through 18th Century
- ENG 208 English Literature: 19th and Early 20th Century
- 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 and Literature
- ENG 218 Latin American 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 Introduction to Humanities: Ancient to Early Renaissance
- HUM 202 Intro to Humanities 2: Renaissance to the 1900
- 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

G8A. THE ARTS

Also known as G8A (SUNY Arts)

- ARC 215 Architecture to the 18th Century
- ARC 216 Architecture from the 19th Century
- ART 101 Introduction to Art
- ART 107 Design 1
- ART 108 Design 2
- ART 111 Color

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- ART 123 Visual Communications and Graphic Design 1
- COM 103 The Speaking Voice
- COM 111 Digital Radio Production and Podcasting
- COM 207 Public Speaking
- COM 223 Screenwriting
- ENG 211 Creative Writing: Fiction
- ENG 212 Creative Writing: Poetry
- MUS 121 Fundamentals of Music
- MUS 123 Basic Musicianship 1
- MUS 124 Basic Musicianship 2
- MUS 223 Advanced Musicianship 1
- MUS 224 Advanced Musicianship 2
- THE 109 Stage Make-Up

Note: Arts courses must be combined with other one and two credit courses for a total of three credits.

G9A. WORLD LANGUAGES

Also known as G9A (SUNY World Languages)

- CHN 101 Elementary Chinese 1
- CHN 102 Elementary Chinese 2
- FRE 101 Elementary French 1
- SPN 101 Elementary Spanish 1
- SPN 102 Elementary Spanish 2

G10A. COMMUNICATION - ORAL and WRITTEN

Also known as G10A (SUNY Communication [w]) and G10A (SUNY Communication [o])

- ENG 101 Freshman English 1 (G10A [w]) and
- COM 101 Foundations of Communication (G10A [o])

or

- ENG 101 Freshman English 1 (G10A [w]) and
- BUS 203 Business Communications (G10A [o])

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.

SUNY General Education Core Competencies Course Listing

G11A. CRITICAL THINKING AND REASONING

Also known as G11A (SUNY Critical Thinking)

- BUS 203 Business Communications
- COM 101 Foundations of Communication
- CSC 138 Introduction to Applied Logic Through Scripting
- ENG 101 Freshman English 1

G12A. INFORMATION LITERACY

Also known as G12A (SUNY Info Literacy)

- ENG 102 Freshman English 2

Elective Categories

The following list is intended to provide guidance in selecting courses that must fall within specific categories to meet degree requirements. This list is not to be confused with degree requirements that state a specific SUNY General Education course must be taken. For example, if your degree requires you to take a SUNY Mathematics course or a SUNY World History course, you must follow the SUNY General Education course listing.

Also, if you are pursuing the A.A. Liberal Arts: Humanities and Social Science degree, the Social Science requirements are restricted to those courses listed within specific (A-D) categories.

Note: Regarding the lists below, 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 (SSE)

ANT, CRJ 101, CRJ 103, CRJ 105, CRJ 109, CRJ 111, CRJ 210, ECO, GEO 102, HIS, IDS 114, IDS 115, POL, PSY, SOC

Math Elective (MATH)

MAT or CSC 101, CSC 102, CSC 130, CSC 201, CSC 204

Business Elective (BUSE)

ACC, BUS, MGT, MKT, OFT

Liberal Arts Science (LASC)

AST, BIO, CHM, GEO 101, GLG, MLT 101, MLT 106, MLT 110, MLT 209, PHY, PSC

Liberal Arts Elective (LIB)

ANT, ARC 215, ARC 216, ART, AST, BIO, BUS 105, BUS 203, BUS 209, CHM, CHN, CCS 100, CCS 101, CIT 100, COM, CSC 101, CSC 102, CSC 103, CSC 130, CSC 201, CSC 204, CRJ 101, CRJ 103, CRJ 105, CRJ 109, CRJ 111, CRJ 210, ECO, EDU 207, ENG, FLD, FRE, GEO, GLG, HIS, HON, HMS 101, HRT 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 (ELEC)

Any course including PES courses up to 3 credits.

Art at Orange Elective (ARTO)

ART 101, ART 103, ART 104, ART 107, ART 108, ART 111, ART 113, ART 114, ART 117, ART 118, ART 121, ART 122, ART 123, ART 124, ART 125, ART 223, ART 224, ART 230, COM 103, COM 107, COM 108, COM 111, COM 113, COM 115, COM 201, COM 207, COM 209, COM 221, COM 223, COM 225, COM 227, ENG 211, ENG 212, MUS 101, MUS 121, MUS 123, MUS 124, MUS 131, MUS 132, MUS 141, MUS 142, MUS 151, MUS 153, MUS 155, MUS 157, MUS 159, MUS 161, MUS 163, MUS 164, MUS 170, MUS 171, MUS 172, MUS 173, MUS 174, MUS 175, MUS 176, MUS 177, MUS 223, MUS 224, MUS 226, MUS 231, MUS 232, MUS 233, MUS 234, THE 103, THE 105, THE 107, THE 109

Developmental courses are not applicable toward any degree program.

Guide for Social Science Requirements within the A.A. Liberal Arts: Humanities and Social Science Degree Program

12 Credits of Social Science are required (select one course from group A, B, C and D). Categories A - D must include at least one G3A (SUNY Social Science) course and one course from either G4A (SUNY US History & Gov) or G5A (SUNY World History).

Category A. UNITED STATES HISTORY AND GOVERNMENT**Also known as Cat. A**

- ECO 201 Macro-Economics (G3A)
- ECO 202 Micro-Economics (G3A)
- ECO 203 Economic Development+
- HIS 101 United States History 1 (G4A)
- HIS 102 United States History 2 (GA4)
- HIS 107 Diversity and Inclusion: The American Experience (G4A & G6A)
- HIS 203 History of African-Americans (G4A)
- HIS 204 American Civil War and Reconstruction (G4A)
- IDS 114 American Civil Rights Movement (G4A & G6A)
- POL 102 U.S. Government-State and Local (G4A)
- POL 103 U.S. Government- National (G4A)

Category B. PSYCHOLOGY**Also known as Cat. B**

- PSY 100 Psych. of Adjustment
- PSY 111 Introduction to Psychology (G3A)
- PSY 220 Developmental Psychology+
- PSY 221 Child Psychology+
- PSY 222 Psychology of Adolescence+
- PSY 223 Psychology of Adulthood and Aging+
- PSY 230 Abnormal Psychology+
- PSY 240 Social Psychology+

CATEGORY C. SOCIAL SCIENCES (ANTHROPOLOGY, CRIMINAL JUSTICE, HUMAN GEOGRAPHY, POLITICAL SCIENCE, SOCIOLOGY)**Also known as Cat. C**

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- ANT 101 Cultural & Social Anthropology (G3A & G6A)
- ANT 102 Human Evolution (G3A)
- ANT 103 Archaeology and Prehistory (G3A)
- CRJ 101 Criminal Justice
- CRJ 103 Understanding the Juvenile Offender
- CRJ 105 Policy-Community Relations
- CRJ 109 Critical Issues in Law Enforcement (G3A & G6A)
- CRJ 111 Criminology
- CRJ 210 Terrorism and Society
- GEO 102 Human Geography (G3A & G6A)
- POL 101 Introduction to Political Science (G3A)
- POL 221 International Relations (G3A)
- SOC 101 Introduction to Sociology (G3A & G6A)
- SOC 120 Social Problems (G3A & G6A)
- SOC 202 Social Inequality+ (G3A & G6A)
- SOC 231 The Family+ (G3A & G6A)
- SOC 242 Sociology of Religion

CATEGORY D. WORLD HISTORY

Also known as Cat. D

- HIS 121 World History 1 (G5A)
- HIS 122 World History 2 (G5A)
- HIS 205 Science, Technology and Society
- HIS 219 Ancient Asia
- HIS 220 Modern China and Japan (G5A)
- HIS 221 Modern India and Southeast Asia (G5A)
- HIS 222 The Middle East (G5A)
- HIS 223 Latin American History (G5A)
- HIS 224 Africa: Past and Present (G5A)
- HIS 230 The Greek and Roman World (G5A)
- HIS 231 Medieval and Renaissance Europe (G5A)
- HIS 232 The Age of Revolution (G5A & G6A)
- HIS 233 Modern Europe (G5A)
- HIS 234 History of Russian and Eastern Europe
- POL 104 Intro to Political Thought
- POL 220 Comparative Government (G3A)

CATEGORY E. EQUITY

Also known as Cat. E

Some degree programs may require a Social Science course/elective that carries a G6A (SUNY Diversity) designation. Such courses are listed below.

- ANT 101 Cultural & Social Anthropology (G3A & G6A)
- CRJ 109 Critical Issues in Law Enforcement (G3A & G6A)
- GEO 102 Human Geography (G3A & G6A)
- HIS 107 Diversity and Inclusion: The American Experience (G4A & G6A)
- HIS 232 The Age of Revolution (G5A & G6A)
- HMS 101 Introduction to Human Services (G3A & G6A)
- IDS 114 - American Civil Rights Movement (G4A & G6A)
- IDS 115 Introduction to Gender (G3A & G6A)
- SOC 101 Introduction to Sociology (G3A & G6A)
- SOC 120 Social Problems (G3A & G6A)
- SOC 202 Social Inequality+ (G3A & G6A)
- SOC 220 Race, Ethnicity and Society+ (G6A)
- SOC 231 The Family+ (G3A & G6A)

+these courses have a prerequisite

Academic Policies

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. Recommendations of the SUNY Orange shared 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 designee) publishes the Academic Policy Manual for distribution.

Policies as of June 1, 2023 (effective AY 2023-2024)

AP 1: 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.*

AP 2: Grades

A. 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.

B. 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.

C. 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.

D. 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.

E. 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.

F. 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.

G. 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.

AP 3: 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.

AP 4: 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.

AP 5: 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.

AP 6: 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.

AP 7: Commencement Ceremony and Graduation for Students in Degree and Certificate Programs Registered by the New York State Education Department and the State University of New York

A. Commencement Ceremony Participation: Participation in the College's Commencement ceremony is open to all who meet the following criteria:

1. Those who meet the requirements of a degree or certificate program; and also
2. Those potential August graduates who, prior to the commencement ceremony, have no more than 6 credits or 2 courses (which do not exceed 8 credits) remaining to complete their degree or certificate program and who are registered for the courses they need to complete their degree or certificate program in the summer session(s) immediately following the commencement they apply to attend. Students must meet all other requirements for their degrees or certificates and have at least a 2.0 cumulative GPA at the end of the Spring semester.

Minimum Graduation Requirements: In order to be awarded a degree or certificate from SUNY Orange, students must be matriculated and meet the minimum 2.0 cumulative GPA as well as any programmatic requirements of their degree or certificate program.

Posthumous Degrees: Upon request, posthumous degrees may be awarded to students who are in their last semester of study and/or within 15 credits of degree completion at the time of death. The degree to be awarded must be approved by the Vice President of Academic Affairs and the Vice President of Student Services. The diploma will bear the notation "Awarded Posthumously".

(Revised May 20, 2020)

AP 8: 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.

AP 9: Repeating a Course

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

AP 10: 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.

AP 11: 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.

AP 12: 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.

AP 13: 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

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earned by taking an examination cannot be applied toward the fulfillment of the 30 credit hour residency requirement for an Associate Degree.

AP 14: 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.

AP 15: 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.

AP 16: 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.

AP 17: 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.

AP 18: 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.

AP 19: 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.

AP 20: 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.

AP 21: 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.

AP 22: 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 Academic Policy 34)

AP 23: Academic Standing

A. Academic Standing for all students except those coded as DEVL:

1. Students are in **Good Standing** if CGPA ≥ 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 ≥ 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.

B. 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"> • CGPA ≥ 2 • All DVP -or- <ul style="list-style-type: none"> • CGPA = 0 • No F or ZF • All DVP 	<ul style="list-style-type: none"> • Regardless of CGPA • 1 or more DVF or ZDF • Not all D, F or ZF -or- <ul style="list-style-type: none"> • $0 < \text{CGPA} < 2$ • All DVP 	<ul style="list-style-type: none"> • CGPA < 2 • All grades: Any combination of D, F, ZF, DVF, ZDF 	n/a
End of subsequent semester(s) up to attempt of 29 credits	<ul style="list-style-type: none"> • CGPA ≥ 2 • No DVF, ZDF -or- <ul style="list-style-type: none"> • Only DVP 	<ul style="list-style-type: none"> • CGPA ≥ 2 • Exactly one DVF, ZDF -or- <ul style="list-style-type: none"> • CGPA < 2 • Up to one DVF or ZDF 	<ul style="list-style-type: none"> • CGPA ≥ 2 • 2 or more DVF, ZDF -or- <ul style="list-style-type: none"> • CGPA < 2 • 2 or more F, ZF, DVF, or ZDF 	n/a See Academic Policy 27I
End of subsequent semester(s); attempted 30 or more credits	Same as “up to attempt of 29 credits”	Same as “up to attempt of 29 credits”	<ul style="list-style-type: none"> • CGPA < 2 -or- <ul style="list-style-type: none"> • CGPA < 1.5 • Term GPA ≥ 2 	<ul style="list-style-type: none"> • CGPA < 1.5 • Term GPA < 2 See Academic Policy 27I

C. Students taking at least one developmental course are subject to the academic separation policy outlined in academic policy 27H.

D. Students placed on Academic Probation may continue study; however, they may not enroll in more than their designated credit limits within a Fall or Spring semester and/or for a total of 6 credits in the summer sessions.

E. 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.

F. 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.

G. The “Academic Standing” designation does not necessarily equate to the “Satisfactory Academic Progress” standards used to determine financial aid eligibility.

AP 24: 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.

AP 25: Official Withdrawals

A. 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.

B. 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.

C. 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.

AP 26: Audit a Course

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

AP 27: Developmental Courses

1. Completion of developmental courses and/or sequences into which a student has been placed by assessment to the college is required.
2. Students must have completed all developmental courses and/or sequences into which they have been placed prior to applying for graduation.
3. Students placed in developmental English or Math courses must be enrolled in these courses during every semester of attendance until they receive a grade of DVP in these courses.
4. Students may apply to retake placement tests. Decisions regarding retakes must be made by the appropriate Department Chair (i.e. English or Math) or their designee. Retakes can only occur prior to attendance in classes.
5. The appropriate Department Chairs or their designee (i.e. English and Math) may waive placement (Academic Policy #15 permits Department Chairs to waive prerequisites).
6. Developmental courses may be prerequisites or configured as co-requisites for certain college credit courses.
7. Students who place into any developmental English courses must successfully complete all of their developmental English coursework before registering for distance learning/hybrid courses.
8. This Policy applies to all students regardless of the number of developmental courses they are required to take. Students who received a grade of "DVH" or 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 unless they met with an Academic AVP after the second unsuccessful attempt. 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.

AP 28: 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.

AP 29: 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.

A. 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.

B. 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.

C. 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.

AP 30: 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.

AP 31: 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.

AP 32: 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.

AP 33: 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.

AP 34: 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.

Registered 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

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Business Management	AAS	5004	92
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Computer Science	AS	5101	100
Criminal Justice	AS	5505	103
Criminal Justice-Police	AAS	5505	107
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Dental Hygiene	AAS	5203	114
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Early Childhood Development & Care	Cert.	5003	121
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Performing Arts: Music (locally deactivated; not currently accepting new students)	AAS	5610	196
Physical Therapist Assistant	AAS	5219	203
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Accounting A.S.



◆ TRANSFER DEGREE M MIDDLETOWN CAMPUS DL DISTANCE LEARNING

Accredited by:

The Accreditation Council for Business Schools and Programs (ACBSP)

7007 College Boulevard, Suite 420

Overland Park, KS 66211

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.

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 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.

Admission Criteria

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

Transfer Options

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

Your Career Coach

Career opportunities exist in the following areas:

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

Accounting A.S.



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- SUNY Cortland
- SUNY Empire State College
- SUNY Institute of Technology
- SUNY New Paltz

Your Career Coach

Career opportunities exist in the following areas:

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

Accounting A.S. Degree Map

Accounting A.S. Gateway Courses:

- Gateway courses: BUS 161, ACC 153
- Key courses: BUS 161, ACC 153, ACC 154, BUS 203, ECO 201, ECO 202
- Electives: One Restricted SUNY Elective

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1 (G10A [w] & G11A)	P	3
MAT ____	Selected Math Course* (G1A)	P	3
BUS 161	Computer Applications for Business	P	3
ACC 153	Financial Accounting	P	4
_____	Restricted SUNY Elective**		3
	Total Semester Credits		16

Milestones

During this semester, students should:

- Become familiar with your MySUNY Orange (Degree Works, Gmail, Banner, LMS, alerts, and your academic information)

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2 (G7A & G12A)	P	3
MAT ____	Selected Math Course* (G1A)	P	3
ECO 201	Macro-Economics (G3A)		3
ACC 154	Managerial Accounting	P	4
Either	Principles of Marketing	P	
MKT 101			
Or	Principles of Management	P	3
MGT 201			
	Total Semester Credits		16

Milestones

During this semester, students should:

- Seek Academic Support Services/Tutoring
- Join the Business Club

Third Semester

Course #	Course Name	P, C, P/C	Cr
ECO 202	Micro-Economics (G3A)		3
_____	SUNY Natural Sciences (G2A)		3
BUS 209	Diversity in Business (G6A)		3
BUS 201	Business Law 1		3
ACC 201	Intermediate Accounting 1	P	4
	Total Semester Credits		16

Milestones

During this semester, students should:

- Participate in the Volunteer Income Tax Assistance program
- Attend the Transfer Fair

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
BUS 203	Business Communications (G10A [o] & G11A)		3
BUS 202	Business Law 2	P	3

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Course #	Course Name	P, C, P/C	Cr
ACC 202	Intermediate Accounting 2	P	4
Either	Business Statistics	P	
BUS 205			
Or	Accounting w/ Spreadsheet Applications	P	3
ACC 205			
ACC 220***	Accounting Internship***	P, P/C	(3)
	Total Semester Credits		13

Milestones

During this semester, students should:

- Audit your degree using Degree Works
- Apply for graduation

TOTAL DEGREE CREDITS: 61

Notes:

*Select one of the following pairs:(MAT 121 and MAT 122), (MAT 122 and MAT 120), (MAT 122 and MAT 205), (MAT 131 and MAT 205), (MAT 131 and MAT 120), (MAT 205 and MAT 120) OR (MAT 205 and MAT 206)

**Select one from four different SUNY lists: G4A (SUNY US History & Gov), G5A (SUNY World History), G8A (SUNY Arts) or G9A (SUNY World Languages)

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

Accounting A.A.S.



● CAREER DEGREE **M** MIDDLETOWN CAMPUS **DL** DISTANCE LEARNING

Accredited by:

The Accreditation Council for Business Schools and Programs (ACBSP)

7007 College Boulevard, Suite 420

Overland Park, KS 66211

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 Financial Accounting, Managerial Accounting, 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.

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 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.

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). If students are home schooled, they may be eligible for admission.

Transfer Options

While the A.A.S. is a degree that prepares you for employment, SUNY Orange students have successfully transferred to:

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

Your Career Coach

Career opportunities in general accounting and bookkeeping exist in the following fields:

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

Accounting A.A.S. Degree Map

Accounting A.A.S. Gateway Courses:

- Gateway courses: BUS 161, BUS 103, ACC 153
- Key courses: BUS 161, BUS 203, ACC 205, ACC 211, ACC 220, ACC 214 (students must achieve a grade of C or better in this course to graduate from the program)
- Electives: One Social Science elective (strongly recommend ECO 201 or ECO 202), one Restricted SUNY elective

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1 (G10A [w] & G11A)	P	3
MAT ____	MAT 102 or higher* (G1A)		3
BUS 161	Computer Applications for Business	P	3
ACC 153	Financial Accounting	P	4
BUS 103	Introduction to Business		3
	Total Semester Credits		16

Milestones

During this semester, students should:

- Become familiar with your MySUNY Orange (Degree Works, Banner, LMS, Gmail, alerts and your academic information)

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2 (G7A & G12A)	P	3
_____	Restricted SUNY Elective**		3
_____	SUNY Natural Sciences (G2A)		3
BUS 101	Business Math	P	3
ACC 154	Managerial Accounting	P	4
	Total Semester Credits		16

Milestones

During this semester, students should:

- Seek Academic Support Services/Tutoring
- Join the Business Club

Third Semester

Course #	Course Name	P, C, P/C	Cr
_____	Any Social Science Elective		3
BUS 209	Diversity in Business (G6A)		3
BUS 201	Business Law 1		3
ACC 211	Income Tax Procedures	C	3
BUS 105	Business and Contemporary Economics Issues (G3A)		3
	Total Semester Credits		15

Milestones

During this semester, students should:

- Participate in the Volunteer Income Tax Assistance program
- Explore employment and internship opportunities at Career and Internship Services

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
BUS 203	Business Communications (G10A [o] & G11A)		3
BUS 202	Business Law 2		3
ACC 205	Accounting w/ Spreadsheet Applications	P	3
ACC 214	Accounting Practice	P	4

Course #	Course Name	P, C, P/C	Cr
Either ACC 111	Personal Finance	P	
Or ACC 220	Accounting Internship***	P, P/C	3
	Total Semester Credits		16

Milestones

During this semester, students should:

- Audit your degree using Degree Works
- Apply for Graduation

TOTAL DEGREE CREDITS: 63

Notes:

*Excludes MAT 111

**Select one from four different SUNY lists: G3A (SUNY Social Sciences), G4A (SUNY US History & Gov), G5A (SUNY World History) or G6A (SUNY Diversity)

***Students need approval of the Chair to register for this course and at least 2.5 CQPA

■ CAREER CERTIFICATE **M** MIDDLETOWN CAMPUS **DL** DISTANCE LEARNING

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. This certificate works well when stacked with an A.S. or A.A.S. degree program to diversify your knowledge.

Students take a sequence of accounting coursework. 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.

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 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.

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). If students are home schooled, they may be eligible for admission.

Transfer Options

While the certificate program prepares you for 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.

Your Career Coach

General accounting and bookkeeping positions exist in the following fields:

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

[Explore careers with Career Coach](#)

Accounting Procedures Degree Map

Accounting Procedures Gateway Courses:

- Gateway courses: BUS 161, ACC 153
- Key courses: BUS 161, BUS 203, ACC 205, ACC 211, ACC 214 (students must achieve a grade of C or better in this course to graduate from the program)

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ACC 153	Financial Accounting	P	4
BUS 101	Business Math	P	3
BUS 161	Computer Applications for Business	P	3
ACC 211	Federal Income Tax Procedures	C	3
	Total Semester Credits		13

Milestones

During this semester, students should:

- Become familiar with your MySUNY Orange (Degree Works, Gmail, Banner, LMS, alerts and your academic information)
- Seek Academic Support Services/Tutoring
- Join the Business Club

Second Semester

Course #	Course Name	P, C, P/C	Cr
BUS 201	Business Law 1		3
ACC 154	Managerial Accounting	P	4
BUS 203	Business Communications (G10A [o] & G11A)		3
ACC 205	Accounting w/ Spreadsheet Applications	P	3
ACC 214	Accounting Practice	P	4
	Total Semester Credits		17

Milestones

During this semester, students should:

- Audit your degree using Degree Works
- Apply for Graduation

TOTAL DEGREE CREDITS: 30

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.

Program 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

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). If students are home schooled, they may be eligible for admission.

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

Transfer Options

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

Your Career Coach

Career opportunities exist in the following areas:

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

[Explore Careers with Career Coach](#)

Architectural Technology Degree Map

Architectural Technology Gateway Courses:

- Gateway courses: ARC 105, ARC 111, CAD 101, ARC 101
- Key courses (for transfer):
 - *Architectural Design sequence*: ARC 111, ARC 112, ARC 211, ARC 212
 - *Visualization sequence*: ARC 101, ARC 102, CAD 101, CAD 102
 - *Architectural History sequence*: ARC 215, ARC 216
- Key courses (for employment):
 - *Building Materials and Working Drawings sequence*: ARC 105, ARC 106, ARC 205, ARC 206
- Electives: Two 3 credit Social Science courses. (Speak with your advisor to determine which courses would best transfer into a Bachelor of Architecture program)

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1	P	3
MAT 107	Technical Math 1	P	3
CAD 101	Introduction to CAD	P, P/C	3
ARC 101	Architectural Graphics	C, P/C	3
ARC 105	Building Materials and Methods 1	C, P/C	2
ARC 111	Architectural Design 1	C, P/C	3
	Total Semester Credits		17

Milestones

During this semester, students should:

- Lay the foundation of their architectural education, building basic skills in visualization, architectural design and building materials

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2	P	3
CAD 102	Computer Aided Drafting 2	P	2
ARC 102	Advanced Arch. Graphics	P	3
ARC 106	Building Materials and Methods 2	P	4
ARC 112	Architectural Design 2	P	3
ARC 215	Architecture to the 18th Century		3
	Total Semester Credits		18

Milestones

During this semester, students should:

- Develop advanced skills in architectural design, building materials, 3-D modeling, rendering and fabrication

Third Semester

Course #	Course Name	P, C, P/C	Cr
	Social Science Elective		3
ARC 211	Architectural Design 3	P	3
ARC 205	Working Drawings 1	P	3
ARC 201	Digital Portfolio	P	1
ARC 216	Architecture from the 19th Century		3
	Total Semester Credits		13

Milestones

During this semester, students should:

- Develop portfolio materials in preparation for application to transfer to institutions or professional positions in the workforce; continue development of architectural design and working drawings skills. Upon completion of this semester, students are qualified to work as draftsmen in architectural or engineering firms.

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
	Social Science Elective		3
ARC 220	Mechanical and Electrical Equipment		3
ARC 206	Working Drawings 2	P	4
ARC 212	Architectural Design 4	P	4
PHY 111	Architectural Physics	P	3
	Total Semester Credits		17

Milestones

During this semester, students should:

- Complete capstone courses, to include ARC 206 (Working Drawings 2) and ARC 212 (Architectural Design 4)
- Prepare to enter the workforce upon graduation by seeking and securing a full time position
- For those seeking to continue their studies, submit final portfolio and transcripts for transfer credits.

TOTAL DEGREE CREDITS: 65

Accredited by:

The Accreditation Council for Business Schools and Programs (ACBSP)

7007 College Boulevard, Suite 420

Overland Park, KS 66211

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: accounting, management, marketing, finance, human resource management, or international business.. 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.

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 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

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). If students are home schooled, they may be eligible for admission.

Transfer Options

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, students are urged to see their business faculty advisors and contact the Admissions Office of the transfer institution.

Your Career Coach

Career opportunities exist in the following fields::

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

[Explore careers with Career Coach](#)

Business Administration Degree Map

Business Administration Gateway Courses:

- Gateway courses: BUS 161, ACC 153
- Key courses: BUS 161, ACC 153, ACC 154, BUS 203, ECO 201, ECO 202
- Electives: One Restricted SUNY Elective

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1 (G10A [w] & G11A)	P	3
MAT ____	Selected Math Course* (G1A)	P	3
BUS 161	Computer Applications for Business	P	3
ACC 153	Financial Accounting	P	4
_____	Restricted SUNY Elective**		3
	Total Semester Credits		16

Milestones

During this semester, students should:

- Become familiar with your MySUNY Orange (Banner, LMS, Degree Works, Gmail, alerts, and academic information)

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2 (G7A & G12A)	P	3
MAT ____	Selected Math Course* (G1A)		3
ACC 154	Managerial Accounting	P	4
ECO 201	Macro-Economics (G3A)		3
MKT 101	Principles of Marketing	P	3
	Total Semester Credits		16

Milestones

During this semester, students should:

- Seek Academic Support Services / Tutoring
- Join the Business Club

Third Semester

Course #	Course Name	P, C, P/C	Cr
ECO 202	Micro-Economics (G3A)		3
_____	SUNY Natural Sciences (G2A)		3
BUS 205	Business Statistics	P	3
BUS 201	Business Law 1		3
MGT 201	Principles of Management	P	3
	Total Semester Credits		15

Milestones

During this semester, students should:

- Attend the Transfer Fair

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
BUS 209	Diversity in Business (G6A)		3
BUS 203	Business Communications (G10A [o] & G11A)		3
BUS 202	Business Law 2	P	3
BUS 207	Introduction to International Business	P	3
MGT 205	Human Resource Management		3
	Total Semester Credits		15

Milestones

During this semester, students should:

- Audit your degree using Degree Works
- Apply for Graduation

TOTAL DEGREE CREDITS: 62

Notes:

*Select one of the following pairs: (MAT 121 and MAT 122), (MAT 122 and MAT 120), (MAT 122 and MAT 205), (MAT 131 and MAT 205), (MAT 131 and MAT 120), (MAT 205 and MAT 120) or (MAT 205 and MAT 206)

**Select one from four different SUNY lists: G4A (SUNY US History & Gov), G5A (SUNY World History), G8A (SUNY Arts) or G9A (SUNY World Languages)

Accredited by:

The Accreditation Council for Business Schools and Programs (ACBSP)

7007 College Boulevard, Suite 420

Overland Park, KS 66211

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 experience transfer credit losses due to the concentration of business courses.

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 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

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). If students are home schooled, they may be eligible for admission.

Transfer Options

While the A.A.S. degree prepares you for employment, SUNY Orange students have successfully transferred to:

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

Your Career Coach

Career opportunities exist in the following areas:

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

Business Management Degree Map

Business Management Gateway Courses:

- Gateway courses: BUS 103, BUS 161, ACC 153
- Key courses: BUS 161, ACC 153, BUS 203, MGT 201, MGT 203
- Electives: One Social Science elective (strongly recommend ECO 201 or ECO 202); one Restricted SUNY elective

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1 (G10A [w] & G11A)	P	3
	MAT 102 or higher* (G1A)		3
BUS 161	Computer Applications for Business	P	3
ACC 153	Financial Accounting	P	4
BUS 103	Introduction to Business		3
	Total Semester Credits		16

Milestones

During this semester, students should:

- Become familiar with your MySUNY Orange (Degree Works, Gmail, Banner, LMS, alerts and your academic information)

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2 (G7A & G12A)	P	3
	SUNY Natural Sciences (G2A)		3
BUS 101	Business Math	P	3
MKT 101	Principles of Marketing	P	3
ACC 154	Managerial Accounting	P	4
	Total Semester Credits		16

Milestones

During this semester, students should:

- Seek Academic Support Services/Tutoring
- Join the Business Club

Third Semester

Course #	Course Name	P, C, P/C	Cr
BUS 105	Business and Contemporary Economics Issues (G3A)		3
BUS 201	Business Law 1		3
MGT 201	Principles of Management	P	3
MGT 205	Human Resource Management		3
	Restricted SUNY Elective**		3
	Total Semester Credits		15

Milestones

During this semester, students should:

- Explore employment and internship opportunities at Career and Internship Services
- Check job postings with the Career and Internship Services office

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
BUS 202	Business Law 2	P	3
BUS 203	Business Communications (G10A [o] & G11A)		3
	Any Social Science Elective		3
BUS 209	Diversity in Business (G6A)		3
Either	Entrepreneurship	P	

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Course #	Course Name	P, C, P/C	Cr
MGT 203			
Or	Business Internship***	P	3
MGT 220			
	Total Semester Credits		15

Milestones

During this semester, students should:

- Audit your degree using Degree Works
- Apply for Graduation

TOTAL DEGREE CREDITS: 62

Notes:

*Excluding MAT 111

** Select one from four different SUNY lists: G3A (SUNY Social Sciences), G4A (SUNY US History & Gov), G5A (SUNY World History) or G6A (SUNY Diversity)

*** Students need approval of the Chair to register for this course and at least 2.5 CQPA

Clerical Office Assistant



■ CAREER CERTIFICATE
 M MIDDLETOWN CAMPUS
 DL DISTANCE LEARNING

Program Description

Please Note: *The Clerical Office Assistant certificate program has been deactivated, as of the Fall 2023 semester, and students are no longer being accepted into the program. However, students currently enrolled in the program will be supported as they complete their program requirements. If you have questions, please contact the Business Department Chair.*

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. This certificate works well when stacked with an A.S. or A.A.S. degree program to update or diversify your skill level.

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) skills are developed. To complete this program in one year, students must have basic keyboarding skills before enrolling in the program.

This certificate has been approved by SUNY and 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 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.

Admissions Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). If students are home schooled, they may be eligible for admission.

Transfer Options

While this certificate program prepares you for job placement upon completion, all courses taken for this certificate may be applied to the A.A.S. Office Technologies degree program at SUNY Orange.

Your Career Coach

Career opportunities

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

Clerical Office Assistant Degree Map

Clerical Office Assistant Gateway Courses:

- Key courses: OFT 201, OFT 207, OFT 209, OFT 214, BUS 203
- Electives: Two Business courses

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
OFT 108	Introduction to Keyboarding and Office Applications		3
OFT 207	Transcription*	P	3
OFT 209	Microsoft Word and PowerPoint**	P	3
_____	Business Elective***		3
	Total Semester Credits		12

Milestones

During this semester, students should:

- Become familiar with your MySUNYOrange (Degree Works, Gmail, Banner, LMS, alerts, your academic information)
- Seek Academic Support Services/Tutoring
- Join the Business Club

Second Semester

Course #	Course Name	P, C, P/C	Cr
OFT 109	Advanced Office Applications****	P	3
OFT 201	Records/Information Management	P	3
OFT 214	Excel & Access	P	3
BUS 203	Business Communications		3
_____	Business Elective***		3
	Total Semester Credits		15

Milestones

During this semester, students should:

- Audit your degree using Degree Works
- Apply for Graduation

TOTAL DEGREE CREDITS: 27

Notes:

*Prerequisite OFT 108 or placement by department and MAT 010 or placement into MAT 020 or higher

**Prerequisite OFT 108 or placement by department

***Business Elective equals courses beginning with ACC, BUS, MGT, MKT, OFT. Speak with your advisor for the best choice to meet your goals.

****Prerequisite OFT 108

Computer Information Technology (CIT) - Networking



● CAREER DEGREE MIDDLETOWN CAMPUS

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 allow 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.

Program 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

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). If students are home schooled, they may be eligible for admission.

Transfer Options

While the A.A.S. degree leads to immediate employment, SUNY Orange CIT-Networking students and graduates have successfully transferred to:

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

Your Career Coach

Career opportunities:

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

[Browse careers at Career Coach](#)

Computer Information Technology (CIT) - Networking Degree Map

Computer Information Technology - Networking Gateway Courses:

- Gateway courses: CIT 100, CIT 105
- Key courses: CIT 105, CIT 116, CFR 221, CIT 203

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1	P	3
MAT ____	College Algebra or higher		3
CIT 105	Data Communication and Networking	P	3
CIT 117	Unix/Linux	P	3
CSC 138	Scripting		3
	Total Semester Credits		15

Milestones

During this semester, students should:

- Meet with your newly assigned “department” advisor to plan your second semester
- Consider joining the student-led Computer Club

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2	P	3
MAT ____	College Trigonometry or higher		3
CIT 112	Computer Hardware and Software	P	4
CIT 116	Networking 1	P	4
CSC 101	Computer Science 1	P	4
	Total Semester Credits		18

Milestones

During this semester, students should:

- Meet with department advisor to plan third semester

Third Semester

Course #	Course Name	P, C, P/C	Cr
_____	Social Science Elective		3
CIT 103	Management Information Systems		3
CIT 203	Networking 2	P	4
CIT 218	Systems Analysis and Design	P, P/C	3
CIT 225	Database Fundamentals	P	3
	Total Semester Credits		16

Milestones

During this semester, students should:

- Prepare resume for next semester’s internship
- Schedule time with Career Services Office to identify internship opportunities
- Meet with Department Chair to get approval for upcoming internship
- Narrow focus for post-graduate job search or, if continuing studies, research and apply to transfer schools

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
_____	Social Science Elective		3
CIT 206	Network Security	P	3
CIT 228	System Administration	P	3
CIT 230	Internship		3

Course #	Course Name	P, C, P/C	Cr
	Restricted Elective*		3
	Total Semester Credits		15

Milestones

During this semester, students should:

- Apply for graduation
- Schedule mock interviews through the Career Services Office or the Department

TOTAL DEGREE CREDITS: 64

Notes

*Restricted Electives: CSC 102, CIT 111, Any course approved by the department.

**Students unprepared for technical coursework are strongly urged to take CIT 100 in addition to the standard curriculum.

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.

Program 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.

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). If students are home schooled, they may be eligible for admission.

Transfer Options

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

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

[Click here](#) for more information about “seamless” transfer to other four-year SUNY schools:

Your Career Coach

Career opportunities exist in the following fields:

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

Computer Science Degree Map

Computer Science Gateway Courses:

- Gateway courses: CSC 138
- Key courses: CSC 101, CSC 138

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1 (G10A [w] & G11A)	P	3
	Restricted SUNY Social Sciences* (G3A & G6A)		3
CSC 138	Intro to Applied Logic through Scripting (G11A)		3
MAT 205	Calculus 1 (G1A)	P	4
COM 101	Foundations of Communication (G10A [o] & G11A)		3
	Total Semester Credits		16

Milestones

During this semester, students should:

- Meet with your newly assigned “department” advisor to plan your second semester
- Consider joining the student-led Computer Club

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2 (G7A & G12A)	P	3
	Restricted SUNY Elective**		3
MAT 206	Calculus 2 (G1A)	P	4
CSC 101	Computer Science 1	P	4
EET 104	Digital Electronics 1	P	4
	Total Semester Credits		18

Milestones

During this semester, students should:

- Meet with department advisor to plan third semester

Third Semester

Course #	Course Name	P, C, P/C	Cr
CSC 102	Computer Science 2	P	4
CSC 204	Computer Organization & Assembly Language	P	3
	Restricted SUNY Natural Sciences*** (G2A)		4
MAT 211	Linear Algebra (G1A)	P	3
	Restricted Elective****		3
	Total Semester Credits		17

Milestones

During this semester, students should:

- Investigate and apply for summer internships
- Schedule mock interviews through the Career Services Office or the Computer Science Department
- If continuing studies, research and apply to transfer schools

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
CSC 201	Data Structures	P	3
	Restricted SUNY Natural Sciences*** (G2A)		4
MAT 120	Introduction to Statistics (G1A)	P	3
MAT 136	Discrete Mathematics (G1A)	P	3
	Total Semester Credits		13

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Milestones

During this semester, students should:

- Apply for graduation
- If continuing studies, finalize planning with chosen transfer school
- Investigate summer internships

TOTAL DEGREE CREDITS: 64

Notes:

*Must satisfy both G3A (SUNY Social Sciences) and G6A (SUNY Diversity) requirements

**Select from G4A (SUNY US History & Gov) or G5A (SUNY World History)

***Students should consult with their advisor. Select one of the following pairs of courses: PHY 105 & PHY 106; or BIO 101 & BIO 102; or CHM 101 & CHM 102; or PHY 101 & PHY 102. Some four-year SUNY schools specifically require PHY 105 & PHY 106 to satisfy their B.S. in Computer Science programs. Students should carefully select which Natural Science to pursue and are urged to consult with an adviser if there is a concern.

****Select from CIT 103, CIT 105, CIT 117, CIT 118, or department approval

Criminal Justice



◆ TRANSFER DEGREE M MIDDLETOWN CAMPUS N NEWBURGH CAMPUS DL DISTANCE LEARNING

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.

This degree has been approved by SUNY and 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 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

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.

Transfer Options

SUNY Orange has special relationships with upper-level colleges and universities for transfer. In addition to all schools within the SUNY system, 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

Your Career Coach

Career opportunities exist in the following fields:

- 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
- corrections officer
- forensics specialist
- court clerk
- judge

Criminal Justice Degree Map

Criminal Justice Gateway Courses:

- Gateway courses: CRJ 101, CRJ 106, CRJ 107
- Key courses: CRJ 111, CRJ 113, CRJ 115, CRJ 213, CRJ 211
- Electives: CRJ 103, CRJ 105, CRJ 106, CRJ 107, CRJ 109, CRJ 210, CRJ 215, CRJ 216, CRJ 226, CRJ 230

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1 (G10A [w] & G11A)	P	3
SOC 101	Introduction to Sociology (G3A & G6A)		3
MAT ____	MAT 120 or higher (G1A)	P	3
CRJ 101	Criminal Justice		3
CRJ ____	Criminal Justice Elective*		3
	Total Semester Credits		15

Milestones

During this semester, students should:

- See advisor and note the availability of group advising for criminal justice students
- Register for classes
- Meet with Criminal Justice advisor for a career inventory assessment and briefing on upcoming law enforcement exams and filing deadlines.

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2 (G7A & G12A)	P	3
PSY 111	Intro to Psychology (G3A)		3
COM 101	Foundations of Communication (G10A [o] & G11A)		3
CRJ 111	Criminology		3
CRJ 113	Correction, Probation and Parole	P	3
PES ____	Physical Education		1
	Total Semester Credits		16

Milestones

During this semester, students should:

- See advisor and note the availability of group advising for criminal justice students (sessions are available at both Newburgh and Middletown campuses)
- Register for classes

Third Semester

Course #	Course Name	P, C, P/C	Cr
CRJ 213	Police Organization Administration	P	3
CRJ 115	Constitutional Law and Criminal Procedure	P	3
CRJ ____	Criminal Justice Elective*		3
_____	SUNY Natural Sciences (G2A)		3-4
_____	Restricted SUNY Elective**		3
PES 100	Concepts of Physical Wellness		1
	Total Semester Credits		16-17

Milestones

During this semester, students should:

- See advisor and note the availability of group advising for criminal justice students (sessions are available at both Newburgh and Middletown campuses)
- Register for classes

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- Meet with Criminal Justice advisor for a career inventory assessment and briefing on upcoming law enforcement exams and filing deadlines.

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
CRJ 211	Criminal Law	P	3
CRJ ____	Criminal Justice Elective*		3
CRJ ____	Criminal Justice Elective*		3
_____	Restricted SUNY Elective***		3
_____	Any SUNY General Education Elective****		3
	Total Semester Credits		15

Milestones

During this semester, students should:

- See advisor and note the availability of group advising for criminal justice students (sessions are available at both Newburgh and Middletown campuses)
- Apply for graduation
- Line up letters of recommendation, if needed, from instructors, department chair, and faculty advisors

TOTAL DEGREE CREDITS: 62-63

Notes:

*CRJ Electives: CRJ 103, CRJ 105, CRJ 106, CRJ 107, CRJ 109, CRJ 210, CRJ 215, CRJ 216, CRJ 226 or CRJ 230

**Select from G4A (SUNY US History & Gov) or G5A (SUNY World History)

***Select from G4A (SUNY US History & Gov), G5A (SUNY World History), G8A (SUNY Arts) or G9A (SUNY World Languages) not already taken

****Select from G1A (SUNY Mathematics), G2A (SUNY Natural Sciences), G3A (SUNY Social Sciences), G4A (SUNY US History & Gov), G5A (SUNY World History), G6A (SUNY Diversity), G7A (SUNY Humanities), G8A (SUNY Arts) or G9A (SUNY World Languages)

Criminal Justice - Police



● CAREER DEGREE
 M MIDDLETOWN CAMPUS
 N NEWBURGH CAMPUS
 DL DISTANCE LEARNING

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.

This degree has been approved by SUNY and 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 Outcomes

Upon completion of this program, students will demonstrate an understanding of:

- the components and functions of the criminal justice system (police, courts, corrections)
- the common concepts relevant to the criminal justice system and be able to assess and discuss these concepts
- our legal system, constitutional law, procedural law and substantive law
- the importance of diversity and ethics and their impact and relevancy within the criminal justice system
- the effective use of oral and written communication skills

Admissions 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.

Transfer Options

SUNY Orange graduates can seamlessly transfer to four-year SUNY campuses. The College also has special relationships with other 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

Your Career Coach

Career opportunities exist in the following fields:

- 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
- corrections officer

- forensics specialist
- court clerk
- ballistics specialist
- fingerprint specialist
- security

[Explore careers at Career Coach](#)

Criminal Justice - Police Degree Map

Criminal Justice - Police Gateway Courses:

- Gateway courses: CRJ 101, CRJ 106, CRJ 107
- Key courses: CRJ 103, CRJ 105, CRJ 106, CRJ 107, CRJ 111, CRJ 113, CRJ 115, CRJ 211, CRJ 215, CRJ 216, CRJ 213, CRJ 226
- Electives: CRJ 109, CRJ 210, CRJ 230

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1	P	3
CRJ 101	Criminal Justice		3
CRJ 105	Police/Community Relations		3
CRJ 107	Industrial and Private Security		3
CRJ 215	Criminal Investigation 1	P	3
PES 100	Concepts of Physical Wellness		1
	Total Semester Credits		16

Milestones

During this semester, students should:

- See an advisor and note the availability of group advising for criminal justice students
- Register for classes

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2	P	3
PSY ____	Psychology Course		3
CRJ 111	Criminology		3
CRJ 106	Patrol Operations	P/C	3
CRJ 216	Criminal Investigation 2	P/C	3
PES ____	Physical Education		1
	Total Semester Credits		16

Milestones

During this semester, students should:

- See an advisor and note the availability of group advising for criminal justice students. (Sessions are available at both Newburgh and Middletown campuses)
- Register for classes

Third Semester

Course #	Course Name	P, C, P/C	Cr
Either	Social Problems		
SOC 120			
Or	Introduction to Sociology		3
SOC 101			
CRJ 103	Understanding the Juvenile Offender		3
_____	Math or Liberal Arts Science		3
CRJ 213	Police Organization and Administration	P	3
CRJ 226	Criminalistics	P	3
	Total Semester Credits		15

Milestones

During this semester, students should:

- See an advisor and note the availability of group advising for criminal justice students (sessions are available at both Newburgh and Middletown campuses)

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- Register for classes

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
COM 101	Foundation of Communication		3
POL 102	U.S. Gov't-State and Local		3
CRJ 211	Criminal Law	P	3
_____	Math or Liberal Arts Science		3
_____	Elective		3
	Total Semester Credits		15

Milestones

During this semester, students should:

- See an advisor and note the availability of group advising for criminal justice students (sessions are available at both Newburgh and Middletown campuses)
- Apply for graduation

TOTAL DEGREE CREDITS: 62

Cyber Security



● CAREER DEGREE M MIDDLETOWN CAMPUS

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.

Program 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

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 Cyber Security courses must apply to and be accepted into the program by the following dates: August 15 for a Fall semester; and December 15 for a Spring semester.

Transfer Options

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

- St. John's University

Your Career Coach

Entry level career opportunities exist in the following areas:

- network administrator
- network security specialist
- computer crime investigation

[Explore careers at Career Coach](#)

Cyber Security Degree Map

Cyber Security Gateway Courses:

- Gateway courses: CIT 100, CIT 105
- Key courses: CIT 105, CIT 116, CFR 221, CIT 203

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1	P	3
MAT 121	College Algebra	P	3
CRJ 101	Intro to Criminal Justice		3
CIT 100	Computer Literacy	P	3
CIT 105	Data Communications and Introduction to Networking	P	3
	Total Semester Credits		15

Milestones

During this semester, students should:

- Meet with your newly assigned “department” advisor to plan your second semester
- Consider joining the student-led Computer Club

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2	P	3
CIT 116	Networking 1	P	4
CIT 112	Computer Hardware and Software	P	4
CIT 118	Operating Systems	P	4
MAT 122	College Trigonometry	P	3
	Total Semester Credits		18

Milestones

During this semester, students should:

- Meet with department advisor to plan third semester

Third Semester

Course #	Course Name	P, C, P/C	Cr
CIT 203	Networking 2	P	4
CIT 217	Introduction to Unix/Linux	P	3
CFR 221	Computer Forensics	P	3
CSS 223	Information Security	P	3
PSY ____	Psychology		3
	Total Semester Credits		16

Milestones

During this semester, students should:

- Prepare resume for job search
- Narrow focus for post-graduate job search or, if continuing studies, research and apply to transfer schools

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
CFR 222	Network Forensics	P	3
CSS 224	Network Perimeter Security	P	3
CSS 226	Cyber Crime Investigations		3
CRJ 111	Criminology		3
_____	Restricted Elective *		3
	Total Semester Credits		15

Milestones

During this semester, students should:

- Apply for graduation
- Schedule mock interviews through the Career Services Office or the Computer Science department

TOTAL DEGREE CREDITS: 64

Notes:

*Restricted Electives: CIT 111 - Internet & HTML Programming, CIT 115 - Visual Basic

Accredited by:

Commission on Dental Accreditation, American Dental Association
211 East Chicago Avenue
Chicago, IL 60611
(312) 440-2500.

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 9- 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. The COVID-19 vaccine is mandatory for the Dental Hygiene Program so that all students may be able to complete the requirements to finish the program. Please be aware that if you are unwilling or unable to get vaccinated, you will not be able to meet the requirements to complete the Dental Hygiene Program, which includes a clinical site that also requires COVID-19 vaccination.

Program Outcomes

Licensure Examination Results:

- The Dental Hygiene Program has a 100% pass rate within 6 months of graduation for the National Board Dental Hygiene Examination (NBDHE) for the Class of 2022.
- The CDCA-WREB Clinical Board pass rate is 100% within 6 months of graduation for the Class of 2022.

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.

Admission 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 required
- placement into ENG 101 (Freshman English 1)
- eligible to take MAT 102 (Intermediate Algebra) or have successfully completed MAT 101 (Elementary Algebra) or equivalent, with a "C" or higher
- completed one of the following within five years of the application deadline: BIO 110 (Intro to Biology), BIO 101 (General Biology I), BIO 115 (Human Biology), BIO 111 (Anatomy & Physiology I), BIO 112 (Anatomy & Physiology II) 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 five 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 three years of the application deadline
- submit Dental Hygienist Observation Form (4 hour minimum with documentation) within three years of the application deadline

[Pre-Admission seminar dates and observation forms](#) are available online.

Note: Admission to this program is selective. Applicants will be considered based on the total amount of non-clinical courses complete, program GPA and Science GPA. For Dental Hygiene, the following courses will be calculated in the Science GPA review: BIO 115, BIO 125 & MLT 106

Attendance (mandatory) at a Dental Hygiene pre-admission seminar within three years of the application deadline where students will receive and sign off on information pertaining to health forms, drug testing, criminal record/criminal background check policies, infectious disease policies/information pertaining to infectious diseases involved in patient care, participation as a student patient, citizenship for licensure, and program policies for infection control, admissions, orientation, and student kits.

All of the academic and department requirements must be completed on or before Feb. 1 in order for a student to be considered for acceptance into the program for the upcoming Fall semester.

Transfer Options

While the A.A.S. degree leads to immediate employment, SUNY Orange dental hygiene graduates can transfer to:

- Manhattan College
- Massachusetts College of Pharmacy and Health Sciences
- Pennsylvania College of Technology

Your Career Coach

Career opportunities exist with:

- private practice
- hospitals
- health service agencies
- overseas providers
- military branches

[Explore careers at Career Coach](#)

Dental Hygiene Degree Map

Dental Hygiene Gateway Courses:

Course sequences for Dental Hygiene have been thoughtfully developed to include all necessary gateway courses and key electives, and to meet all accrediting standards.

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1	P	3
BIO 115	Human Biology	P	4
CHM 110	General and Biological Chemistry	P	3
DNT 101	Preventive Oral Health Services 1	C, P/C	5
DNT 103	Maxillofacial Anatomy and Oral Histology	C, P/C	4
	Total Semester Credits		19

Milestones

During this semester, students should:

- Attend Orientation (May prior to first semester and Kit Day in August)
- Participate in Dental Hygiene Open House

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2	P	3
DNT 102	Preventive Oral Health Services 2	P, C, P/C	5
DNT 104	Dental Radiology	P, C, P/C	3
DNT 106	Oral Health Education	P, C, P/C	2
DNT 108	Pharmacology	P, C, P/C	2
MLT 106	Microbiology for Health Professionals	P/C	3
	Total Semester Credits		18

Milestones

During this semester, students should:

- Begin patient care in clinic

Summer Session I

Course #	Course Name	P, C, P/C	Cr
DNT 110	Pain Management in Dentistry		2

Milestones

During this semester, students should:

- N/A

Third Semester

Course #	Course Name	P, C, P/C	Cr
BIO 125	Nutrition		3
DNT 201	Preventive Oral Health Services III	P, C, P/C	5
DNT 203	Oral Pathology	P, C, P/C	2
DNT 205	Periodontology	P, C, P/C	2
DNT 207	Dental Bio-Materials and Advanced Functions	P, C, P/C	3
	Total Semester Credits		15

Milestones

During this semester, students should:

- Complete VA Rotation/Ultrasonics requirements
- Engage in community activities

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
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	P, C, P/C	5
DNT 206	Community Dental Health	P, C, P/C	2
	Total Semester Credits		16

Milestones**During this semester, students should:**

- Prepare for Board exams
- Apply for graduation
- Attend both the Pinning and Commencement Ceremonies

TOTAL DEGREE CREDITS: 70



Program Description

The Associate in Applied Science degree program in Early Childhood Development and Care prepares students for employment in positions ranging from teaching assistant to head teacher in an early childhood setting. (Note: In order to be a Universal Pre-Kindergarten Teacher, a four-year degree is required. Please see an Education Department advisor to determine the appropriate transfer degree program.) This program introduces and reinforces theories of childhood development, caring for and educating young children in developmentally appropriate ways, and the operation and management of early childhood settings.

The Early Childhood Development and Care program focuses on developing critical thinking skills that promote the use of applied knowledge in both the college classroom and in early childhood settings. While engaged in this program, students will have the opportunity to apply education principles, receive individual guidance and feedback, and develop the personal and practical skills needed to care for and educate young children. Students will participate in a variety of field experiences in local area early childhood centers, ranging from observation to full participation in planning and implementation of learning experiences. Upon completion of coursework, students will have accumulated nearly 250 hours of field experience.

A grade of C 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.

Program Outcomes

Students will:

- demonstrate a firm foundation of knowledge in child development
- understand essential concepts of developmentally appropriate practices 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

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). If students are home schooled, they may be eligible for admission.

Transfer Options

While the A.A.S. degree leads to immediate employment, SUNY Orange students have successfully transferred. Please check with your intended transfer school for details.

Your Career Coach

Career opportunities exist in the following fields:

- 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
- childcare resource and referral
- curriculum consultant

[Explore careers with Career Coach](#)

Early Childhood Development and Care A.A.S. Degree Map

Early Childhood Development and Care (A.A.S.) Gateway Courses:

- Gateway courses: EDU 101, EDU 105
- Key courses: EDU 101, EDU 105, EDU 107, EDU 109, EDU 111, EDU 201, EDU 202, EDU 203, EDU 204, EDU 206, EDU 208

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1	P	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
	Total Semester Credits		15

Milestones

During this semester, students should:

- Attend your first Future Teachers Association meeting, and consider joining this student club
- See Education Department faculty member for progress “check-in”
- See advisor and register for classes

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2	P	3
EDU 111	Childhood Health and Safety		3
MAT ____	SUNY Math* (GE1)		3
EDU 109	Language and Literacy Development in the Young Child	P	3
PES ____	Physical Education		1
_____	SUNY Gen Ed Elective #		3
	Total Semester Credits		16

Milestones

During this semester, students should:

- Check department bulletin board for information regarding attending an early childhood conference
- Consider completing Early Childhood AAS degree program

Third Semester

Course #	Course Name	P, C, P/C	Cr
EDU 107	Protecting Children’s Well-Being		1
COM 101	Foundations of Communication		3
EDU 203	Child Care Curriculum Development/Field Experience 1 + @	P, P/C	5
EDU 201	Observation and Assessment+!	P!	3
_____	SUNY Gen Ed Elective #		3
	Total Semester Credits		15

Milestones

During this semester, students should:

- Begin to gather materials for professional teaching portfolio

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
PED 156	Infant/Child First Aid and CPR		1
EDU 202	Infant and Toddler Development and Curriculum + %		3

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Course #	Course Name	P, C, P/C	Cr
EDU 204	Child Care Curriculum Development/Field Experience 2 + %	P	5
EDU 206	Administration and Management of Child Care Centers %		3
EDU 208	Home, School, Community %	P	3
	Total Semester Credits		15

Milestones

During this semester, students should:

- Apply for graduation

TOTAL DEGREE CREDITS: 61

Notes:

+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

!Prerequisite clarification for Early Childhood Development and Care A.A.S. majors: PSY 111 and EDU 101

Early Childhood Development and Care Certificate



Education & Human Services

CAREER CERTIFICATE MIDDLETOWN CAMPUS

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 child care center. Students will complete nearly 40 hours of observation in local area child care centers in addition to college classroom time. This field experience provides an opportunity to link theory with hands-on practice. Reinforced concepts include child development theory, developmentally appropriate practice, and knowledge of the general operations of a child care center. Eight of the 11 courses in the Early Childhood Development and Care Certificate program directly relate to early childhood and are taught by education department faculty. All courses apply to the Early Childhood Development and Care A.A.S. Degree program. A grade of C or better is required in all EDU courses for progression in the program and graduation.

Program 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

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). If students are home schooled, they may be eligible for admission.

Transfer Options

The Early Childhood Development and Care certificate is designed to prepare graduates for immediate entry into the workplace. However, every credit from the certificate will apply to the SUNY Orange Early Childhood Development and Care A.A.S. degree.

Your Career Coach

Career opportunities include entry-level or aide positions in:

- childcare centers
- preschools
- nursery schools

[Explore careers at Career Coach](#)

Early Childhood Development and Care Certificate Degree Map**Early Childhood Development and Care Certificate Gateway Courses:**

- Gateway courses: EDU 101, EDU 105
- Key courses: EDU 101, EDU 105, EDU 107, EDU 109, EDU 111, EDU 202, EDU 208
- Electives:

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1	P	3
PSY 111	Introduction to Psychology		3
EDU 105	Preparing to Teach Young Children		2
EDU 101	Child Development +		3
PED 156	Infant/Child First Aid and CPR		1
EDU 107	Protecting Children's Well-Being		1
	Total Semester Credits		13

Milestones**During this semester, students should:**

- Attend your first Future Teachers Association meeting, and consider joining this student club
- See Education Department faculty member for progress "check-in"
- See advisor and register for classes

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2	P	3
EDU 111	Childhood Health and Safety		3
EDU 109	Language and Literacy Development in the Young Child	P	3
EDU 202	Infant and Toddler Development and Curriculum + %		3
EDU 208	Home, School, and Community %	P	3
	Total Semester Credits		15

Milestones**During this semester, students should:**

- Apply for graduation

TOTAL DEGREE CREDITS: 28**Notes:**

+Local daytime observations beyond college classroom required.

%Offered Spring semester only

Engineering Science



◆ TRANSFER DEGREE M MIDDLETOWN CAMPUS

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), and 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 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.*

Program 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

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). If students are home schooled, they may be eligible for admission.

Students must have tested into or completed MAT 205 (Calculus 1) to begin progress toward this degree. If recent high school graduates have concerns about their mathematics preparation they should consider taking MAT 131 (Pre-Calculus Mathematics) during the summer before their entrance into the program.

Transfer Options

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

Your Career Coach

Career opportunities exist in the following fields:

- 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

[Explore careers with Career Coach](#)

Engineering Science Degree Map

Engineering Science Gateway Courses:

- Gateway courses: MAT 205, CHM 101, PHY 103
- Key courses: MAT 205, MAT 206, MAT 207, MAT 214, PHY 103, PHY 104, PHY 203, CHM 101, CHM 102
- Engineering Electives: EGR 214, GLG 110, EGR 220, EGR 212, PHY 204, EGR 218, MAT 211, EGR 216
 - Students majoring in chemical, biological or environmental engineering should plan to take: CHM 201 and CHM 202. (CHM 202 may be substituted for EGR 206 with permission from the department chair)
 - Computer Engineering majors should take: CSC 101, CSC 102 and 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)

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1	P	3
CHM 101	General Chemistry 1	P	4
PHY 103	Physics for Science and Engineering 1	P	4
MAT 205	Calculus 1	P	4
EGR 101	Intro to Engineering Design	P/C	3
	Total Semester Credits		18

Milestones

During this semester, students should:

- Meet with your departmental advisor
- Join the Engineering Club

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2	P	3
PHY 104	Physics for Science and Engineering 2	P, P/C	4
CHM 102	General Chemistry 2	P	4
MAT 206	Calculus 2	P	4
EGR 102	Programming for Engineers	P/C	3
	Total Semester Credits		18

Milestones

During this semester, students should:

- Visit the Transfer Fair
- Seek out scholarship opportunities

Third Semester

Course #	Course Name	P, C, P/C	Cr
	SUNY Social Science (GE 3)		3
PHY 203	Physics for Science and Engineering 3	P, P/C	4
MAT 207	Calculus 3	P	4
EGR 205	Statics	P, P/C	4
	Engineering Elective *		3
	Total Semester Credits		18

Milestones

During this semester, students should:

- Apply to and visit transfer school(s)
- Check your progress with your advisor
- Seek leadership opportunities through the Engineering Club or Student Senate

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Fourth Semester

Course #	Course Name	P, C, P/C	Cr
	SUNY American History (GE 4)		3
MAT 214	Differential Equations and Series	P	4
EGR 206	Dynamics	P	4
	Engineering Elective *		3
	Total Semester Credits		

Milestones

During this semester, students should:

- Seek out scholarship opportunities
- Apply for graduation

TOTAL DEGREE CREDITS: 68

Notes:

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:

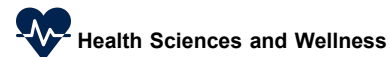
- Organic Chemistry I (CHM 201) and Organic Chemistry II (CHM 202)
- CHM 202 may be substituted for EGR 206 with permission from the department chair

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.

Exercise Studies



◆ TRANSFER DEGREE M MIDDLETOWN CAMPUS

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 of knowledge and be prepared 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.

Program 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

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). If students are home schooled, they may be eligible for admission.

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.

Transfer Options

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

Your Career Coach

Career opportunities exist in the following fields:

- 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

[Explore careers with Career Coach](#)

Exercise Studies Degree Map

Exercise Studies Gateway Courses:

Course sequences for Exercise Studies have been thoughtfully developed to include all necessary gateway courses and key electives, and to meet all accrediting standards.

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1 (G10A [w] & G11A)	P	3
MAT _____	MAT 102 or higher (G1A)		3
BIO 110	Introduction to Biology (G2A)	P	3
PEM/	Academic Concentration		3-5
PED _____	Restricted SUNY History*		3
	Total Semester Credits		15-17

Milestones

During this semester, students should:

- Before registering each semester, check your Degree Works to see what classes you should take to stay on-track
- Take our FOCUS career inventory assessment and match it up to your interest list
- See your faculty program advisor about specialization (October) and with any questions you may have
- Attend Capstone Presentations (December).

Second Semester

Course #	Course Name	P, C, P/C	Cr
BIO 111	Anatomy and Physiology 1 (G2A)	P	4
ENG 102	Freshman English 2 (G7A & G12A)	P	3
SOC 101	Introduction to Sociology (G3A & G6A)		3
PEM/	Academic Concentration		1
PED _____	Introduction to Human Movement**	P/C	3
PED 201	First Aid		2
PED 150	Total Semester Credits		16

Milestones

During this semester, students should:

- Check in with your faculty program advisor to make sure all degree requirements are being met
- Connect with campus support services as necessary
- If you haven't already, join a club that aligns with your interests

Third Semester

Course #	Course Name	P, C, P/C	Cr
BIO 112	Anatomy and Physiology 2 (G2A)	P	4
PED 112	Contemporary Health		3
PED 202	Basic Exercise Physiology***	C	3
COM 101	Foundations of Communication (G10A [o] & G11A)		3
PEM/	Academic Concentration		0-1
PED _____	Introduction to Psychology (G3A)		3
PSY 111	Total Semester Credits		16-17

Milestones

During this semester, students should:

- Audit your degree using Degree Works and research transfer options by visiting websites and open houses of colleges to which you are interested in transferring
- See your faculty advisor to see what classes you should take to stay on track (October)
- See your faculty program advisor with any questions you have
- Meet with program advisor for a discussion on related careers and transfer opportunities/articulation agreements.

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Fourth Semester

Course #	Course Name	P, C, P/C	Cr
PEM/ PED____	Academic Concentration		4-6
_____ PED 111	SUNY World Languages (G9A)		3
_____ BIO 125	Substance Abuse		3
_____ BIO 125	Nutrition		3
	Total Semester Credits		13-15

Milestones

During this semester, students should:

- Complete specific degree requirements and begin preparing for graduation/transfer
- Check in with your faculty program advisor to make sure all degree requirements are met
- Register for graduation (February).

TOTAL DEGREE CREDITS: 60-65

Notes:

*Select from G4A (SUNY US History and Gov) or G5A (SUNY World History)

**PED 201 has a pre/co-requisite of BIO 111

***PED 202 has a pre/corequisite of BIO 112

PEM/PED Concentrations

Exercise Science Concentration

PEM 167 OR	Weight Training OR	1
PEM 165	Learn to Swim	
PED 101	Introduction to Exercise Science	2
PEM 160	Aerobic Fitness	1
PED 114	Stress Management	1
PED 203	Physical Fitness & EXRX+ AND	3
PED 204	Lab Fitness Assessment+	1
PED 145	Fitness Instructor	2

+PED 203 & PED 204 must be taken together

For Alignment with SUNY Transfer Path: Physical Education Teacher Education

PEM 172	Coaching Skills	1
PEM 167 OR	Weight Training OR	1
PEM 165	Learn to Swim	
PED 100 OR	Introduction to Phys. Ed.	2
PEM 169 OR	Group Leadership OR	1
PEM 160	Aerobic Fitness	
PEM 161 OR	PEM 161 Racquet Sports OR	1
PEM 163	Studio Fitness	

PED 203	Physical Fitness & EXRX+ AND	3
PED 204	Lab Fitness Assessment+	1
PEM _____	Skills	1
PEM _____	Skills	1

For Alignment with SUNY Transfer Path: Health Education Teacher Education

PEM 172	Coaching Skills
PEM 167 OR	Weight Training OR
PEM 165	Learn to Swim
PED 100	Introduction to Phys. Ed.
PED 114	Stress Management
PEM 160	Aerobic Fitness
PED 224	Introduction to Exercise Principles
PED 145	Fitness Instructor

◆ TRANSFER DEGREE M MIDDLETOWN CAMPUS N NEWBURGH CAMPUS DL DISTANCE LEARNING

NOTE: This is a new degree program and has not completed the ACBSP Accreditation process to date.

Program Description

The Associate in Science degree program in Healthcare 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. Students enrolled in this degree program acquire an understanding of the relationship between the liberal arts/sciences, healthcare and business. The required mathematics, science and business 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.

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 Outcomes

Students will:

- understand the general nature, structure, resources, and operations of healthcare 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 in written forms.

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). If students are home schooled, they may be eligible for admission.

Transfer Options

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

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

Your Career Coach

Career opportunities exist in the following fields::

- healthcare administrator
- human resources representative
- finance officer
- health informatics professional
- business owner/entrepreneur
- finance management
- insurance planning and sales
- human resource manager

[Explore careers with Career Coach](#)

Healthcare Administration Degree Map

Healthcare Administration Gateway Courses:

- Gateway courses: BUS 161, ACC 153
- Key courses: BUS 161, ACC 153, ACC 154, BUS 203, ECO 201, ECO 202
- Electives: One Restricted SUNY Elective

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1 (G10A [w] & G11A)	P	3
MAT _____	MAT 102 or higher (G1A)	P	3
BUS 161	Computer Applications for Business	P	3
ACC 153	Financial Accounting	P	4
PES 100	Concepts of Physical Wellness		1
RAD 219	Medical Terminology	P	1
	Total Semester Credits		15

Milestones

During this semester, students should:

- Become familiar with your MySUNY Orange (Banner, LMS, Degree Works, Gmail, alerts, and academic information)

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2 (G7A & G12A)	P	3
MAT 120	Introduction to Statistics (G1A)	P	3
ACC 154	Managerial Accounting	P	4
PSY 111	Introduction to Psychology (G3A)		3
PBH 101	Introduction to Public Health		3
	Total Semester Credits		16

Milestones

During this semester, students should:

- Seek Academic Support Services / Tutoring
- Join the Business Club

Third Semester

Course #	Course Name	P, C, P/C	Cr
_____	Restricted SUNY Elective*		3
BIO 110	Introduction to Biology (G2A)	P	3
PBH 205	U.S. Health Care System		3
BUS 201	Business Law 1		3
MKT 101	Principles of Marketing	P	3
	Total Semester Credits		15

Milestones

During this semester, students should:

- Attend the Transfer Fair

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
BUS 203	Business Communications (G10A [o] & G11A)		3
MGT 205	Human Resource Management		3
MGT 201	Principles of Management	P	3
BUS 209	Diversity in Business (G6A)		3
PHL 220	Ethics (G7A)		3

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Course #	Course Name	P, C, P/C	Cr
	Total Semester Credits		15

Milestones

During this semester, students should:

- Audit your degree using Degree Works
- Apply for Graduation

TOTAL DEGREE CREDITS: 61

Notes:

*Select from G4A (SUNY US History & Gov) or G5A (SUNY World History)

Honors Program

● CAREER DEGREE ♦ TRANSFER DEGREE  MIDDLETOWN CAMPUS

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 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](#).

Admissions Criteria

The SUNY Orange Honors Program uses a holistic process to determine who is accepted. We seek well-rounded candidates who want to earn an honors designation, experience a more collegial academic environment, are prepared to engage actively in the opportunities we offer, and meet the program's requirements. We help individuals develop into life-long learners who think critically and innovatively, solve problems creatively, understand diverse viewpoints, communicate effectively, and work collaboratively. We will review all application files until our available seats are filled.

ALL applicants must:

- complete the Honors Program application;
- take the required College Placement Assessment in English and math and place into Freshman English 1 without support module OR otherwise be placed into Freshman English 1; **
- provide one letter of recommendation from faculty, counselors, administrators, or qualified community leaders; ***
- attend an honors interview / roundtable meeting.

We also recommend (but do not require) having one of the following:

- a 90+ high school GPA;
- a high school ranking within the top 10% of the class;
- an SAT score of 1200+ on math & verbal sections;
- an ACT score of 27+;
- a 3.30+ cumulative college GPA.

Please note: This does not mean only candidates with one of these scores will be accepted. Rather, these are suggestions. If you would like to join us but have a significantly lower than recommended score, apply and provide a short letter explaining your situation, strengths in other areas, and intent.

** Students who already have college credit for ENG 101 and / or ENG 102 need not retake those courses. However, the Honors Program requirement of three or six honors English credits must be made up through other writing-intensive honors courses, as determined by the Honors Program Coordinator.

*** Current SUNY Orange students may replace the formal letter with a short, emailed recommendation from one of their SUNY Orange professors.

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We welcome students of all backgrounds and experiences, including (but not limited to): GED holders, home schooled students, veterans, adult learners, part-time, and international students. Please speak with the Admissions office and Honors Program Coordinator to determine eligibility and / or alternative documentation.

Transfer Options

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.

Honors Program Degree Map

Honors Program Gateway Courses:

The Honors Program includes students from a wide variety of disciplines. Due to this, the Gateway Courses, Key Courses and suggested Electives may vary depending on your degree program. It is recommended that you discuss these options with your Academic Advisor to help guide you in selecting courses that will provide you with the best academic experience.

A. A. Degree

Course #	Course Name	P, C, P/C	Cr
HON 120H	Honors Service Learning**		1
ENG 101H	Honors Freshman English 1	P	3
ENG 102H	Honors Freshman English 2	P	3
_____	Honors Social Science		3
_____	Honors Humanities		3
_____	Honors GE1 or GE2*		3-4
HON 201H	Honors Seminar		1
HON 201H	Honors Seminar		1
HON 201H	Honors Seminar		1
HON 290H	Honors Capstone 1: Planning & Research	P	1.5
HON 291H	Honors Capstone 2: Writing & Presentation	P	1.5
	Total Honors Credits		22-23

Milestones

- N/A

A.S. Degree

Course #	Course Name	P, C, P/C	Cr
HON 120H	Honors Service Learning**		1
ENG 101H	Honors Freshman English 1	P	3
ENG 102H	Honors Freshman English 2	P	3
_____	Honors Social Science		3
_____	Honors Social Science		3
_____	Honors GE1 or GE2*		3-4
HON 201H	Honors Seminar		1
HON 201H	Honors Seminar		1
HON 201H	Honors Seminar		1
HON 290H	Honors Capstone 1: Planning & Research	P	1.5
HON 291H	Honors Capstone 2: Writing & Presentation	P	1.5
	Total Honors Credits		22-23

Milestones

- N/A

A.A.S. Degree

Course #	Course Name	P, C, P/C	Cr
HON 120H	Honors Service Learning**		1
ENG 101H	Honors Freshman English 1	P	3
ENG 102H	Honors Freshman English 2	P	3
_____	Honors Social Science		3
_____	Honors Humanities or Honors Social Science ***		3
_____	Honors GE1 or GE2*		3-4
HON 201H	Honors Seminar		1
HON 201H	Honors Seminar		1
HON 201H	Honors Seminar		1
HON 290H	Honors Capstone 1: Planning & Research	P	1.5
HON 291H	Honors Capstone 2: Writing & Presentation	P	1.5
	Total Honors Credits		22-23

Milestones

- N/A

TOTAL DEGREE CREDITS: N/A

Notes:

* May be fulfilled by taking non honors MAT 205 OR by taking one of the following non honors math courses AND one of the following non honors science courses, depending upon degree requirements:

Math:

- MAT 113 Mathematics for Liberal Arts
- MAT 120 Introduction to Statistics
- MAT 121 College Algebra
- MAT 122 College Trigonometry
- MAT 131 Pre-Calculus

Lab Science:

- BIO 101 General Biology 1
- BIO 143 Field Biology
- CHM 101 General Chemistry 1
- GLG 101 Earth Science
- GLG 110 General Geology
- PHY 101 General Physics 1
- PHY 103 General Physics with Calculus

** The seminar, service (taken three times), 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.

*** dependent upon the courses required by the specific A.A.S.

Human Services



Education & Human Services

◆ TRANSFER DEGREE M MIDDLETOWN CAMPUS N NEWBURGH CAMPUS DL DISTANCE LEARNING

Program Description

The Associate in Science degree program in Human Services prepares graduates to transfer and complete a bachelor's degree in human services, social work, 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, graduates will also be prepared 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.

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 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

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). If students are home schooled, they may be eligible for admission.

Transfer Options

Many of our graduates transfer to upper-level colleges and universities to pursue advanced degrees in the human services field. 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.

Your Career Coach

Career opportunities exist in the following areas:

- In-patient and out-patient mental health and rehabilitation facilities such as AHRC, Access Supports for Living., RSS and MHA
- State facilities such as MPC, Mid-Hudson and Garnet Health
- Social services agencies

[Explore careers at Career Coach](#)

Human Services Degree Map

Human Services Gateway Courses:

- Gateway courses: HMS 101, PSY 111, SOC 101
- Key courses: PSY 260, SOC 231, PHL 220, HMS 201 and ENG 160, HMS 202 and ENG 161
- Electives: PSY electives, PED 111

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1 (G10A [w] & G11A)	P	3
COM 101	Foundations of Communication (G10A [o] & G11A)		3
PSY 111	Introduction to Psychology (G3A)		3
SOC 101	Introduction to Sociology (G3A & G6A)		3
HMS 101	Intro to Human Services (G3A & G6A)		3
PES 100	Concepts of Physical Wellness		1
	Total Semester Credits		16

Milestones

During this semester, students should:

- Meet with Human Services coordinator to review program and individual goals
- Conduct preliminary discussions with program coordinator regarding career and/or transfer paths and interests/goals
- Review academic and departmental requirements for Field placement

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2 (G7A & G12A)	P	3
	SUNY U.S. History and Gov (G4A)		3
PSY ____	Psychology Elective*		3
	SUNY Natural Sciences (G2A)		3-4
PHL 220	Ethics (G7A)	P	3
PES ____	Physical Education Elective		1
	Total Semester Credits		16-17

Milestones

During this semester, students should:

- Register for HMS 101 (if not completed in the Fall semester)
- Attend field placement orientation
- Review academic and departmental requirements for Field Placement
- Create a draft resume
- Explore and research desired placement options (agencies, organizations, populations, settings)

Third Semester

Course #	Course Name	P, C, P/C	Cr
	Restricted Elective**		3
PSY 260	Introduction to Counseling	P	3
SOC 120	Social Problems (G3A & G6A)		3
MAT 120	Introduction to Statistics (G1A)	P	3
HMS 201	Human Services Field Experience 1	P, C	2
ENG 160	Technical Writing	P	1.5
	Total Semester Credits		15.5

Milestones

During this semester, students should:

- Begin transfer advising process
- Communicate with transfer institutions to determine the necessary steps to successfully transfer

- Update resume
- Explore and research desired placement options for 2nd placement

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
_____	SUNY World History (G5A)		3
_____	SUNY World Languages (G9A)		3
_____	SUNY Arts (G8A)		3
SOC 231	The Family (G3A & G6A)	P	3
HMS 202	Human Services Field Experience 2	P, C	2
ENG 161	Technical Writing	P	1.5
	Total Semester Credits		15.5

Milestones

During this semester, students should:

- Apply for graduation
- Finalize transfer plans or secure employment plan

TOTAL DEGREE CREDITS: 63-64

Notes

*PSY 220 (Developmental Psychology), PSY 221 (Child Psychology), PSY 222 (Adolescent Psychology), PSY 230 (Abnormal Psychology) or PSY 223 (Adulthood and Aging)

**Psychology course, SUNY Gen Ed course, or PED 111 Substance Abuse and Health



◆ TRANSFER DEGREE M MIDDLETOWN CAMPUS DL DISTANCE LEARNING

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.

This degree has been approved by SUNY and 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 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

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). If students are home schooled, they may be eligible for admission.

Transfer Options

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

- four-year SUNY campuses
- a variety of public and private four-year colleges with whom articulation agreements are under development

Your Career Coach

Career opportunities exist in the following fields:

- language interpreter
- high school teacher
- international business
- international law
- government or diplomatic work
- export-import work

[Explore careers with Career Coach](#)

International Studies Degree Map

International Studies Gateway Courses:

- Gateway courses: HIS 121, HIS 122
- Key courses: POL 220, POL 221
- Electives: HIS 220, HIS 222, HIS 223, HIS 224, HIS 233, HIS 234

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1 (G10A [w] & G11A)	P	3
COM 101	Foundations of Communication (G10A [o] & G11A)		3
MAT ____	SUNY Mathematics (G1A)		3-4
Either			
GEO 102	Human Geography (G3A & G6A)		
Or			
ANT 101	Cultural and Social Anthropology (G3A & G6A)		3
POL 220	Comparative Governments (G3A)		3
PES 100	Concepts of Physical Wellness		1
	Total Semester Credits		16-17

Milestones

During this semester, students should:

- Register for second semester classes

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2 (G7A & G12A)	P	3
PSY 111	Introduction to Psychology (G3A)		3
_____	SUNY Natural Sciences (G2A)		3-4
POL 221	International Relations (G3A)		3
HIS 121	World History 1 (G5A)		3
PES ____	Physical Education		1
	Total Semester Credits		16-17

Milestones

During this semester, students should:

- Complete HIS 121 (World History 1)
- Complete POL 221 (International Relations)

Third Semester

Course #	Course Name	P, C, P/C	Cr
Either			
ENG 203	World Literature: Ancient World Through the Renaissance (G7A)	P	
Or			
ENG 204	World Literature: Enlightenment to the Modern Age (G7A)	P	3
HIS 122	World History 2 (G5A)		3
_____	SUNY Arts (G8A)		3
_____	SUNY World Languages* (G9A)		3
ECO 201	Macro-Economics (G3A)		3
	Total Semester Credits		15

Milestones

During this semester, students should:

- Complete HIS 122 (World History 2)
- Begin language requirement (competency at or above 102 level)

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- Perform a degree audit

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
ENG 225	International Literature (G7A)	P	3
_____	General Elective		3
_____	Liberal Arts Science or Math**		3-4
_____	Restricted Elective***		3
_____	Restricted Elective***		3
	Total Semester Credits		15-16

Milestones

During this semester, students should:

- Complete restricted electives (choose 2 from the list)
- Complete language requirement (competency at or above 102 level)
- Apply for graduation

TOTAL DEGREE CREDITS: 62-64

Notes:

*Elementary 2 or higher

**Math elective, if chosen, must be MAT 113 or higher

***Choose two of the following courses: ECO 203, HIS 220 (G5A), HIS 222 (G5A), HIS 223 (G5A), HIS 224 (G5A), HIS 233 (G5A), HIS 234 (G5A), _____ Non-Western Art, _____ Foreign Language Intermediate 1 (or higher), HIS 232 (G5A & G6A), BUS 207

Jointly Registered Teacher Education Program



◆ TRANSFER DEGREE M MIDDLETOWN CAMPUS

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 SUNY Orange 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 SUNY 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 54 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.

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 their SUNY Orange advisor. It is also recommended that students meet with a SUNY New Paltz advisor, who is on the SUNY Orange campus each semester by appointment.

Choosing an Age Level and Concentration

At SUNY Orange students must choose an age level:

- Birth to Grade Six (B-6) or Seventh to Twelfth Grade (7-12).

Then, students must choose one of the following educational concentrations:

- Biology (available in B-6 or 7-12)
- English (available in B-6 or 7-12)
- History (available in B-6)
- Mathematics (available in B-6 or 7-12)
- Social Studies (available in 7-12)

Program 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

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). If students are home schooled, they may be eligible for admission.

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 one of the following educational concentrations:

- Biology (available in B-6 or 7-12)
- English (available in B-6 or 7-12)
- History (available in B-6)
- Mathematics (available in B-6 or 7-12)
- Social Studies (available in 7-12)
- Spanish (available in B-6 or 7-12)

Transfer Options

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.

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

Your Career Coach

Career opportunities exist in the following areas:

- public school classroom teacher (pre-K through grade 12)
- positions in related educational fields, such as special education teacher, and guidance counselor

[Explore careers with Career Coach](#)

JRTEP A.S. (B-6) Degree Map

JRTEP A.S. (B-6) Gateway Courses:

- Gateway courses: ENG 101, EDU 103, EDU 101, BIO 101 (*Biology concentration*), PSY 111 (*English concentration*), HIS 101 (*History concentration*), MAT ____ (*Math concentration*), SPN 102 or higher (*Spanish concentration*)
- Key courses: ENG 101, ENG 102, EDU 103, EDU 109, EDU 201, EDU 207, GEO 101, MAT 111, MAT 205 (*Math concentration*), MAT 206

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1* (G10A [w] & G11A)	P	3
COM 101	Foundations of Communication (G10A [o] & G11A)		3
_____	Academic Concentration		3
MAT 111	Foundations of Elementary School Mathematics** (G1A)	P	3
PSY 111	Introduction to Psychology (G3A)		3
_____	Total Semester Credits		15

Milestones

During this semester, students should:

- See advisor and register for courses
- Attend your first Future Teachers Association meeting, and consider joining this student club
- See Education Department faculty member for progress “check-in”

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2* (G7A & G12A)	P	3
EDU 103	Introduction to Early Childhood/Childhood Education***@	P/C	3
_____	Academic Concentration		3
GEO 101	Elements of Physical Geography@		3
PSY 221	Child Psychology	P	3
_____	SUNY Diversity (G6A)		3
_____	Total Semester Credits		18

Milestones

During this semester, students should:

- See advisor and register for courses
- Make a connection with a faculty member in the area of concentration and inquire about attending a conference, lecture or workshop related to your area of concentration

Third Semester

Course #	Course Name	P, C, P/C	Cr
EDU 109	Language and Literacy Development in the Young Child***	P	3
_____	Academic Concentration		3
_____	SUNY World Languages\$ (G9A)		3
EDU 201	Observation and Assessment***@!	P!	3
_____	SUNY Arts (G8A)		3
_____	Total Semester Credits		15

Milestones

During this semester, students should:

- Plan a visit to SUNY New Paltz
- Meet with SUNY New Paltz transfer advisor
- Complete “Are You Ready for Field” form
- See advisor and register for courses

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Fourth Semester

Course #	Course Name	P, C, P/C	Cr
Either HIS 101	United States History 1 (G4A)		
Or HIS 102	United States History 2 (G4A)		3
_____	SUNY World History (G5A)		3
EDU 207	Social and Philosophical Foundations of Education****@	P	3
_____	SUNY Natural Sciences (G2A)		3
_____	SUNY World Languages\$ (G9A)		3
EDU 107	Protecting Children's Well-Being		1
	Total Semester Credits		16

Milestones

During this semester, students should:

- Apply for graduation
- Apply to SUNY New Paltz

TOTAL DEGREE CREDITS: 64

Approved Academic Concentrations/Courses

Biology

Biology Concentration (taking these courses will satisfy both the Natural Science G2A and Academic Concentration requirements).

Required: BIO 101 (G2A), BIO 102 (G2A) and BIO 201 (G2A)

Choose one (1) of the following courses: BIO 143 (G2A), BIO 202, BIO 204 (G2A) or BIO 205 (G2A)

English

Choose one (1) of the following courses: ENG 207 (G7A) or ENG 208 (G7A)

Choose one (1) of the following courses: ENG 209 (G7A) or ENG 210 (G7A)

Choose one (1) of the following courses: ENG 203 (G7A), ENG 204 (G7A), ENG 211 (G8A) or ENG 212 (G8A)

History

Choose three (3) in addition to the history courses required to satisfy GE requirements: HIS 101 (G4A), HIS 102 (G4A), HIS 220 (G5A), HIS 221 (G5A), HIS 231 (G5A) or HIS 233 (G5A)

Mathematics

Required: MAT 205 (G1A) and MAT 206 (G1A)

Choose one (1) of the following courses: MAT 120 (G1A) or CSC 101

Spanish

Choose three (3) consecutively in addition to the two (2) World Languages requirements (G9A): SPN 201, SPN 202, SPN 203, SPN 204

Notes:

*Must earn a B or higher for SUNY New Paltz School of Education

**Math concentrations must earn a B- or higher for SUNY New Paltz

***Must earn a B- or higher for SUNY New Paltz School of Education

@Local observations beyond college classroom required

!Prerequisite clarification for JRTEP A.S. (B-6) majors: PSY 111 and EDU 103

\$ - 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.

****Must earn a C or higher for SUNY New Paltz School of Education

JRTEP A.S. (7-12 Biology) Degree Map

JRTEP A.S. (7-12 Biology) Gateway Courses:

- Gateway courses: ENG 101, BIO 101, PSY 111
- Key courses: ENG 101, ENG 102, EDU 207

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1* (G10A [w] & G11A)	P	3
	SUNY US History & Gov (G4A)		3
PSY 111	Introduction to Psychology (G3A)		3
BIO 101	General Biology 1 (G2A)		4
MAT 205	Calculus 1 (G1A)	P	4
	Total Semester Credits		17

Milestones

During this semester, students should:

- See advisor and register for courses
- Attend your first Future Teachers Association or Biology Club meeting, and consider joining these student clubs
- See Education Department faculty member for progress “check-in”

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2* (G7A & G12A)	P	3
	SUNY World History (G5A)		3
PSY 222	Psychology of Adolescence	P	3
BIO 102	General Biology 2 (G2A)	P	4
CHM 101	General Chemistry 1 (G2A)	P	4
EDU 107	Protecting Children’s Well-Being		1
	Total Semester Credits		18

Milestones

During this semester, students should:

- See advisor and register for courses
- Make a connection with a faculty member in the Biology department, and inquire about attending a STEAM (science, technology, engineering, art, and mathematics) conference, lecture or workshop

Third Semester

Course #	Course Name	P, C, P/C	Cr
	SUNY Diversity (G6A)		3
BIO 201	Genetics (G2A)	P	4
CHM 102	General Chemistry 2 (G2A)	P	4
	SUNY World Languages** (G9A)		3
EDU 207	Social and Philosophical Foundations of Education***@	P	3
	Total Semester Credits		17

Milestones

During this semester, students should:

- Plan a visit to SUNY New Paltz
- Meet with SUNY New Paltz transfer advisor
- See advisor and register for courses

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
COM 101	Foundations of Communication (G10A [o] & G11A)		3

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Course #	Course Name	P, C, P/C	Cr
Either BIO 202	Comparative Vertebrate Anatomy	P	
Or BIO 204	General Botany	P	4
MAT 120	Introduction to Statistics (G1A)	P	3
_____	SUNY World Languages** (G9A)		3
_____	SUNY Arts (G8A)		3
	Total Semester Credits		16

Milestones

During this semester, students should:

- Apply for graduation
- Apply to SUNY New Paltz

TOTAL DEGREE CREDITS: 68

Notes:

*Must earn grade of 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.

***Must earn a C or higher

@Local observations beyond college classroom required

JRTEP A.A. (7-12 English) Degree Map

JRTEP A.A. (7-12 English) Gateway Courses:

- Gateway courses: ENG 101, HIS 101 or HIS 102, PSY 111
- Key courses: ENG 101, ENG 102, EDU 207

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1* (G10A [w] & G11A)	P	3
COM 101	Foundations of Communication (G10A [o] & G11A)		3
Either HIS 101	United States History 1 (G4A)		
Or HIS 102	United States History 2 (G4A)		3
MAT _____	SUNY Mathematics (G1A)		3
_____	SUNY World Languages** (G9A)		3
EDU 107	Protecting Children's Well-Being		1
	Total Semester Credits		16

Milestones

During this semester, students should:

- See advisor and register for courses
- Attend your first Future Teachers Association or Creative Writing Club meeting, and consider joining these student clubs
- See Education Department faculty member for progress "check-in"

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2* (G7A & G12A)	P	3
_____	SUNY Arts (G8A)		3
PSY 111	Introduction to Psychology (G3A)		3
_____	SUNY Natural Sciences (G2A)		3-4
_____	SUNY World Languages** (G9A)		3
	Total Semester Credits		15-16

Milestones**During this semester, students should:**

- See advisor and register for courses
- Make a connection with a faculty member in the English department, and inquire about attending a literary conference, lecture or workshop
- Participate in an on-campus event celebrating National Poetry Month

Third Semester

Course #	Course Name	P, C, P/C	Cr
Either	English Literature: 14th Through 18th Century (G7A)	P	3
ENG 207			
Or	English Literature: 19th and Early 20th Century (G7A)	P	
ENG 208			
ENG ____	Restricted English Elective\$ (G7A)		3
Either	Creative Writing: Fiction (G8A)	P	3
ENG 211			
Or	Creative Writing: Poetry (G8A)	P	
ENG 212			
PSY 222	Psychology of Adolescence	P	3
EDU 207	Social and Philosophical Foundations of Education***@	P	3
	Total Semester Credits		15

Milestones**During this semester, students should:**

- Plan a visit to SUNY New Paltz
- Meet with SUNY New Paltz transfer advisor
- See advisor and register for courses

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
Either	American Literature: To the Civil War (G7A)	P	3
ENG 209			
Or	American Literature: 1865 to Present (G7A)	P	
ENG 210			
ENG ____	Restricted English Elective% (G7A)		3
ENG ____	Restricted English Elective% (G7A)		3
_____	SUNY World History (G5A)		3
_____	SUNY Diversity (G6A)		3
_____	Add'l Math (MAT 102 or higher), or Liberal Arts Science, or Computer Science		3-4
	Total Semester Credits		18-19

Milestones**During this semester, students should:**

- Apply for graduation
- Apply to SUNY New Paltz

TOTAL DEGREE CREDITS: 64-66

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Notes:

*Must earn grade of 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.

\$Choose from the following: ENG 203, ENG 204, ENG 225 or ENG 230

***Must earn a C or higher

@Local observations beyond college classroom required

%Choose two from the following: ENG 203, ENG 204, ENG 206, ENG 207, ENG 208, ENG 209, ENG 210, ENG 217, ENG 221, ENG 222, ENG 225, ENG 226, ENG 230 or ENG 297

JRTEP A.S. (7-12 Mathematics) Degree Map

JRTEP A.S. (7-12 Mathematics) Gateway Courses:

- Gateway courses: ENG 101, MAT 205, PSY 111
- Key courses: ENG 101, ENG 102, EDU 207, MAT 206

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1* (G10A [w] & G11A)	P	3
COM 101	Foundations of Communication (G10A [o] & G11A)		3
PSY 111	Introduction to Psychology (G3A)		3
MAT 205	Calculus 1 (G1A)	P	4
	SUNY World Languages** (G9A)		3
EDU 107	Protecting Children's Well-Being		1
	Total Semester Credits		17

Milestones

During this semester, students should:

- See advisor and register for courses
- Attend your first Future Teachers Association or Math Club meeting, and consider joining these student clubs
- See Education Department faculty member for progress "check-in"

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2* (G7A & G12A)	P	3
PSY 222	Psychology of Adolescence	P	3
MAT 206	Calculus 2 (G1A)	P	4
	SUNY World Languages** (G9A)		3
EDU 207	Social and Philosophical Foundations of Education***@	P	3
	Total Semester Credits		16

Milestones

During this semester, students should:

- See advisor and register for courses
- Make a connection with a faculty member in the Mathematics department, and inquire about attending a STEAM (science, technology, engineering, art, and mathematics) conference, lecture or workshop

Third Semester

Course #	Course Name	P, C, P/C	Cr
	SUNY US History & Gov (G4A)		3
PHY 105	General Physics 1 with Calculus (G2A)	P	4
MAT 211	Linear Algebra (G1A)	P	3

Course #	Course Name	P, C, P/C	Cr
MAT 207	Calculus 3 (G1A)	P	4
	SUNY Arts (G8A)		3
	Total Semester Credits		17

Milestones

During this semester, students should:

- Plan a visit to SUNY New Paltz
- Meet with SUNY New Paltz transfer advisor
- See advisor and register for courses

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
MAT 136	Intro to Discrete Mathematics (G1A)	P	3
	SUNY World History (G5A)		3
	SUNY Diversity (G6A)		3
PHY 106	General Physics 2 with Calculus (G2A)	P, P/C	4
CSC 138	Intro to Applied Logic through Scripting (G11A)	P	3
	Total Semester Credits		16

Milestones

During this semester, students should:

- Apply for graduation
- Apply to SUNY New Paltz

TOTAL DEGREE CREDITS: 66

Notes:

*Must earn grade of 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.

***Must earn a C or higher

@Local observations beyond college classroom required

JRTEP A.A. (7-12 Social Studies) Degree Map

JRTEP A.A. (7-12 Social Studies) Gateway Courses:

- Gateway courses: ENG 101, HIS 101, PSY 111
- Key courses: ENG 101, ENG 102, EDU 207

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1* (G10A [w] & G11A)	P	3
HIS 101	United States History 1 (G4A)		3
PSY 111	Introduction to Psychology (G3A)		3
MAT ____	SUNY Mathematics (G1A)		3
	SUNY Natural Sciences (G2A)		3-4
EDU 107	Protecting Children’s Well-Being		1
	Total Semester Credits		16-17

Milestones

During this semester, students should:

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- See advisor and register for courses
- Attend your first Future Teachers Association meeting, and consider joining this student club
- See Education Department faculty member for progress “check-in”

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2* (G7A & G12A)	P	3
COM 101	Foundations of Communication (G10A [o] & G11A)		3
HIS 102	United States History 2 (G4A)		3
PSY 222	Psychology of Adolescence	P	3
_____	SUNY Arts (G8A)		3
_____	Total Semester Credits		15

Milestones

During this semester, students should:

- See advisor and register for courses
- Make a connection with a faculty member in the global studies department, and inquire about attending a history conference, lecture or workshop

Third Semester

Course #	Course Name	P, C, P/C	Cr
GEO 102	Human Geography (G3A & G6A)		3
ECO 201	Macro-Economics (G3A)		3
HIS 231	Medieval and Renaissance Europe (G5A)		3
_____	SUNY World Languages** (G9A)		3
EDU 207	Social and Philosophical Foundations of Education***@	P	3
_____	Total Semester Credits		15

Milestones

During this semester, students should:

- Plan a visit to SUNY New Paltz
- Meet with SUNY New Paltz transfer advisor
- See advisor and register for courses

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
ECO 202	Micro-Economics (G3A)		3
POL _____	Restricted SUNY Social Science****		3
HIS _____	Restricted SUNY World History\$ (G5A)		3
Either	Add'l Math (MAT 102 or higher)		
Or	Liberal Arts Science		
Or	Computer Science		3-4
_____	SUNY World Languages (G9A)**		3
_____	Total Semester Credits		15-16

Milestones

During this semester, students should:

- Apply for graduation
- Apply to SUNY New Paltz

TOTAL DEGREE CREDITS: 61-63

Notes:

*Must earn grade of 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.

***Must earn a C or higher

@Local observations beyond college classroom required

****Choose from the following: POL 103 (G4A), POL 220 (G3A) or POL 221 (G3A)

\$Choose from the following: HIS 221, HIS 222, HIS 232, HIS 233 or HIS 234



■ CAREER CERTIFICATE ■ M MIDDLETOWN CAMPUS ■ DL DISTANCE LEARNING

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.

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 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.

Admissions Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). If students are home schooled, they may be eligible for admission.

Transfer Options

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

Your Career Coach

Career opportunities exist in the following fields:

- uniformed security officer
- plainclothes security officer
- loss prevention analyst
- risk analyst
- hotel security
- industrial security
- executive protection

[Explore careers with Career Coach](#)

Law Enforcement/Security Degree Map

Law Enforcement/Security Gateway Courses:

- Gateway courses: CRJ 101, CRJ 106, CRJ 107, CRJ 111, CRJ 211

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
CRJ 101	Criminal Justice		3
CRJ 211	Criminal Law	P	3
CRJ 106	Patrol Administration	P/C	3
CRJ 107	Industrial & Private Security		3
CRJ 215	Criminal Investigation 1	P	3
	Total Semester Credits		15

Milestones

During this semester, students should:

- Meet with an advisor to plan the next semester's schedule

Second Semester

Course #	Course Name	P, C, P/C	Cr
POL 102	U. S. Gov't-State and Local		3
SOC 120	Social Problems		3
CRJ 105	Police-Community Relations		3
CRJ 111	Criminology		3
CRJ 216	Criminal Investigation 2	P/C	3
	Total Semester Credits		15

Milestones

During this semester, students should:

- Apply for graduation
- Begin preparations for job placement following completion of the program

TOTAL DEGREE CREDITS: 30



◆ TRANSFER DEGREE M MIDDLETOWN CAMPUS N NEWBURGH CAMPUS DL DISTANCE LEARNING

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 45 Liberal Arts credits, 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.

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.

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 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

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). If students are home schooled, they may be eligible for admission.

For students with more defined career goals, see the related four-semester registered track sequences for additional information.

Transfer Options

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 in-state 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.

Your Career Coach

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.

[Explore careers with Career Coach](#)

Liberal Arts: Humanities and Social Science Degree Map

Liberal Arts: Humanities and Social Science Gateway Courses:

- Gateway courses: ENG 101, SUNY Math (or pre-requisite leading to a SUNY Math)
- Key courses: COM 101
- Electives: to be selected based on career goals and in consultation with an advisor

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1 (G10A [w] & G11A)	P	3
MAT ____	SUNY Mathematics (G1A)		3-4
_____	Social Science (Cat. A & G4A) CORE*		3
COM 101	Foundations of Communication (G10A [o] & G11A)		3
_____	Liberal Arts Elective		3
PES 100	Concepts of Physical Wellness		1
	Total Semester Credits		16-17

Milestones

During this semester, students should:

- Prepare for your first advising session by making a list of the subjects and topics that you are finding most interesting so far
- Take the FOCUS career inventory assessment and match it up to your interest list
- Join a club

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2 (G7A & G12A)	P	3
_____	SUNY Natural Sciences (G2A)		3-4
_____	Social Science (Cat. B & G3A) CORE*		3
_____	SUNY Humanities (G7A) or SUNY World Languages (G9A) CORE*		3
_____	Liberal Arts Elective		3
PES ____	Physical Education Elective		1
	Total Semester Credits		16-17

Milestones

During this semester, students should:

- Attend an event sponsored by Cultural Affairs (lecture, talk, presentation, concert, etc.)
- Visit a Transfer Fair and talk with potential transfer schools
- Seek out scholarship opportunities

Third Semester

Course #	Course Name	P, C, P/C	Cr
ENG ____	200-level Advanced English (G7A or G8A) CORE*		3
_____	Math/Liberal Arts Science**		3-4
_____	Social Science (Cat. C) CORE*		3
_____	Liberal Arts Elective		3
_____	Any Arts course@ (GE 8) CORE*		3
	Total Semester Credits		15-16

Milestones

During this semester, students should:

- Apply to transfer school(s)
- Interview or arrange to spend time with someone doing the kind of work that you find most appealing
- Attend a student-driven event (fundraiser, awareness raiser, volunteer opportunity, student show, etc.)
- Seek guidance on portfolio and resume development

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
ENG___	200-level Advanced English (G7A) CORE*		3
_____	Social Science (Cat. D & G5A) CORE*		3
_____	Elective		3
_____	Elective		3
_____	Elective		3
	Total Semester Credits		15

Milestones**During this semester, students should:**

- Seek out scholarship opportunities
- Attend another student-driven event (fundraiser, awareness raiser, volunteer opportunity, student show, etc.) or Cultural Affairs event
- Tune up your portfolio and resume
- Work with your advisor to map out your next steps
- Apply for graduation

TOTAL DEGREE CREDITS: 62**Notes:**

*CORE = 24 credits of Humanities, Social Sciences and Arts courses, one of which must also carry the G6A (SUNY Diversity) designation

**MAT 102 or higher. Lab science not required

@Refer to the list of Art at Orange (ARTO) courses

See [SUNY Transfer Path link](#) for information about recommended courses

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.

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 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

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.

Transfer Options

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

Your Career Coach

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.

[Explore careers with Career Coach](#)

Liberal Arts: Individual Studies Degree Map

Liberal Arts: Individual Studies Gateway Courses:

- Gateway course: ENG 101

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1 (G10A [w] & G11A)	P	3
_____	Restricted SUNY Elective*		3
MAT ____	MAT 111 or higher (G1A)		3
_____	Restricted SUNY History**		3
COM 101	Foundations of Communication (G10A [o] & G11A)		3
PES 100	Concepts of Physical Wellness		1
	Total Semester Credits		16

Milestones

During this semester, students should:

- TBA

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2 (G7A & G12A)	P	3
_____	SUNY Humanities (G7A)		3
_____	SUNY Natural Sciences (G2A)		3-4
_____	SUNY Social Sciences (G3A)		3
_____	Concentration\$		3
_____	Physical Education Elective		1
	Total Semester Credits		16-17

Milestones

During this semester, students should:

- TBA

Third Semester

Course #	Course Name	P, C, P/C	Cr
_____	Math/Science Elective***		3-4
_____	SUNY Social Sciences (G3A)		3
_____	Concentration\$		3
_____	Concentration\$		3
_____	Concentration\$		3
	Total Semester Credits		15-16

Milestones

During this semester, students should:

- TBA

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
_____	Concentration\$		3
_____	Concentration\$		3
_____	Restricted SUNY Elective****		3
_____	SUNY Diversity***** (G6A)		3
_____	Elective		3
	Total Semester Credits		15

Milestones

During this semester, students should:

- TBA

TOTAL DEGREE CREDITS: 62-64

Notes

*Select from G7A (SUNY Humanities), G8A (SUNY Arts) or G9A (SUNY World Languages)

**Select from HIS 101 (G4A), HIS 102 (G4A), HIS 121 (G5A), HIS 122 (G5A), HIS 230 (G5A), HIS 231 (G5A), HIS 232 (G5A) or HIS 233 (G5A)

\$Courses that constitute "concentration" must be selected with an advisor and require Associate Vice President approval

***Math must be MAT 113 or higher, or any liberal arts science

****Select from G8A (SUNY Arts) or G9A (SUNY World Language: Elementary 2 or higher)

*****Can be an elective if G6A (SUNY Diversity) has already been met

See [SUNY Transfer Path link](#) for information about recommended concentration courses that align with the SUNY Transfer paths

Liberal Arts: Mathematics and Science



■ CAREER CERTIFICATE
 ◆ TRANSFER DEGREE
 M MIDDLETOWN CAMPUS
 DL DISTANCE LEARNING

Program Description

The Associate in Science degree program in Liberal Arts and Sciences with a Mathematics and Natural 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.

This degree has been approved by SUNY and 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 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

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). If students are home schooled, they may be eligible for admission.

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 for Chemistry and Math.

Transfer Options

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.

Your Career Coach

Career opportunities exist in the following areas:

- 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
- chemistry
- geology
- mathematics
- physics/astronomy
- 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

Liberal Arts: Mathematics and Science Degree Map

Liberal Arts: Mathematics and Science Gateway Courses:

- Gateway courses: MAT 205
- Key courses: MAT 205, MAT 206, MAT 207

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 G1A (SUNY Mathematics) course and at least 6 credits of science must be from the G2A (SUNY Natural Sciences) list.

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1 (G10A [w] & G11A)	P	3
_____	SUNY Social Sciences (G3A)		3
_____	SUNY Natural Sciences* (G2A)		3
_____	MAT 111 or higher or Computer Science or Liberal Arts Science*		3
_____	MAT 121 or higher* (G1A)		3
	Total Semester Credits		15

Milestones

During this semester, students should:

- Talk to your advisor about career plans
- Join a club
- Consider opportunities for research

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2 (G7A & G12A)	P	3
HIS _____	Restricted History Elective**		3
_____	SUNY Natural Sciences* (G2A)		3
_____	Restricted Mathematics and Science Elective***		3
MAT _____	MAT 122 or higher* (G1A)		3
	Total Semester Credits		15

Milestones

During this semester, students should:

- Visit Transfer Fair and speak with potential transfer schools
- Seek out scholarship opportunities

Third Semester

Course #	Course Name	P, C, P/C	Cr
COM 101	Foundations of Communication (G10A [o] & G11A)		3
_____	Restricted Mathematics and Science Elective***		3
_____	Restricted Mathematics and Science Elective***		3
_____	Restricted SUNY Elective****		3
_____	Elective		3
	Total Semester Credits		15

Milestones

During this semester, students should:

- Apply to transfer school(s)
- Seek guidance on resume development

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
_____	Restricted Mathematics and Science Elective***		3

Course #	Course Name	P, C, P/C	Cr
	Restricted Mathematics and Science Elective***		3
	SUNY Diversity@ (G6A)		3
	Elective		3
	Elective		3
	Total Semester Credits		15

Milestones

During this semester, students should:

- Seek out scholarship opportunities
- Apply for graduation

TOTAL DEGREE CREDITS: 60

Notes:

*Minimum credit value for this course is 3 credits. Students may fulfill this requirement with a course of a higher credit value.

**Select from G4A (SUNY US History & Gov) or G5A (SUNY World History)

***MAT 111 or higher, AST, BIO, CHM, CSC 101, CSC 102, CSC 138, CSC 201, GEO 101, GLG, MLT 101, MLT 106, MLT 110, MLT 209, PHY, PSC

****Select from G8A (SUNY Arts) or G9A (SUNY World Languages)

@Can be an elective if G6A (SUNY Diversity) has already been met

See [SUNY Transfer Path link](#) for information about recommended courses

Accredited by:

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

5600 N. River Road, Suite 720

Rosemont, IL 60018-5119

(773) 714-8880 | www.naacls.org

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, immunohematology and microbiology. Students study laboratory safety, microscopy and clinical instrumentation and apply the principles in the laboratory. As part of the program, a clinical rotation is assigned at one of the clinical affiliates.

The program begins in the Fall semester of each year and the courses must be taken in the sequence in which they are offered. A grade point average of 2.5 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.

Program 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.

Admission Criteria

Academic Requirements

- High school diploma or high school equivalency (HSE) diploma
- Eligible to take ENG 101 (Freshman English I)
- Eligible to take MAT 101 (Elementary Algebra) or have successfully completed MAT 020 (Fundamentals of Algebra)
- 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.

Transfer Options

This degree program prepares students for immediate entry into the workplace. Consult the CLS department for more information regarding further educational opportunities in this profession.

Your Career Coach

Career opportunities exist in the following fields:

- hospitals
- doctors' offices
- reference laboratories
- food/cosmetic industries
- pharmaceuticals
- veterinary laboratories
- research
- sales and marketing
- industry
- forensics
- teaching
- management
- field service
- information technology

[Explore careers with Career Coach](#)

Medical Laboratory Technician Degree Map

Medical Laboratory Technician Gateway Courses:

- Gateway courses: MLT 105
- Key courses: MLT 101, MLT 102, MLT 103, MLT 104, MLT 105, MLT 203, MLT 207, MLT 208, MLT 209, MLT 200, MLT 212, MLT 251, MLT 252
- Electives: Social Studies Electives (Two)

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1	P	3
CHM 103	Applied Chemistry 1	P/C	3
MAT ____	Math (Elementary Algebra or Higher)		3
MLT 101	Fundamentals of Medical Physiology	C	4
MLT 103	Immunology	C	3
MLT 105	Intro to Lab Science	C	2
	Total Semester Credits		18

Milestones

During this semester, students should:

- Meet with an advisor and schedule next semester classes
- You must pass each course in each semester with a 75 or higher in order to progress in the program; there is only one repeat allowed for each class not successfully completed

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2	P	3
_____	Social Science Elective		3
CHM 104	Applied Chemistry 2	P	3
MLT 102	Urinalysis and Body Fluids	P	3
MLT 104	Hematology	P	4
	Total Semester Credits		16

Milestones

During this semester, students should:

- Schedule next semester's classes

Third Semester

Course #	Course Name	P, C, P/C	Cr
_____	Social Science Elective		3
MLT 203	Immunochemistry	P	3
MLT 207	Clinical Chemistry 1	P	3
MLT 209	General Microbiology	P	4
MLT 251	Clinical Training 1	P, C	2
PES 100	Concepts of Wellness		1
	Total Semester Credits		16

Milestones

During this semester, students should:

- Perform a degree audit and register for classes

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
MLT 208	Clinical Chemistry 2	P	3
MLT 212	Clinical Microbiology	P	3

Course #	Course Name	P, C, P/C	Cr
MLT 252	Clinical Training 2	P	5
PES ____	Physical Education		1
MLT 200	Clinical Applications and Review	P, C	2
	Total Semester Credits		14

Milestones**During this semester, students should:**

- Successfully complete clinical rotations
- Attend pinning ceremony
- Apply for graduation

TOTAL DEGREE CREDITS: 64

Accredited by

Accreditation Council for Business Schools and Programs (ACBSP)

7007 College Boulevard, Suite 420

Overland Park, KS 66211

Program Description

Please Note: *The AAS Medical Office Management degree program has been deactivated, as of the Fall 2023 semester, and students are no longer being accepted into the program. However, students currently enrolled in the program will be supported as they complete their program requirements. If you have questions, please contact the Business Department Chair.*

The Associate in Applied Science degree program in Medical Office Management prepares graduates to begin their careers in medical organizations. Emphasis is placed on developing office skills and knowledge of medical terms.

The medical office manager 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 Office Applications, Transcription Skills and Excel and Access.

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 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

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). If students are home schooled, they may be eligible for admission. All students begin with Introduction to Keyboarding and Office Applications to build basic keyboarding proficiency.

Transfer Options

While the A.A.S. is a degree that prepares you for employment, SUNY Orange students have successfully transferred to:

- Franklin University (to another related degree)
- Mount St. Mary College
- Ramapo College
- SUNY Empire State College

Your Career Coach

Medical office management career opportunities 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

[Explore careers with Career Coach](#)

Medical Office Management Degree Map

Medical Office Management Gateway Courses:

- Gateway courses: OFT 108, BUS 103, ACC 153
- Key courses: BUS 203, RAD 219, MLT 110, OFT 220
- Electives: Two Social Science Electives, Liberal Arts Elective, Approved Elective (CPR, First Aid, Stress Management, or a Business Elective)

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1	P	3
OFT 108	Intro to Keyboarding and Office Applications		3
RAD 219	Medical Terminology	P	1
	Health or Other Approved Elective+		1-3
BUS 103	Introduction to Business		3
ACC 153	Financial Accounting	P	4
	Total Semester Credits		15-17

Milestones

During this semester, students should:

- Become familiar with your MySUNY Orange (Degree Works, Gmail, Banner, LMS, alerts and your academic information)

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2	P	3
	Social Science Elective		3
OFT 103	Medical Coding	P	3
	Social Science Elective		3
OFT 109	Advanced Office Applications**	P	3
	Total Semester Credits		15

Milestones

During this semester, students should:

- Seek Academic Support Services/Tutoring
- Join the Business Club

Third Semester

Course #	Course Name	P, C, P/C	Cr
	Math or Liberal Arts Science Elective		3
OFT 209	Microsoft Word and PowerPoint	P	3
BUS 203	Business Communications		3
MGT 205	Human Resource Management		3
Either	Transcription Skills**	P	
OFT 207			
Or	Medical Transcription	P	3
OFT 211			
	Total Semester Credits		15

Milestones

During this semester, students should:

- Explore employment and internship opportunities at Career and Internship Services

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
	Liberal Arts Elective		3

Course #	Course Name	P, C, P/C	Cr
OFT 214	Excel and Access**	P	3
OFT 201	Records/Information Management	P	3
MLT 110	Fundamentals of Medical Physiology		3
OFT 220	Office Internship#	P	3
	Total Semester Credits		15

Milestones

During this semester, students should:

- Audit your degree using Degree Works
- Apply for graduation

TOTAL DEGREE CREDITS: 60-62

Notes:

**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, Concepts of Physical Wellness, or a business elective. Please see the department chair for other suggestions.



● CAREER DEGREE **M** MIDDLETOWN CAMPUS **DL** DISTANCE LEARNING

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.

This degree has been approved by SUNY and 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 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

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency (HSE) diploma. If students are home schooled, they may be eligible for admission.

Transfer Options

While the A.A.S. degree leads to immediate employment, SUNY Orange students have successfully transferred. Please check with your intended transfer school for details.

Your Career Coach

Career opportunities exist in the following fields:

- television production
- film production
- audio production

[Explore careers with Career Coach](#)

New Media Degree Map

New Media Gateway Courses:

- Gateway courses: COM 107, ART 121, ART 123, COM 113
- Key courses: COM 107
- Electives: ART 122, ART 124, ART 125, ART 226, COM 103, COM 207, COM 221, COM 225, COM 227, ENG 213, ENG 217, THE 103

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1	P	3
Either	Math		
Or	Liberal Arts Science		3
COM 107	Intro to Media Production	P	3
ART 121	Digital Photography		3
ART 123	Visual Communications		3
	Physical Education		0.5
	Total Semester Credits		15.5

Milestones

During this semester, students should:

- See advisor and plan for next semester
- Begin portfolio: completion of music video in COM 107

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2	P	3
COM 101	Foundations of Communication		3
COM 113	Digital Storytelling		3
COM 105	Media and Society	P	3
COM 108	Digital Video: Post Production	P	3
	Restricted Elective **		3
	Total Semester Credits		18

Milestones

During this semester, students should:

- Meet with your academic advisor
- Apply for returning scholarships
- Continue portfolio preparation

Third Semester

Course #	Course Name	P, C, P/C	Cr
	Social Science Elective		3
ENG 130	Writing for Media	P	3
COM 111	Digital Radio Production and Podcasting		3
COM 115	TV Studio Production		3
ART 225	Web Design 1		3
PES_____	Physical Education		0.5
	Total Semester Credits		15.5

Milestones

During this semester, students should:

- Meet with your academic advisor

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- Register for practicum course

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
_____	Social Science Elective		3
Either	Math		

Or	Liberal Arts Science		3

COM 223	Screenwriting	P	3
_____	Restricted Elective **		3
ART 230	Arts and Comm. Practicum	P	2
PES 100	Concepts of Physical Wellness		1
	Total Semester Credits		15

Milestones

During this semester, students should:

- Register for practicum
- Finalize portfolio (if not already completed)
- Apply for graduation

TOTAL DEGREE CREDITS: 64

Notes:

**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

Nursing



● CAREER DEGREE
 M MIDDLETOWN CAMPUS
 N NEWBURGH CAMPUS

Accredited by

Accreditation Commission for Education in Nursing (ACEN)

3390 Peachtree Road NE, Suite 1400

Atlanta, GA 30326

Phone: 404-975-5000 | Fax: 404-975-5020 | www.acenursing.org

email: 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

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 their 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 Outcomes

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 ENG 101 (Freshman English I)
- eligible to take MAT 102 (Intermediate Algebra), or have completed MAT 101 (Elementary Algebra) or equivalent with a 2.0 or higher

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- eligible to take BIO 111 (Anatomy and Physiology I): may be met by successful completion of one of the following: BIO 110 (Intro to Biology) 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); CHM 100 (Intro to Chemistry); or a 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 and drug screening policies. The online seminar is available at www.sunyorange.edu/nursing/preadmission.shtml.
- 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 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, urine drug screening, and physical examination which includes required immunizations, a tuberculosis test, and urine drug screening

Note: Admission to this program is selective. Students must apply for acceptance into this program using the Health Professions online application 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 1 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.

Guidelines for Advanced Placement for Licensed Practical Nurses

In order to be eligible to apply through either of the pathways below, students must:

- complete BIO 111 (Anatomy and Physiology) and MLT 106 (Microbiology) with a grade of C or higher within 5 years of application
- complete ENG 101 (English 1)
- complete MAT 101 (Elementary Algebra), or equivalent, or place into MAT 102 or higher
- complete high school Regents chemistry or college-prep chemistry with a grade of 75 or higher; high school AP chemistry (score 3, 4, or 5); or college chemistry course with a lab with a grade of C or better; or passing grade on Chemistry 1 CLEP within 10 years of application
- take ATI TEAS exam with a minimum score of "basic"
- 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.

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:

- meet the college and nursing program admission criteria which can be found at www.sunyorange.edu/nursing/ed_mobility.html
- attainment of an overall GPA of 85% in the LPN program
- graduation within the previous five years
- have a letter of recommendation from an OU BOCES or Ulster BOCES practical nursing program instructor
- pass the NYS Licensed Practical Nurse Examination

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:

- notification of the Nursing department chairperson of your intention to seek advanced standing to NUR 202 by May 1 for Fall semester or Nov 1 for the Spring semester
- PN transcript review demonstrates a minimum of 70 clinical hours in Maternal and Child Nursing
- 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)
- 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 and at the discretion of the nursing department based on enrollment and clinical placement availability.

Students will be considered for acceptance into the Nursing Program based on the 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 and Pharmacology must be taken prior to Nursing 4.

LPN to RN program application forms are to be submitted by October 1 to be considered for acceptance into the program for the Spring semester in Middletown, and May 1 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 and 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.

LPN to RN students must complete all of the same courses required for the degree as regular-admit students.

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. Students requesting to be considered for readmission to NUR 102, NUR 201, NUR 202 or NUR 203 must inform the nursing department chairperson in writing. Written requests must be submitted by May 15 for the Fall semester and December 15 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.

Transfer Options

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

Your Career Coach

Career opportunities exist in the following areas:

- hospitals
- long-term care settings
- community agencies
- health maintenance organizations
- government
- physicians' offices
- industry
- military
- education
- nursing specialties

[Explore careers with Career Coach](#)

Nursing (Part-Time) Degree Map

Nursing (Part-time) Gateway Courses:

- Key courses: NUR 101, NUR 102, NUR 201, NUR 202, NUR 203, NUR 205
- Electives: General elective, Liberal Arts elective. We recommend the following possible courses that may be required by most BSN programs: PSY 220, MAT 120, PHL 220.

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1	P	3
BIO 111	Anatomy and Physiology 1	P	4
	Total Semester Credits		7

Milestones

During this semester, students should:

- Meet Nursing department advisor to plan timeline for applying to the program

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2	P	3
BIO 112	Anatomy & Physiology 2	P	4
	Total Semester Credits		7

Milestones

During this semester, students should:

- Attend pre-nursing group advising session

Third Semester

Course #	Course Name	P, C, P/C	Cr
MLT 106	Microbiology for Health Prof.	P/C	3
PSY 111	Introduction to Psychology		3
	Total Semester Credits		6

Milestones

During this semester, students should:

- Take the TEAS exam
- Apply for admission to the Nursing program

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
_____	Liberal Arts Elective*		3
_____	Elective #		3
	Total Semester Credits		6

Milestones

During this semester, students should:

- Plan on attending the new nursing student orientation

Fifth Semester

Course #	Course Name	P, C, P/C	Cr
NUR 101	Nursing 1: Fundamentals	C	7

Milestones

During this semester, students should:

- Begin researching BSN programs

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Sixth Semester

Course #	Course Name	P, C, P/C	Cr
NUR 102	Nursing 2: Fundamentals	P	10

Milestones

During this semester, students should:

- Consider taking Pharmacology in Summer session
- LPN to RN students may take the Excelsior exam for Maternal/Child Health, if eligible, to advance to Nursing 4

Seventh Semester

Course #	Course Name	P, C, P/C	Cr
NUR 201	Nursing 3: Caring for the Growing Family	P, P/C	7
NUR 205	Pharmacology & The Human Body	P, P/C	3
	Total Semester Credits		10

Milestones

During this semester, students should:

- Check Degree Works to ensure all required courses and electives have been taken or are planned
- Make final decisions and apply for BSN programs

Eighth Semester

Course #	Course Name	P, C, P/C	Cr
NUR 202	Nursing 4: Physical and Mental Illness	P	9
NUR 203	Nursing 5: Transition to Practice	P	1
	Total Semester Credits		10

Milestones

During this semester, students should:

- Apply for graduation
- Attend pinning ceremony and graduation
- Take the NCLEX review course
- Take the NCLEX exam (preferably within 3 months of graduation)

TOTAL DEGREE CREDITS: 63

Notes:

* Refer to the list of Liberal Arts electives in this catalog

Nursing Degree Map

Nursing Gateway Courses:

- Key courses: NUR 101, NUR 102, NUR 201, NUR 202, NUR 203, NUR 205
- Electives: General elective, Liberal Arts elective. We recommend the following possible courses that may be required by most BSN programs: PSY 220, MAT 120, PHL 220

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1	P	3
BIO 111	Anatomy and Physiology 1	P	4
MLT 106	Microbiology for Health Prof.	P/C	3
NUR 101	Nursing 1: Fundamentals	C	7
	Total Semester Credits		17

Milestones

During this semester, students should:

- Begin researching BSN programs.

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2	P	3
BIO 112	Anatomy & Physiology 2	P	4
NUR 102	Nursing 2: Fundamentals	P	10
	Total Semester Credits		17

Milestones

During this semester, students should:

- Consider taking Pharmacology in Summer session.
- LPN to RN students may take the Excelsior exam for Maternal-Child Health, if eligible, to advance to Nursing 4.

Third Semester

Course #	Course Name	P, C, P/C	Cr
PSY 111	Introduction to Psychology		3
NUR 205	Pharmacology & The Human Body	P, P/C	3
NUR 201	Nursing 3: Caring for the Growing Family	P	7
_____	Elective		3
	Total Semester Credits		16

Milestones

During this semester, students should:

- Check Degree Works to ensure all required courses and elective have been taken or are planned.
- Make final decisions and apply for BSN programs.

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
_____	Liberal Arts Elective		3
NUR 202	Nursing 4: Physical and Mental Illness	P	9
NUR 203	Nursing 5: Transition to Practice	P	1
	Total Semester Credits		13

Milestones

During this semester, students should:

- Apply for graduation
- Attend pinning ceremony and graduation
- Take the NCLEX review course
- Take the NCLEX exam (preferably within three months of graduation)

TOTAL DEGREE CREDITS: 63

Accredited by

Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)
6116 Executive Drive, Suite 200
North Bethesda, MD 20852-4929
301-652-6611

www.acoteonline.org

accred@aota.org

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.

**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.*

Program 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

Admission Criteria

Academic Requirements:

- High school diploma or HSE
- Eligible to take ENG 101 (Freshman English I)
- Eligible to take MAT 101 (Elementary Algebra) or have successfully completed MAT 020 (Fundamentals of Algebra)
- 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:

- Watch assigned videos of Occupation Therapy in three different practice settings, including Physical Disabilities, Pediatric/ Developmental, and Mental Health. Write a reflection paragraph on each setting. 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)

- Interview with Department 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.

Transfer Options

While the A.A.S. is a degree leads 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

Your Career Coach

Career opportunities exist in the following areas:

- 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

[Explore careers with Career Coach](#)

Occupational Therapy Assistant Degree Map

Occupational Therapy Assistant Gateway Courses:

Course sequences for Occupational Therapy Assistant have been thoughtfully developed to include all necessary gateway courses and key electives, and to meet all accrediting standards.

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1	P	3
OTA 105	OTA Skills Practice Lab	P, C	1.5
PSY 111	Introduction to Psychology		3
BIO 111	Anatomy and Physiology 1	P	4
OTA 101	Fund. of Occupational Therapy 1	P, C, P/C	3
OTA 103	Occupational Performance 1	P, C, P/C	1
OTA 107	Principles of OT in Geriatrics and Gerontology	P/C	2
	Total Semester Credits		17.5

Milestones

During this semester, students should:

- Meet with OTA advisor and faculty for a one-on-one session

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2	P	3
PSY 220	Developmental Psychology	P	3
BIO 112	Anatomy and Physiology 2	P	4
OTA 102	Fund. of Occupational Therapy 2	P, C, P/C	3
OTA 104	Occupational Performance 2	P, C, P/C	1
OTA 106	Medical Conditions	P, C, P/C	3
	Total Semester Credits		17

Milestones

During this semester, students should:

- Register for classes
- Meet with OTA advisor and faculty one-on-one for professional behavior assessment meetings

Third Semester

Course #	Course Name	P, C, P/C	Cr
PSY 230	Abnormal Psychology		3
OTA 110	Intro to Assistive Technology		3
OTA 201	Principles of OT in Pediatrics and Developmental Disabilities	P, C, P/C	3
OTA 203	Clinical Reasoning Skills	P, C, P/C	1
OTA 205	Principles of Occupational Therapy in Mental Health	P, C, P/C	3
OTA 207	Principles of Occupational Therapy in Physical Disabilities	P, C, P/C	3
OTA 209	Documentation in Occupational Therapy	P, C, P/C	1.5
PED 155	CPR		1
	Total Semester Credits		18.5

Milestones

During this semester, students should:

- Prepare for fieldwork
- Register for classes

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
OTA 217	Clinical Practice 1	P	7.5
OTA 218	Clinical Practice 2	P	7.5
	Total Semester Credits		15

Milestones

During this semester, students should:

- Participate in fieldwork: two eight week internships-with two workshops at college
- Apply for graduation
- Apply for NYS license
- Apply and prepare to take the national certification exam
- Attend pinning ceremony

TOTAL DEGREE CREDITS: 68

Accredited by

Accreditation Council for Business Schools and Programs (ACBSP)

7007 College Boulevard, Suite 420

Overland Park, KS 66211

Program Description

Please Note: *The AAS Office Technologies degree program has been deactivated, as of the Fall 2023 semester, and students are no longer being accepted into the program. However, students currently enrolled in the program will be supported as they complete their program requirements. If you have questions, please contact the Business Department Chair.*

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/word processing**. 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.

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 Outcomes

Students will:

- demonstrate the ability to keyboard in correct form business correspondence, which includes letters, interoffice memos, email, 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 personal computer workstation
- learn critical thinking skills through an analytical business report project

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). If students are home schooled, they may be eligible for admission.

All students begin with Introduction to Keyboarding and Office Applications to build basic keyboarding proficiency.

Transfer Options

While the A.A.S. is a degree that prepares you for employment, SUNY Orange students have successfully transferred to:

- Franklin University (to another related degree)
- Mount St. Mary College
- Ramapo College
- SUNY Empire State College

Your Career Coach

Career opportunities exist in the following fields:

- service
- education
- travel
- entertainment
- manufacturing
- legal and medical
- insurance

- industrial
- media/advertising

[Explore careers with Career Coach](#)

Office Technologies (Legal Office Assistant Emphasis) Degree Map

Legal Office Assistant Gateway Courses:

- Gateway courses: OFT 108, BUS 103, ACC 153
- Key courses: BUS 203, OFT 201, OFT 209, OFT 214, OFT 220
- Electives: Two Social Science Electives, Liberal Arts Elective

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1	P	3
OFT 108	Introduction to Keyboarding and Office Applications		3
	Math/Liberal Arts Science		3
BUS 103	Introduction to Business		3
ACC 153	Financial Accounting	P	4
	Total Semester Credits		16

Milestones

During this semester, students should:

- Become familiar with your MySUNY Orange (Degree Works, Gmail, Banner, LMS, alerts and your academic information)

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2	P	3
	Social Science Elective		3
POL 102	U.S. Government - State and Local		3
OFT 201	Records/Information Management	P	3
Either	Legal Documents and Terminology	P	
OFT 110			
Or	Advanced Office Applications**	P	3
OFT 109			
	Total Semester Credits		15

Milestones

During this semester, students should:

- Seek Academic Support Services/Tutoring
- Join the Business Club

Third Semester

Course #	Course Name	P, C, P/C	Cr
BUS 201	Business Law 1		3
OFT 209	Microsoft Word and PowerPoint	P	3
BUS 203	Business Communications		3
MGT 205	Human Resource Management		3
OFT 207	Transcription Skills**	P	3
	Total Semester Credits		15

Milestones

During this semester, students should:

- Explore employment and internship opportunities at Career and Internship Services

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
	Liberal Arts Elective		2-3
OFT 214	Excel and Access**	P	3
Either	Math		3

Course #	Course Name	P, C, P/C	Cr
Or	Liberal Arts Science		
BUS 202	Business Law 2	P	3
OFT 220	Office Internship***	P	3
	Total Semester Credits		14-15

Milestones

During this semester, students should:

- Audit your degree using Degree Works
- Apply for graduation

TOTAL DEGREE CREDITS: 60-61

Notes:

**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 Technologies (Office Management Emphasis) Degree Map

Office Management Emphasis Gateway Courses:

- Gateway courses: OFT 108, BUS 103, ACC 153
- Key courses: BUS 203, OFT 201, OFT 209, OFT 214, OFT 220
- Electives: Two Social Science Electives, Liberal Arts Elective

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1	P	3
OFT 108	Introduction to Keyboarding and Office Applications		3
	Math/Liberal Arts Science		3
BUS 103	Introduction to Business		3
ACC 153	Financial Accounting	P	4
	Total Semester Credits		16

Milestones

During this semester, students should:

- Become familiar with your MySUNY Orange (Degree Works, Gmail, Banner, LMS, alerts and your academic information)

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2	P	3
	Social Science Elective		3
BUS 101	Business Math	P	3
OFT 201	Records/Information Management	P	3
	Math/Liberal Arts Science		3
	Total Semester Credits		15

Milestones

During this semester, students should:

- Seek Academic Support Services/Tutoring
- Join the Business Club

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Third Semester

Course #	Course Name	P, C, P/C	Cr
BUS 201	Business Law 1		3
OFT 209	Microsoft Word and PowerPoint	P	3
BUS 203	Business Communications		3
MGT 205	Human Resource Management		3
ACC 205	Accounting w/ Spreadsheet Applications	P	3
OR			OR
ACC 214	Accounting Practice	P	4
	Total Semester Credits		15-16

Milestones

During this semester, students should:

- Explore employment and internship opportunities at Career and Internship Services

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
	Liberal Arts Elective		2-3
OFT 214	Excel and Access**	P	3
	Social Science Elective		3
MGT 201	Principles of Management	P	3
OFT 220	Office Internship***	P	3
	Total Semester Credits		14-15

Milestones

During this semester, students should:

- Audit your degree using Degree Works
- Apply for graduation

TOTAL DEGREE CREDITS: 60-62

Notes:

**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 Technologies (Secretarial/Word Processing Emphasis) Degree Map

Secretarial/Word Processing Gateway Courses:

- Gateway courses: OFT 108, BUS 103, ACC 153
- Key courses: BUS 203, OFT 201, OFT 209, OFT 214, OFT 220
- Electives: Two Social Science Electives, Liberal Arts Elective

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1	P	3
OFT 108	Introduction to Keyboarding and Office Applications		3
	Math/Liberal Arts Science		3
BUS 103	Introduction to Business		3
ACC 153	Financial Accounting	P	4
	Total Semester Credits		16

Milestones

During this semester, students should:

- Become familiar with your MySUNY Orange (Degree Works, Gmail, Banner, LMS, alerts and your academic information)

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2	P	3
	Social Science Elective		3
BUS 101	Business Math	P	3
OFT 201	Records/Information Management	P	3
OFT 109	Advanced Office Applications**	P	3
	Total Semester Credits		15

Milestones

During this semester, students should:

- Seek Academic Support Services/Tutoring
- Join the Business Club

Third Semester

Course #	Course Name	P, C, P/C	Cr
	Math/Liberal Arts Science Elective		3
OFT 209	Microsoft Word and PowerPoint	P	3
BUS 203	Business Communications		3
MGT 205	Human Resource Management		3
OFT 207	Transcription Skills**	P	3
	Total Semester Credits		15

Milestones

During this semester, students should:

- Explore employment and internship opportunities at Career and Internship Services

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
	Liberal Arts Elective		2-3
OFT 214	Excel and Access**	P	3
	Social Science Elective		3
	Business Elective#		3
OFT 220	Office Internship***	P	3
	Total Semester Credits		14-15

Milestones

During this semester, students should:

- Audit your degree using Degree Works
- Apply for graduation

TOTAL DEGREE CREDITS: 60-61

Notes:

**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

Program Description

Please Note: *The AAS Performing Arts: Music degree program has been deactivated, as of the Fall 2023 semester, and students are no longer being accepted into the program. However, students currently enrolled in the program will be supported as they complete their program requirements. If you have questions, please contact the Arts and Communication Department Chair.*

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 specialized workshops. Many of the courses required in the program fulfill New York State general education requirements and thus are easily transferable within the SUNY system.

Program 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

Admission Criteria

Admission to this program requires that students be high school graduates or have a high school equivalency (HSE) diploma. If students are home schooled, they may be eligible for admission.

Note: Although this is an open admissions program, music placement assessment is required for registration into certain courses. Consult with an Arts and Communication Department music faculty member.

Transfer Options

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.

Your Career Coach

Career opportunities exist in the following fields:

- 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.

[Explore careers with Career Coach](#)

Performing Arts: Music (Jazz / Commercial Emphasis) Degree Map

Jazz / Commerical Emphasis Gateway Courses:

- Gateway courses: MUS 123, Piano by placement, MUS 15_ or MUS 161
- Key courses: All sequential courses, MUS 123, MUS 124, MUS 223, MUS 131, MUS 132, MUS 231, MUS 232, MUS 233, MUS 163
- Electives: MUS 103, MUS 104, MUS 105, MUS 107, MUS 15_ or MUS 161

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1	P	3
MAT ____	Math (MAT 101 or higher)		3
_____	Social Science Elective		3
MUS 123	Basic Musicianship 1	P/C	5
MUS ____	Piano*		2
MUS 161	Jazz Ensemble	P	1
MUS 1__	Private Instruction***		1
	Total Semester Credits		18

Milestones

During this semester, students should:

- Consult departmental advisor for course selection including performance ensemble
- Select area of Private Instruction (instrument or voice)

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2	P	3
PHY 108	Acoustics	P	3
MUS 124	Basic Musicianship 2	P/C	5
MUS ____	Piano*		2
MUS 161	Jazz Ensemble	P	1
MUS 1__	Private Instruction***		1
	Total Semester Credits		15

Milestones

During this semester, students should:

- See advisor
- Apply for returning scholarships
- Complete first year

Third Semester

Course #	Course Name	P, C, P/C	Cr
MUS 223	Advanced Musicianship 1	P/C	4
MUS ____	Piano*		2
MUS 105	History of Jazz		3
MUS 109	Music Business		3
MUS 161	Jazz Ensemble	P	1
MUS 163	Jazz Improvisation 1		2
MUS 1__	Private Instruction***		1
	Total Semester Credits		16

Milestones

During this semester, students should:

- See advisor
- Keep practicing

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
	Social Science Elective		3
MUS 224	Advanced Musicianship 2	P/C	4
MUS ___	Piano*		2
MUS 10_	Music History****		3
MUS 161	Jazz Ensemble	P	1
MUS 164	Jazz Improvisation 2	P	2
MUS 226	Elements of Arranging	C	3
MUS 1__	Private Instruction***		1
	Total Semester Credits		19

Milestones

During this semester, students should:

- Meet with advisor to consider employment/transfer options
- Apply for graduation

TOTAL DEGREE CREDITS: 68

Notes:

*MUS 131, 132, 231, 232, 233, 234.

**MUS 151, 153, 155, 157, 159, 161

***MUS 170-177

****MUS103, 104, 107

Performing Arts: Music (Music Business Emphasis) Degree Map

Music Business Gateway Courses:

- Gateway courses: MUS 123, Piano by placement, MUS 15_ or MUS 161, MUS 171-177
- Key courses: All sequential courses, MUS 123, MUS 124, MUS 223, MUS 131, MUS 132, MUS 231, MUS 232, MUS 233
- Electives: MUS 103, MUS 104, MUS 105, MUS 107, MUS 15_ or MUS 161

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
BUS 103	Introduction to Business		3
ENG 101	Freshman English 1	P	3
MAT ___	Math (MAT 101 or higher)		3
MUS 123	Basic Musicianship 1	P/C	5
MUS ___	Piano*		2
	Total Semester Credits		16

Milestones

During this semester, students should:

- Consult departmental advisor for course selection including performance ensemble
- Select area of Private Instruction (instrument or voice)

Second Semester

Course #	Course Name	P, C, P/C	Cr
ECO 202	Micro-Economics		3
ENG 102	Freshman English 2	P	3
PHY 108	Acoustics	P	3
MUS 124	Basic Musicianship 2	P/C	5
MUS___	Piano*		2
	Total Semester Credits		16

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Milestones

During this semester, students should:

- See advisor
- Apply for returning scholarships
- Complete first year

Third Semester

Course #	Course Name	P, C, P/C	Cr
BUS 201	Business Law 1		3
MKT 101	Principles of Marketing	P	3
MUS 223	Advanced Musicianship 1	P/C	4
MUS__	Piano*		2
MUS 10_	Music History****		3
MUS 109	Music Business		3
MUS 1__	Ensemble**		1
	Total Semester Credits		19

Milestones

During this semester, students should:

- See advisor
- Keep practicing

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
ACC 153	Financial Accounting	P	4
_____	Social Science Elective		3
MUS 224	Advanced Musicianship 2	P/C	4
MUS__	Piano*		2
MUS 10_	Music History****		3
MUS 1__	Ensemble**		1
	Total Semester Credits		17

Milestones

During this semester, students should:

- Meet with advisor to consider employment/transfer options
- Apply for graduation

TOTAL DEGREE CREDITS: 68

Notes:

*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 (Music Emphasis) Degree Map

Music Emphasis Gateway Courses:

- Gateway courses: MUS 123, Piano by placement, MUS 15_ or MUS 161, MUS 171-177
- Key courses: All sequential courses, MUS 123, MUS 124, MUS 223, MUS 131, MUS 132, MUS 231, MUS 232, MUS 233, MUS 141
- Electives: MUS 103, MUS 104, MUS 105, MUS 107, MUS 15_ or MUS 161, MUS 171-177

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1	P	3
MAT ___	Math (MAT 101 or higher)		3
MUS 123	Basic Musicianship 1	P, C	5
MUS ___	Piano*		2
MUS 141	Group Voice 1		2
MUS 1__	Ensemble**		1
MUS 1__	Private Instruction***		1
	Total Semester Credits		17

Milestones

During this semester, students should:

- Consult departmental advisor for course selection including performance ensemble
- Select area of Private Instruction (instrument or voice)

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2	P	3
PHY 108	Acoustics	P	3
MUS 124	Basic Musicianship 2	P/C	5
MUS ___	Piano*		2
MUS 142	Group Voice 2	P	2
MUS 1__	Ensemble**		1
MUS 1__	Private Instruction***		1
	Total Semester Credits		17

Milestones

During this semester, students should:

- See advisor
- Apply for returning scholarships
- Complete first year

Third Semester

Course #	Course Name	P, C, P/C	Cr
_____	Social Science Elective		3
MUS 223	Advanced Musicianship 1	P	4
MUS ___	Piano*		2
MUS 10_	Music History****		3
MUS 109	Music Business		3
MUS 1__	Ensemble**		1
MUS 1__	Private Instruction***		1
	Total Semester Credits		17

Milestones

During this semester, students should:

- See advisor
- Keep practicing

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
_____	Social Science Elective		3
MUS 224	Advanced Musicianship 2	P	4
MUS ___	Piano*		2
MUS 10_	Music History****		3
MUS 1__	Ensemble**		1
MUS 1__	Private Instruction***		1
	Total Semester Credits		14

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Milestones

During this semester, students should:

- Meet with advisor to consider employment/transfer options
- Apply for graduation

TOTAL DEGREE CREDITS: 65

Notes:

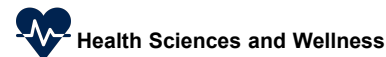
*MUS 131, 132, 231, 232, 233, 234.

**MUS 151, 153, 155, 157, 159, 161

***MUS 170-177

****MUS 103, 104, 105, 107

Physical Therapist Assistant



● CAREER DEGREE M MIDDLETOWN CAMPUS

The Physical Therapist Assistant Program at SUNY Orange is accredited by:

The Commission on Accreditation in Physical Therapy Education (CAPTE)

303 Potomac Avenue, Suite 100

Alexandria, VA 22305-3085

telephone: 703-706-3245 | email: accreditation@apta.org | website: www.capteonline.org

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.

Program 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

Admission Criteria

Academic Requirements:

- high school diploma or high school equivalency (HSE) diploma
- eligible to take ENG 101 (Freshman English I)
- eligible to take MAT 102 (Intermediate Algebra) or equivalent with a 2.0 or higher or have completed MAT 101 (Elementary Algebra)
- 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 and Physiology 1 with a grade of 2.0 or better (within 5 years of program entry); or a passing grade on the Introduction to Biology challenge test.
- 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 Office.
- 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.

Transfer Options

The A.A.S. degree is primarily intended to prepare students for immediate employment. However, transfer opportunities exist in some areas. Students who plan to pursue a Physical Therapy doctorate program should see the department chair or a faculty advisor as soon as possible.

Your Career Coach

Career opportunities exist in the following areas:

- hospitals, nursing homes
- private offices
- rehabilitation centers
- schools
- fitness centers
- home care settings

[Explore careers with Career Coach](#)

Physical Therapist Assistant Degree Map

Physical Therapist Assistant Gateway Courses:

Course sequences for Physical Therapist Assistant have been thoughtfully developed to include all necessary gateway courses and key electives, and to meet all accrediting standards.

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1	P	3
BIO 111	Anatomy and Physiology 1	P	4
PTA 101	PTA 1	C, P/C	4
PTA 103	Introduction to Physical Therapy	C, P/C	2
PTA 105	Medical Conditions for the PTA	C, P/C	3
	Total Semester Credits		16

Milestones

During this semester, students should:

- Provide clinical choice preferences

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2	P	3
BIO 112	Anatomy and Physiology 2	P	4
PTA 102	PTA 2	P, C, P/C	4
PTA 104	Kinesiology	P, C, P/C	4
PED 224	Introduction to Exercise Principles		2
	Total Semester Credits		17

Milestones

During this semester, students should:

- Register to take CPR over the summer

Third Semester

Course #	Course Name	P, C, P/C	Cr
PSY 111	Introduction to Psychology		3
PED 202	Basic Exercise Physiology	C	3
PTA 201	PTA 3	P, C, P/C	4
PTA 205	Clinical Education 1	P, C, P/C	3
PTA 207	Tests and Measurement Skills for the PTA	P, C, P/C	4
	Total Semester Credits		17

Milestones

During this semester, students should:

- See advisor and register for classes

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
PSY 220	Developmental Psychology	P	3
PTA 202	PTA 4	P, C, P/C	4
PTA 206	Clinical Education 2	P, C, P/C	3
PTA 208	Contemp. Practice for the PTA	P, C, P/C	3
	Total Semester Credits		13

Milestones

During this semester, students should:

- Complete and present Capstone clinical case study
- Attend pinning ceremony

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- Apply for graduation

Summer Clinical Semester

Course #	Course Name	P, C, P/C	Cr
PTA 220	Clinical Education 3	P	3

Milestones

During this semester, students should:

- Apply for graduation (if you have not already done so)

TOTAL DEGREE CREDITS: 66

Public Health



◆ TRANSFER DEGREE M MIDDLETOWN CAMPUS DL DISTANCE LEARNING

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.

This degree has been approved by SUNY and 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.

Offered through the Hudson Valley Educational Consortium (www.sunyorange.edu/hvec/)

Program 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

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). If students are home schooled, they may be eligible for admission.

Transfer Options

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 and Society)

Your Career Coach

Career opportunities exist in the following fields:

- biostatistics
- health informatics
- environmental health
- global health
- management policy advisor
- industrial hygienist
- bioterrorism researcher

[Explore careers with Career Coach](#)

Public Health Degree Map

Public Health Gateway Courses:

- Gateway courses: PBH 101, BIO 101, PES 100

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1 (G10A [w] & G11A)	P	3
SOC 101	Introduction to Sociology (G3A & G6A)		3
MAT ____	SUNY Mathematics* (G1A)		3
BIO 101	General Biology 1 (G2A)		4
PBH 101	Introduction to Public Health		3
	Total Semester Credits		16

Milestones

During this semester, students should:

- Attend program-based orientation
- Before registering each semester, check your Degree Works to see what classes you should take to stay on track.
- See your faculty program advisor with any questions you have

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2 (G7A & G12A)	P	3
PSY 111	Introduction to Psychology (G3A)		3
MAT 120	Introduction to Statistics (G1A)	P	3
BIO 102	General Biology 2 (G2A)	P	4
PBH 102	Promoting Healthy People and Communities		3
	Total Semester Credits		16

Milestones

During this semester, students should:

- Check back in with your faculty program advisor to discuss if this is the right program for you and update your plan of study as needed
- Check in with your faculty program advisor to make sure all degree requirements are being met
- Connect with College support services as necessary
- If you haven't already, join a club that aligns with your interests

Third Semester

Course #	Course Name	P, C, P/C	Cr
COM 101	Foundations of Communication (G10A [o] & G11A)		3
_____	Restricted SUNY Elective**		3
PHL 220	Ethics (G7A)	P	3
PBH 203	Concepts of Epidemiology	P/C	3
PBH 204	Global Health		3
PES ____	Physical Education Elective		0.5
PES ____	Physical Education Elective		0.5
	Total Semester Credits		16

Milestones

During this semester, students should:

- See your faculty advisor to see what classes you should take to stay on track
- See your faculty program advisor with any questions you have
- Research transfer options and explore employment and internship opportunities

- Meet with Department Chair for a discussion on public health related careers and transfer opportunities/articulation agreements

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
PED 112	Contemporary Health		3
	Restricted SUNY Elective***		3
BIO 125	Nutrition		3
PES 100	Concepts of Physical Wellness		1
	Any Social Science Elective		3
PBH 205	U.S. Health Care System		3
	Total Semester Credits		16

Milestones

During this semester, students should:

- Complete specific degree requirements and begin preparing for graduation
- Check in with your faculty program advisor to make sure all degree requirements are met
- Attend a panel session with public health professionals and alumni to learn about their path and ask questions
- Apply for graduation

TOTAL DEGREE CREDITS: 64

*MAT 102 or higher

**Select from G8A (SUNY Arts) or G9A (SUNY World Languages)

***Select from G4A (SUNY US History & Gov) or G5A (SUNY World History)

Accredited by

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

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.

Program Outcomes

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

Admission Criteria

Academic requirements:

- high school diploma or HSE
- eligible to take ENG 101 (Freshman English I)
- eligible to take MAT 121 (College Algebra), or have completed MAT 102 (Intermediate Algebra) 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 and Physiology 1 with a grade of 2.0 or better (within 5 years of program entry)
- minimum cumulative GPA of 2.5

Department-specific requirements:

- attendance at a pre-admission orientation. At this orientation, students will receive and sign off on information pertaining to 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.

Transfer Options

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.

Your Career Coach

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

[Explore careers with Career Coach](#)

Radiologic Technology Degree Map

Radiologic Technology Gateway Courses:

- Gateway courses: MAT 102, BIO ____ (list of options on advising sheet); BIO 110, ENG 101
- Key courses: ENG 101, ENG 102, BIO 111, BIO 112, SOC 101, PSY 111, RAD 219, CIT 100

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
BIO 111	Anatomy and Physiology 1	P	4
ENG 101	Freshman English 1	P	3
RAD 101	Principles of Radiographic Exposure 1	P/C	4
RAD 103	Introduction to Radiography	P/C	1
RAD 105	Radiographic Positioning 1	P/C	4
RAD 107	Methods of Patient Care 1	P/C	2
RAD 219	Medical Terminology	P	1
	Total Semester Credits		19

Milestones

During this semester, students should:

- New students start their first semester/first year every Fall and are called “Junior” students

Second Semester

Course #	Course Name	P, C, P/C	Cr
BIO 112	Anatomy and Physiology 2	P	4
ENG 102	Freshman English 2	P	3
RAD 102	Principles of Radiographic Exposure 2	P/C	4
RAD 104	Radiation Protection	P/C	1
RAD 106	Radiographic Positioning 2	P/C	4
RAD 108	Methods of Patient Care 2	P/C	1
RAD 111	Clinical Practicum 1	P/C	1
	Total Semester Credits		18

Milestones

During this semester, students should:

- Spring, second semester Junior students go to clinical for first time and continue going until end of program

First Summer Clinical

Course #	Course Name	P, C, P/C	Cr
RAD 112	Clinical Practicum 2	P	2

Milestones

During this semester, students should:

- Summer, third semester students are at clinical 8 am to 4 pm
- Make Case Presentation #1

Third Semester

Course #	Course Name	P, C, P/C	Cr
PSY 111	Introduction to Psychology		3
RAD 209	Radiographic Physics	P/C	4
RAD 213	Clinical Practicum 3	P/C	1.5
RAD 217	Radiographic Positioning 3	P/C	2
RAD 221	Radiographic Pathology	P/C	3
	Total Semester Credits		13.5

Milestones**During this semester, students should:**

- Fall of the second year, students are now “Seniors” finishing their last year

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
SOC 101	Introduction to Sociology		3
CIT 100	Computer Literacy		3
RAD 214	Clinical Practicum 4	P/C	1.5
RAD 216	Advanced Imaging Modalities	P/C	3
RAD 218	Radiation Biology	P/C	2
RAD 222	Medical Imaging Ethics & Law		1
	Total Semester Credits		13.5

Milestones**During this semester, students should:**

- Spring Senior year students apply for graduation, and walk in May Commencement ceremony
- Apply for state license

Second Summer Clinical

Course #	Course Name	P, C, P/C	Cr
RAD 215	Clinical Practicum 5	P	2

Milestones**During this semester, students should:**

- Finish degree requirements
- Make Case Presentation #2
- Obtain temporary state permit to work when complete
- Set appointment for national boards
- Attend pinning ceremony to celebrate program completion

TOTAL DEGREE CREDITS: 68

Teaching Assistant



■ CAREER CERTIFICATE **M** MIDDLETOWN CAMPUS **DL** DISTANCE LEARNING

Program Description

The SUNY Orange Teaching Assistant Certificate meets only the *educational requirements* necessary to acquire New York State Education Department Teaching Assistant certification. See the New York State Education Department website for the full list of requirements to obtain a NYS Teaching Assistant Certification (www.nysed.gov).

All credits in this program transfer directly into the JRTEP and Liberal Arts AA and AS programs here at SUNY Orange, should you decide to pursue an associate's degree.

This certificate 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 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

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). If students are home schooled, they may be eligible for admission.

Transfer Options

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.

Your Career Coach

Entry-level teaching assistant or paraprofessional career opportunities exist in:

- birth to second grade
- first to sixth grade
- seventh to twelfth grade

[Explore careers with Career Coach](#)

Teaching Assistant Degree Map

Teaching Assistant Gateway Courses:

- Gateway courses: PSY 111

- Electives:

Restricted Electives 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 (View table below).
- Option 2: Birth to 2nd Grade (Choose 3 courses from the table below)
- Option 3: 1st to 6th Grade (Choose 3 courses from the table below)
- Option 4: 7th to 12th Grade (View table below)

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

Program Requirements

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1	P	3
PSY 111	Introduction to Psychology		3
PSY 221	Child Psychology	P	3
EDU 103	Intro to Early Childhood/Childhood Education++	P/C	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 Semester Credits		25

Milestones

During the First Semester, students should:

- Attend your first Future Teachers Association meeting, and consider joining this student club
- See advisor and register for classes
- See Education Department faculty member for progress "check in"

During the Second Semester, students should:

- Become familiar with the Assessment of Teaching Assistant Skills (ATAS) exam, by downloading the study guide online
- Apply for graduation
- After preparing for the ATAS exam, register to take the exam in one of the local area testing centers
- Consider completing JRTEP or Liberal Arts AA or AS degree program
- Check department bulletin board for information regarding attending an education conference
- Finalize a resume for use when applying for teaching assistant positions

Restricted Electives Option 1

Course #	Course Name	P, C, P/C	Cr
_____	SUNY General Education course*		3
_____	SUNY General Education course*		3
_____	SUNY General Education course*		3
	Total Restricted Elective Credits		9

Milestones

- N/A

Restricted Electives Option 2 (Choose 3 Courses)

Course #	Course Name	P, C, P/C	Cr
EDU 201	Observation and Assessment++	P	3
MAT 111	Foundations of Elementary School Mathematics	P	3
GEO 101	Elements of Physical Geography		3
HIS _____	SUNY GenEd (Category 4, 5, or 6)		3
	Total Restricted Elective Credits		9

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Milestones

During this semester, students should:

- N/A

Restricted Electives Option 3 (Choose 3 Courses)

Course #	Course Name	P, C, P/C	Cr
GEO 101	Elements of Physical Geography		3
MAT 111	Foundations of Elementary School Mathematics	P	3
_____	SUNY General Ed. Course*		3
_____	SUNY General Ed. Course*		3
	Total Restricted Elective Credits		9

Milestones

During this semester, students should:

- N/A

Restricted Electives Option 4

Course #	Course Name	P, C, P/C	Cr
EDU 103	Omit course from program requirement above	P/C	
PSY 222	Psychology of Adolescence (Replaces PSY 221)	P	3
GEO 101	Elements of Physical Geography		3
_____	SUNY General Education course*		3
_____	SUNY General Education course*		3
_____	SUNY General Education course*		3
	Total Restricted Elective Credits		12

Milestones

During this semester, students should:

- N/A

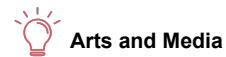
TOTAL DEGREE CREDITS: Various

Notes:

++ 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.

Visual Communications Technology: Graphic Arts/Printing



Arts and Media

● CAREER DEGREE **M** MIDDLETOWN CAMPUS **DL** DISTANCE LEARNING

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.

This degree has been approved by SUNY and 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 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

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). If students are home schooled, they may be eligible for admission.

Transfer Options

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

Your Career Coach

Career opportunities exist in the following fields:

- 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

Visual Communications Technology: Graphic Arts/Printing Degree Map

Visual Communications Technology: Graphic Arts/Printing Gateway Courses:

- Gateway courses: ART 103, ART 107, ART 123
- Key courses: ART 123, ART 124, ART 223, ART 223
- 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

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1	P	3
	Math or Liberal Arts Science		3
ART 103	Drawing 1		2
ART 107	Design 1		3
ART 123	Visual Communication and Graphic Design 1		3
PES 100	Concepts of Physical Wellness		1
	Total Semester Credits		15

Milestones

During this semester, students should:

- See advisor
- Register for ART 123 (Vis Comm & Graphic Design 1)

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2	P	3
ART 124	Visual Communication and Graphic Design 2	P	3
ART 104	Drawing 2	P	2
ART 108	Design 2	P	3
ART 128	History of Art 2		3
ART 111	Color		2
	Total Semester Credits		16

Milestones

During this semester, students should:

- See advisor
- Register for ART 124 (Vis Comm & Graphic Design 2)
- Apply for returning scholarships

Third Semester

Course #	Course Name	P, C, P/C	Cr
	Social Science Elective		3
ART 223	Visual Communication and Graphic Design 3	P	3
Either	Painting 1		
ART 113			
Or	Figure Drawing 1	P	
ART 117			
Or	Photography 1		
ART 119			
Or	Digital Photography 1	P	
ART 121			
Or	Web Design 1	P	3-4
ART 225			

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Course #	Course Name	P, C, P/C	Cr
ART 203	Modern Art: The 20th Century		3
	Restricted Elective*		3
ART 230	Arts and Communication Practicum		2
	Total Semester Credits		17-18

Milestones

During this semester, students should:

- See advisor
- Register for ART 223 (Vis Comm and Graphic Design 3)
- Register for ART 230 (Arts and Communication Practicum)

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
_____	Social Science Elective		3
_____	Math or Liberal Arts Science		3
ART 224	Visual Communication and Graphic Design 4	P	2
Either	Painting 2		
ART 114			
Or	Figure Drawing 2		
ART 118			
Or	Photography 2		
ART 120			
Or	Digital Photography 2		
ART 122			
Or	Web Design 2		3
ART 226			
_____	Restricted Elective*		3
PES ____	Physical Education		1
	Total Semester Credits		15

Milestones

During this semester, students should:

- Register for ART 224 (Vis Comm and Graphic Design 4)
- Register for ART 230 (if not already completed)
- Apply for graduation
- Finalize portfolio of work

TOTAL DEGREE CREDITS: 63-64

Notes:

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

Web Development



● CAREER DEGREE M MIDDLETOWN CAMPUS

Program Description

The Associate in Applied Science degree program in Web Development prepares students for employment in a variety of entry-level careers in the areas of web site development, implementation, and management.

This is a Web Development degree with a server-side concentration and exposure to the full stack. It is not a study of designing web site displays – this program’s focus is on the back-end, server-side functions required to support today’s use of the Internet. The program intends to provide students with a firm foundation in core internet / web technologies, a familiarity with Internet architecture and web protocol, and a proficiency in web server management.

Web Development in basic terms comprises all the components required for developing, deploying, and supporting web sites for the internet. Creating an attractive “front-end” web page, which usually falls under the heading of Web Design, is only the beginning. There is so much more required on the “back-end” to support web applications including the programming side that enables a website to run and function properly.

The theory and practical experience students gain in the Web Development degree program allow them to compete for and earn jobs with highly competitive salaries.

Program Outcomes

- Develop, test, and implement web applications using scripting and programming tools incorporating accepted standards and protocols.
- Working within a team environment, develop and implement dynamic, interactive web sites through a series of both assigned and student-driven projects.
- Understand the various components involved in supporting and administering web services required to host a website.
- Become familiar with various web development frameworks that aid in developing faster and smarter applications.
- Implement websites using appropriate security principles, and incorporate best practices to develop web environments that deliver strong user experiences.

Admissions Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (HSEs). If students are home schooled, they may be eligible for admission.

Transfer Options

This degree was created in 2022. Options for transfer are not yet known.

Your Career Coach

Entry level opportunities exist in the following areas:

- Server side developer and administrators
- Web programmer
- Web operations and security professional
- API developer
- as well as entry-level jobs in the field of cloud computing infrastructure

[Explore careers at Career Coach](#)

Web Development Degree Map

Web Development Gateway Courses:

- Gateway courses: CIT 105, CSC 138
- Key courses: CIT 215, CSC 108, CIT 216

Courses above have been recommended by the department to help introduce you to the program (Gateway courses) and guide you in selecting courses that will provide you with the best academic experience (Key courses and suggested Electives).

First Semester

Course #	Course Name	P, C, P/C	Cr
ENG 101	Freshman English 1	P	3
MAT _____	College Algebra or higher		3
CSC 138	Scripting		3
CIT 105	Data Communications and Networking	P	3
CIT 117	UNIX/LINUX	P	3
	Total Semester Credits		15

Milestones

During this semester, students should:

- Meet with your newly assigned “department” advisor to plan your second semester
- Consider joining the student-led Computer Club

Second Semester

Course #	Course Name	P, C, P/C	Cr
ENG 102	Freshman English 2	P	3
CIT 111	Internet and HTML		3
CSC 101	Computer Science 1	P	4
CIT 215	Web Site Management	P	3
_____	Social Science Elective		3
	Total Semester Credits		16

Milestones

During this semester, students should:

- Meet with department advisor to plan third semester

Third Semester

Course #	Course Name	P, C, P/C	Cr
CIT 218	Systems Analysis and Design	P, P/C	3
CSC 227	Java Script	P	3
CIT 225	Database Fundamentals	P	3
CSC 108	Web Programming 1	P	4
_____	Social Science Elective		3
	Total Semester Credits		16

Milestones

During this semester, students should:

- Prepare resume for next semester’s internship
- Schedule time with Career Services Office to identify internship opportunities
- Narrow focus for post-graduate job search or, if continuing studies, research and apply to transfer schools

Fourth Semester

Course #	Course Name	P, C, P/C	Cr
CIT 216	Internet Security	P/C	3
CIT 228	Systems Administration	P	3
CSC 232	Mobile Application Development	P	3
CSC 205	Web Programming 2	P	4
_____	Liberal Arts Elective		3

Course #	Course Name	P, C, P/C	Cr
	Total Semester Credits		16

Milestones

During this semester, students should:

- Apply for graduation
- Schedule mock interviews through the Career Services Office or the Department

TOTAL DEGREE CREDITS: 63

Course Descriptions

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
Horticulture	HRT
Human Services	HMS
Humanities	HUM
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
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Courses Index

ACCOUNTING (ACC)

(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: Successful completion (DVP) of MAT 020 or successful completion (DVP) of MAT 040 or placement into MAT 092 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: Successful completion (DVP) of MAT 020 or successful completion (DVP) of MAT 040 or placement into MAT 092 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. (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.

Corequisite: ACC 101 or ACC 153

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 an office bookkeeping position. QuickBooks Accounting software will be introduced in this course.

Prerequisite: 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.

Prerequisite: Permission of department chair and Prerequisite ACC 102 or ACC 153; Prerequisite ACC 205; a minimum CGPA of 2.5 is also required

Pre/corequisite: ACC 214

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.

ANTHROPOLOGY (ANT)**(Behavioral Sciences Department)****ANT 101—Cultural and Social Anthropology**

3 cr. (Fall/Spring)

A cross-cultural approach to human behavioral diversity, through the methods of cultural anthropology. This course will explore major dimensions of global human diversity, including language, subsistence, kinship, sexuality, gender, social structures, race, ethnicity, politics, religion, and economics through cross-cultural comparisons. Throughout, the course emphasizes a holistic perspective that highlights the many intersections between these topics and analyzes them according to several theories of social change. Fulfills Category C or Fulfills Category E. (G3A, G6A)

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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. (G3A)

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. (G3A)

ANT 104—Archaeological Field Experience

1 lect., 6 lab, 3 cr.

This is a three credit class 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 100 hours over four weeks.

ANT 105—Native Nations of North America

3 lect., 3 cr.

This course presents an anthropological, archaeological, historical, and sociological examination of the Native Peoples of North America. Through the course, students will explore the ancient pasts of Native Peoples as revealed through indigenous oral history and archaeology. The course will also cover the many ways Native Peoples were impacted by European settler colonialism as well as their reactions and resistance to that process. The course will end with a survey of important social, political, and environmental issues facing Native communities in the present. Throughout the course, an emphasis will be placed on prioritizing the voices of Native scholars and writers. (G5A)

ARCHITECTURE (ARC)

(Science, Engineering, & Arch Department)

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.

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

Pre/corequisite: WRT 040 or ENG 098 or tested into ENG 101

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.

Pre/corequisite: WRT 040 or ENG 098 or tested into ENG 101

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. Architectural Technology 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 throughout 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.

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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. (G8A)

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. (G8A)

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 (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. (G8A)

ART 103—Drawing 1

1 lect., 2 lab, 2 cr. (Fall/Spring/Summer)

Drawing exercises and projects emphasizing development of perceptual, manual and conceptual abilities. Objective drawing in line and tone lead the beginning student to understand structure imaging, and execution. Studies introduce basic perspective methods. Various drawing media and materials are used.

ART 104—Drawing 2

1 lect., 2 lab, 2 cr. (Fall/Spring/Summer)

Drawings as finished art are developed from preliminary works. Study of media-image, form-content relationships. Develop more complex and subjective drawings.

Prerequisite: ART 103

ART 107—Design 1

2 lect., 2 lab, 3 cr. (Fall/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. (G8A)

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. (G8A)

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. (G8A)

ART 113—Painting 1

1 lect., 4 lab, 3 cr. (Fall/Spring/Summer)

Fundamentals of painting techniques and materials are learned while student composes from still life setups reflecting various modes and historical perspectives.

ART 114—Painting 2

1 lect., 4 lab, 3 cr. (Spring)

Continuing work in still life painting using more complex formal and contextual means of organizing the pictorial surface and space.

Prerequisite: ART 113

ART 117—Figure Drawing 1

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

Drawing from the model: proportion, gesture, form and structure. Work in anatomy and rendering. Various media are employed.

Prerequisite: Permission of instructor

ART 118—Figure Drawing 2

1 lect., 4 lab, 3 cr. (Spring)

Drawing from the model: extended studies, the draped figure, light and shade as structure and content. Lectures and demonstrations of various media and papers.

Prerequisite: ART 117

ART 119—Photography 1

1 lect., 3 lab, 3 cr. (Fall/Spring/Summer)

A workshop course for the novice photographer covering camera basics, negative development, enlargement, and contrast control. Considerable darkroom work with criticism as well as discussion of the history of photography are emphasized.

Note: 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 120—Photography 2

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

A workshop course consisting of considerable darkroom work as a basis for learning more advanced print control techniques which include bleaching, spotting, and mounting prints. Emphasis is placed on individual creativity through personalized assignments and critiques. Studies in the history of photography are continued.

Prerequisite: ART 119

Note: Students are required to have a 35 mm or larger camera. Lab space, enlargers, and chemicals for paper treatment provided.

Students should expect to spend approximately \$200 for film and film development supplies and materials.

ART 121—Digital Photography 1

2 lect., 2 lab, 3 cr. (Fall/Spring/Summer)

This course provides the student with an introduction to the techniques used to create and manipulate photographs in a digital darkroom, using image manipulation software. The convergence of photography and digital media is explored through projects, readings and critiques. Topics covered include basic digital camera functions, scanning, manipulation of photographs, composition, color correction, and printing. Students are required to have their own digital camera of at least 5 megapixels.

Prerequisite: MAT 010 or placement into MAT 020 or higher

ART 122—Digital Photography 2

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

Prerequisite: ART 121 or permission of instructor

ART 123—Visual Communications and 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, persuade, and entertain an individual.

Learn about current Visual Communications theories, graphic design principles, elements, typography, influential persons, and

contemporary digital media, including page layout, digital imaging, and illustration software. (G8A)

ART 124—Visual Communications and 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

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projects and exercised utilizing page layout (Quark XPress and Adobe InDesign), digital imaging (Adobe Photoshop), and vector drawing software.

Prerequisite: ART 123 or permission of instructor and department chair

ART 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, web comics, and strong emphasis on comic book inking.

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. (G7A)

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. (G7A)

ART 131—History of Animation

1 cr. (Fall/Spring)

A five-week survey of the history of animation traced from early twentieth century origins based in photography. The seminar will culminate with an examination of computer-generated animation. Special attention will be paid to traditional methodology of classic cartoon production, full-length features as well as non-traditional animators and avant-garde animation techniques.

ART 201—American Art 1700 to 1945

3 cr. (Spring)

A survey course examining the development of American painting, sculpture, architecture, folk art and decorative arts begins with the tribal art of Native Americans, encompasses the artistic adaptations of early American settlers and concludes with Modern American art of the 1940s. Special attention will be paid to evolution of style, technique and medium over the course of American history. A museum trip may be included in this course.

ART 203—Modern Art: The 20th Century

3 cr. (Fall/Summer)

An in-depth, chronological examination of the art movements of the twentieth century as shaped by the age of technology and information. Subject matter will be presented decade by decade with attention paid not only to developing technology but also to social and cultural issues. Specific examples of architecture, painting, graphic art, sculpture and photography will be set in perspective to the world events that have helped shape modern artist's approach to art and creativity in the twentieth century. A museum trip may be included in this course. (G7A)

ART 205—Women in Art History

3 cr. (Spring)

This survey of women artists throughout history begins by examining images of females of antiquity as represented in art and then examines the social, economic and political context of women artists in art history concluding with working women artists of the twenty-first century. Works of painting, sculpture, textile, decorative arts, and photography and installation art created by women with careful consideration of the political, social, economic and religious constraints women artists have faced. Special attention will be paid to evolution of style, technique and medium. A museum trip may be included in this course.

ART 207—Non-Western Art

3 cr. (Fall/Spring)

This survey course focuses on the history, development and current influences of non-western art. Particular emphasis is on objects, images and architecture from South East Asia, China, Korea, Japan, the Islamic world, Native North and South America, African and the Pacific Basin as well as contemporary Latin art. A museum trip may be included in this course.

ART 213—Painting 3

3 cr.

Intermediate-level problems in painting modes and media emphasizing conceptual development from preliminary studies.

Prerequisite: ART 114

ART 214—Painting 4

3 cr.

Pictorial problems concentrating on the relation of spatial structure, morphology, and symbology. Work includes landscape painting done outdoors alla prima.

Prerequisite: ART 213

ART 215—Portrait Painting

3 cr.

Studio course treating the portrait as an art form with emphasis on structure and likeness. Various media are employed. Models are used.

ART 223—Visual Communications and Graphic Design 3

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

The Viscom 3 student will develop a personal approach to visual communication in this experiential problem solving course.

More advanced technical skills will be achieved using a flatbed scanner, Adobe Photoshop, Adobe Illustrator, and Quark XPress, presentation and page layout software.

Prerequisite: ART 124 or permission of instructor and department chair

ART 224—Visual Communications and Graphic Design 4

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

The Viscom 4 student will produce a professional portfolio for entry level employment in visual communications or for further education. The student will complete one semester-long multi-disciplinary group project and will hone personal style in visual communication and refine technical skills in using page layout, vector-based and image manipulation graphics software.

Prerequisite: ART 223 or permission of instructor and department chair

ART 225—Web 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., 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.

Prerequisite: Permission of instructor and department chair

Note: Students may repeat this course for a total of four credits

ASTRONOMY (AST)

(Science, Engineering, & Arch Department)

AST 120—Astronomy

2 lect., 3 lab, 3 cr.

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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. (G2A)

Prerequisite: Successful completion (DVP) of MAT 020 or MAT 040 or placement into MAT 092 or higher or permission of instructor.

BIOLOGY (BIO)

(Biology Department)

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. (G2A)

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. (G2A)

Prerequisite: BIO 101

BIO 110—Introduction to Biology

2 lect., 3 lab, 3 cr. (Fall/Spring/Summer)

An 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. (G2A)

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. (G2A)

Prerequisite: 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. 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. (G2A)

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., 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 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 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. (G2A)

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. (G2A)

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. (G2A)

BIO 201—Genetics

3 lect., 3 lab, 4 cr. (Fall)

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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. (G2A)
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. (G2A)

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. (G2A)

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. (G2A)

Prerequisite: One year of college biological science or permission of the instructor

BUSINESS (BUS)

(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.

Prerequisite: Successful completion (DVP) of MAT 020 or successful completion (DVP) of MAT 040 or placement into MAT 092 or higher.

Note: This course cannot be used to fulfill the math/science requirement for any degree

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 Contemporary Economic Issues

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. (G3A)

BUS 161—Computer Applications for Business

3 lect., 3 cr. (Fall/Spring)

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: Successful completion (DVP) of MAT 020 or successful completion (DVP) of MAT 040 or placement into MAT 092 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. (G10A, G11A)

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.

Prerequisite: BUS 161 or permission from the department and successful completion of MAT 101 or successful completion (DVP) of MAT 092 or placement into MAT 102 or higher.

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: Successful completion (DVP) of MAT 020 or successful completion (DVP) of MAT 040 or placement into MAT 092 or higher.

BUS 209—Diversity in Business

3 cr.

The course is designed to encourage students to think critically about workplace experiences and interactions and identify how the workplace context can perpetuate bias, discrimination, and inequality. Corporations, nonprofits, and public sector organizations are increasingly being called upon to increase diversity. Students will explore the barriers and potential solutions to creating and

maintaining a diverse and inclusive workforce using a combination of pedagogical tools. Theory, research and current events will be used for the evaluation of diversity, equity, and inclusion. (G6A)

CHEMISTRY (CHM)

(Science, Engineering, & Arch Department)

CHM 100—Introduction to Chemistry

2 lect., 2 lab, 3 cr. (Fall/Spring/Summer)

A survey of the fundamental principles of chemistry and related physical laws. Only elementary mathematics 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 chemistry and radioisotopes. (G2A)

Prerequisite: Successful completion (DVP) of MAT 020 or MAT 040 or placement into MAT 092 or higher.

Note: This course is not open to students who have successfully completed CHM 101 (formerly CHM 105), CHM 102 (formerly CHM 106), CHM 201 or CHM 202

CHM 101—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. (G2A)

Prerequisite: MAT 102 or Math Placement test into MAT 121

CHM 102—General Chemistry 2

3 lect., 3 lab, 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. (G2A)

Prerequisite: C or better in CHM 101 (previously CHM 105) or permission of department chair

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. (G2A)

Pre/corequisite: MAT 092 or 101 or placement into MAT 102 or higher.

Note: This course is closed to students who have completed or are currently enrolled in CHM 101 (formerly CHM 105), CHM 102 (formerly CHM 106), CHM 201 or CHM 202

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. (G2A)

Prerequisite: CHM 103 or permission of department chair

CHM 110—General and Biological Chemistry

3 cr. (Fall)

Fundamental concepts of inorganic, organic, and biological chemistry essential for a thorough understanding of principles and techniques in clinical dental hygiene and nutritional counseling.

Prerequisite: Either high school Regents Chemistry, CHM 100 (formerly CHM 120), or permission of department chair

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. (G2A)

Prerequisite: C or better in CHM 102 (formerly 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. (G2A)

Prerequisite: CHM 201

CHINESE (CHN)**(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. (G9A)

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. (G9A)

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.

Prerequisite: CHN 102 or instructor placement

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. The second semester of a second year, intermediate level course in spoken and written Mandarin Chinese for students who have previously studied the language at the Elementary level. 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.

Prerequisite: CHN 201 or instructor placement

CHN 211—Chinese Conversation and Composition

3 cr. (Fall/Spring)

This course is designed for students who have completed CHN 201 and CHN 202. It further develops linguistic command of modern Chinese and cultural experiences through listening, speaking, reading, and writing activities.

Prerequisite: CHN 202 or instructor placement

COLLEGE & CAREER SKILLS (CCS)**(English Department)****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

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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 (COM)

(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. (G10A, G11A)

Note: 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. (G8A)

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. (G7A)

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.

COM 108—Digital Video Post-Production

3 cr. (Spring)

An advanced, hands-on production course designed to deal with the various elements of television production. In addition to expanding the skills acquired in COM 107, emphasis is placed on developing and producing "ready for air" productions. Topics include an introduction to television graphics, set design, and advanced editing techniques.

Prerequisite: COM 107

COM 111—Digital Radio Production and Podcasting

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

This hands-on course will provide students with an overview of digital audio techniques. Students will learn how to use digital technology to effectively create radio programs that will air over the Internet on the SUNY Orange college radio website. It will explore the different types of radio production (PSAs, drops, teases, and vo-sots) using current digital audio tools, and will also show students how to cater a program to specific target audiences. Students must be able to work in a group production setting and have time available for on-campus projects. (G8A)

COM 113—Digital Storytelling

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

This introductory course will examine both the theory and practice of digital storytelling. Students will acquire media literacy skills and be provided with an introduction to the techniques used in digital storytelling. The convergence of still photography, videography, narration, and digital media is explored through projects, readings and critiques.

COM 115—TV Studio Production

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

In this course students are introduced to concepts and techniques for capturing video in a television studio environment. Students learn the elements of television production including audio, lighting, editing, directing, camera operation, graphics and roles of talent. Students apply their knowledge and work together as members of a production team in a studio setting to create high quality video productions.

COM 201—Oral Interpretation

3 cr. (Fall/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.

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)

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. (G8A)

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.

Prerequisite: COM 101

COM 211—Intercultural Communication

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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)

Students 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.

Prerequisite: COM 107 or permission of instructor and 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. (G8A)

Prerequisite: ENG 101, 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.

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.

Prerequisite: COM 107, COM 108

COMPUTER AIDED DRAFTING (CAD)

(Science, Engineering, & Arch Department)

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.

Prerequisite: Successful completion (DVP) of MAT 020 or MAT 040 or placement into MAT 092 or higher.

Pre/corequisite: ARC 101

CAD 102—CAD 2

1 lect., 2 lab, 2 cr.

This is an intermediate course using Autodesk software. Emphasis is placed on data manipulation and three dimensional drawing, both modeling and surfacing. Students will also use Revit software to produce drawings.

Prerequisite: CAD 101

COMPUTER FORENSICS (CFR)

(Computer Science & 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

COMPUTER INFORM. TECH. (CIT)

(Computer Science & 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: Successful completion (DVP) of MAT 010 or MAT 040 or math placement into MAT 020 or MAT 092 or higher

CIT 101—Microcomputer Applications

3 cr.

(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 and 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: Successful completion (DVP) of MAT 020 or MAT 040 Or placement into MAT 092 or higher

CIT 107—Introduction to C++ Programming

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

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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: Successful completion (DVP) of MAT 020 or MAT 040 or placement into MAT 092 or higher

CIT 111—Internet and 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 Internet programming development environments.

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: Successful completion (DVP) of MAT 020 or MAT 040 or placement into MAT 092 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 MAT 040 placement into MAT 101 or MAT 092 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: Successful completion (DVP) of MAT 020 or MAT 040 or placement into MAT 092 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.

Prerequisite: CIT 100

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 student's 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.

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: CIT 111, Successful completion (DVP) of MAT 020 or MAT 040 or placement into MAT 092 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, Successful completion (DVP) of MAT 020 or MAT 040 or placement into MAT 092 or 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 provides instruction in basic web site administration and management. Topics include contemporary web server architecture and operation, administration on a variety of different platforms and environments, and web site deployment.

Assignments provide practical experience in the administration and management of web servers and services (2 lect., 2 lab, 3 cr.).

Prerequisite: CIT 117, Successful completion (DVP) of MAT 020 or MAT 040 or placement into MAT 092 or higher

Pre/corequisite: CIT 111

CIT 216—Internet Security

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

This is a computer-based course which introduces the student to security issues as well as programming secure applications for the Internet. The course will cover topics including general concepts, terminology, web standards and protocols, cryptography, and security for web services. Assignments provide experience in the use of scripting/programming languages to build secure enterprise web infrastructure and applications. (2 lect., 2 lab, 3 cr.)

Pre/corequisite: CSC 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 and 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 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: Successful completion (DVP) of MAT 020 or MAT 040 or placement into MAT 092 or higher.

Pre/corequisite: CIT 225

CIT 225—Database Fundamentals and Design

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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: Pre/Corequisite of either CIT 103 or CIT 105 or CIT 117, Successful completion (DVP) of MAT 020 or MAT 040 or placement into MAT 092 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.

COMPUTER SCIENCE (CSC)

(Computer Science & Technology Department)

CSC 101—Computer Science 1

3 lect., 3 lab, 4 cr. (Spring)

This introductory course includes fundamental topics such as computer organization, control structures, input and output data, data types, arrays, strings, methods, and classes. Problem-solving techniques, algorithm design, and implementation strategies are introduced to demonstrate how these methods are used to attain solutions. Students will be introduced to object-oriented techniques.

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

3 lect., 3 lab, 4 cr. (Spring)

This course introduces students to the basics of web site development. Topics include general concepts and terminology, client-side vs. server side programming, web protocols and standards, and developing interactive web sites using HTML forms and database integration. Assignments provide experience in the use of a contemporary web scripting/programming language to create dynamic web pages. (3 lect., 3 lab, 4 cr.)

Prerequisite: CIT 138, 215 Successful completion (DVP) of MAT 020 or MAT 040 or placement into MAT 092 or higher

Pre/Corequisite: CIT 225

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—Introduction to Applied Logic Through Scripting

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

Students will be introduced to basic coding and computational problem solving using a contemporary scripting language. Topics include the Python shell, the interpreter, problem solving techniques, variables and expressions, conditional branching, loops, objects,

and basic data structures. Labs will present problems that require the student to clearly understand the task, analyze the relevant data, and develop critical thinking skills that will lead to the best possible programming solution. (G11A)

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

3 lect., 3 lab, 4 cr. (Fall)

This course covers advanced web development, concentrating on database integration with a contemporary web development framework. REST interfaces will also be covered. Assignments provide experience in the use of the scripting/ programming languages to create interactive web pages. (3 lect., 3 lab, 4 cr.)

Prerequisite: CSC 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, CSC 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

COMPUTER SECURITY SYSTEM (CSS)

(Computer Science & Technology Department)

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.

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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

CRIMINAL JUSTICE (CRJ)

(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.

Pre/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 the social science and legal approach to controversial issues in the area of social justice, law, criminology and police studies. The course analyzes current societal issues such as diversity, inclusion

and social justice. The course will analyze civil unrest, racial profiling, racial and gender bias in law enforcement hiring, hate groups, police response to diverse communities and police brutality. Fulfills Category C or Fulfills Category E. (G6A)

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. Fulfills Category C.

CRJ 113—Corrections, Probation and Parole

3 cr.

This course examines the European and American historical roots of penology as well as classic and contemporary corrections, probation and parole models. Rehabilitation, reintegration and alternatives to traditional correctional methods are evaluated. It also explores landmark legal cases involving prisoners' rights, terms and definitions germane to penal systems and issues related to race, ethnicity and gender.

Prerequisite: CRJ 101

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, societal and logistical challenges that confront various counterterrorist efforts. Fulfills Category C.

Prerequisite: CRJ 101 or SOC 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.

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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.

Pre/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 CGPA of 2.5 or higher and have the permission of the department chair.

DENTAL HYGIENE (DNT)

(Dental Hygiene Department)

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]

Corequisite: CHM 110, DNT 103, CPR certification

Pre/corequisite: BIO 115, ENG 101

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, with emphasis on Treatment Planning. The clinical experience provides the student with the opportunity to further develop novice level instrumentation skills and assessment techniques. [R-1]

Prerequisite: CPR certification, BIO 115, CHM 110, DNT 101, DNT 103

Corequisite: DNT 104, DNT 106, DNT 108

Pre/corequisite: ENG 102, 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.

Corequisite: CHM 110, DNT 101

Pre/corequisite: BIO 115, ENG 101

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]

Prerequisite: BIO 115, CHM 110, DNT 101, DNT 103

Corequisite: DNT 102, DNT 106, DNT 108

Pre/corequisite: ENG 102, MLT 106

DNT 106—Oral Health Education

2 cr. (Spring)

Students develop skills in health promotion and disease prevention, focused primarily at the clinical, private practice setting. Topics include principles of client education, communication, psychology of oral health care, client management, oral physiotherapy, client assessment for preventive education and treatment, tobacco cessation and prevention, therapeutics and topics in advanced caries prevention. Didactic concepts and clinical application are coordinated with clinical practice. Specific health education/preventive topics are assigned.

Corequisite: DNT 102, DNT 104, DNT 108

Pre/corequisite: 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.

Corequisite: DNT 102, DNT 104, DNT 106

Pre/corequisite: ENG 102, MLT 106

DNT 110—Pain Management in Dentistry

2 lect., 2 lab, 2 cr. (Summer I)

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.

Prerequisite: 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] Corequisites: DNT 203, DNT 205, DNT 207

Pre/corequisite: BIO 125

DNT 202—Preventive Oral Health Services 4

1 lect., 15 lab, 5 cr. (Spring)

This course is designed to prepare the student to begin dental hygiene practice. The major topics include: Ethical and Legal Considerations of Licensure and Practice, Professional Development and Employment and Practice Management Theory. The clinical experience emphasizes time management and the evaluation phase of the Dental Hygiene Process of Care. Students will continue to develop the knowledge, skills and attitudes necessary to achieve clinical competency. [R-1]

Corequisite: DNT 206

Pre/corequisite: COM 101, PSY 111, SOC 101

DNT 203—Oral Pathology

2 cr. (Fall)

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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. Corequisites: DNT 201, DNT 205, DNT 207

Pre/corequisite: BIO 125

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, nonsurgical periodontal instrumentation, and evaluation of the periodontium during supportive periodontal therapy. Corequisites: DNT 201, DNT 203, DNT 207

Pre/corequisite: BIO 125

DNT 206—Community Dental Health

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

Students gain understanding of health promotion and disease prevention at the community level. The course focuses on knowledge and skills necessary for various roles in community oral health. Topics include basic epidemiology, assessment tools, dental health education strategies, basic statistical and research concepts, the evaluation of dental literature, application of disease prevention and control principles at the community level, and access to care. Participation in field experience is required.

Corequisite: DNT 202

Pre/corequisite: COM 101, PSY 111, SOC 101

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.

Corequisite: DNT 201, DNT 203, DNT 205

Pre/corequisite: BIO 125

ECONOMICS (ECO)

(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.

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. (G3A)

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. (G3A)

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 201 or ECO 202

EDUCATION (EDU)**(Education Department)****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)

This course offers a broad look at intentional teaching and developmentally appropriate practice for pre-service teachers, focusing on teaching children from birth through sixth grade. Foundational information regarding child development, learning theories, appropriate environments and curricula, educational issues and trends, diversity, learning standards, family partnerships, and the multi-faceted role of the early childhood/childhood professional will be addressed. Twenty (20) hours of observation outside of the college classroom at two diverse settings are required. A grade of B- or better is required for SUNY New Paltz School of Education. Pre/Corequisite: ENG 101

EDU 105—Preparing to Teach Young Children

2 cr. (Fall/Spring)

This course is an introduction to the early childhood teaching profession, and explores the roles and responsibilities associated with classroom teaching. Emphasis is placed on fostering the development of the whole child through play experiences. Beginning lesson planning, strategies for communicating with families, positive classroom guidance, and the preparation of developmentally appropriate classroom environments are introduced. 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 encompasses three New York State training sessions necessary for New York State certification in several areas, including public school teaching. Upon successful completion of this course, students in attendance will receive certification in Identification and Prevention of Child Abuse, Schools Against Violence in Education (SAVE), and Dignity Act Training (DASA). Course assignments will foster deeper exploration of topics introduced in the trainings. In addition, other topics relating to the protection of children's well-being are covered in the course, such as discussions regarding Shaken Baby Syndrome and Fetal Alcohol Spectrum Disorder. 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 focuses on the interaction between speaking, listening, reading and writing in the development of language and literacy in young children. Emphasis is placed on the educator's role in providing a supportive environment through the use of both small and large group instruction, play experiences, open-ended materials, storybook reading, thematic units, and print rich environments. A grade of C or better is required to continue and graduate in the A.A.S./Certificate program. A grade of B- or better is required for SUNY New Paltz School of Education.

Prerequisite: ENG 101

EDU 111—Childhood Health and Safety

3 cr. (Fall/Spring)

This course focuses on promoting the health, safety, and well-being of young children in partnership with their families and communities. Emphasis is placed on identifying, preventing, and managing common early childhood illnesses, safety hazards, and

injuries. The USDA guidelines and recommended rules and practices of food preparation and safety will be explored in relation to meal and snack 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 course introduces developmentally appropriate and effective methods for observing, documenting, assessing, and communicating about children's development and learning. The importance of using assessment results to guide teacher decision-making will be stressed. Additionally, assessment of early childhood programs for developmentally appropriate practice will be introduced. Students will implement learned assessment methods outside the college classroom during field work experiences. Twenty-four (24) hours of field work are required. A grade of C or better is required to continue and graduate in the A.A.S. program. A grade of B- or better is required for SUNY New Paltz School of Education.

Prerequisite: EDU 101, PSY 111

EDU 202—Infant and Toddler Development and Curriculum

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

This course will explore the diverse roles of the infant/toddler professional. The education and care of infants and toddlers, according to child development principles, will be discussed. Techniques to stimulate cognitive, language, physical, social, and emotional growth, and to create appropriate environments, curricula, and care will be studied. Thirty-two (32) hours of field work in diverse settings are required. A grade of C or better is required to continue and graduate in the A.A.S./Certificate program.

Prerequisite: EDU 101, EDU 105, PSY 111

EDU 203—Child Care Curriculum Development and Field Experience 1

3 lect., 6 lab, 5 cr. (Fall)

This course is a combination of fieldwork and lecture. Students will gain experience in the early childhood classroom through supervised participation in a local early childhood setting where, over the course of the semester, they take on increasing responsibility in the various roles of an early childhood professional. In a weekly seminar/lecture, students discuss their field experiences and develop skills relating to the early childhood teaching profession. Emphasis will be placed on teacher discourse, classroom management, effective read alouds, developing learning centers, lesson planning, and fostering creativity and physical wellness. A grade of C or better is required to continue and graduate in the A.A.S. program.

Prerequisite: EDU 101, EDU 105, and permission of instructor/coordinator

Pre/Corequisite: EDU 109, 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)

This course is a continuation of EDU 203 and is a combination of fieldwork and lecture. Students will gain experience in the early childhood classroom through supervised participation in a local early childhood setting where, over the course of the semester, they take on increasing responsibility in the various roles of an early childhood professional. In a weekly seminar/lecture, students discuss their field experiences, ethical/professional behaviors, and develop skills relating to the early childhood teaching profession. Emphasis will be placed on managing both large and small groups, transitioning through a daily routine, planning and carrying out developmentally appropriate experiences fostering math, science, language and literacy skills, and communicating with families. Students participate in a lead teaching day, where full classroom responsibility is assumed. A grade of C or better is required to graduate in the A.A.S. program.

Prerequisite: 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 students with practical matters involved in establishing and maintaining an early childhood facility. Students will understand how to determine the need for and structure of an early childhood facility. Other topics covered include state regulations for child care centers and staff, staff recruitment, funding and budget management, center enrollment, interactions with families and community organizations, and an introduction to management techniques. A grade of C or better is required to graduate in the A.A.S. program.

Prerequisite: EDU 203

EDU 207—Social and Philosophical Foundations of Education in America

3 lect., 3 cr. (Fall/Spring)

This course introduces the historical, sociological, and philosophical foundations of education. Students will examine the social purposes of education in historical and contemporary contexts, as well as the significance of social differences (socio-economic status, culture, race/ethnicity, gender, sexual orientation, religion) which have resulted in inequities in education. Students will begin to develop and express a personal philosophy of education; and examine the relationship of schooling to democratic practices and principles. Ten (10) hours of field observation outside of the college classroom are required. A grade of C or better is required for SUNY New Paltz School of Education.

Prerequisite: ENG 101

EDU 208—Home, School and Community: Families and Teachers as Partners

3 cr. (Spring)

This course introduces the importance of engaging families in reciprocal partnerships. Strategies to develop these partnerships and overcome barriers which can impede these relationships will also be emphasized. Major themes of the course include two-way communication, relationship-building, and culturally responsive teaching. Students will also reflect on the benefits of and strategies for fostering community connections. A grade of C or better is required to continue and graduate in the A.A.S./Certificate program.

Prerequisite: EDU 101, EDU 105

ELECTRICAL TECHNOLOGY (EET)

(Computer Science & 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: Successful completion (DVP) of MAT 020 or MAT 040 or placement into MAT 092 or higher

EET 110—Computer Applications and 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 (EGR)

(Science, Engineering, & Arch Department)

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.

Pre/corequisite: MAT 121 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.

Pre/corequisite: MAT 121 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

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Pre/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.

Prerequisite: 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.

Prerequisite: PHY 104 (or PHY 105), 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.

Prerequisite: MAT 207

Pre/corequisite: 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 102 (previously CHM 106), 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 indeterminate problems. The concepts of principal stresses, principal strains and Mohr's Circle will be presented as well as well as shear and moment diagrams.

Prerequisite: EGR 205, MAT 207

ENGLISH (ENG)

(English Department)

ENG 098—Support Module for ENG 101

2 units (Fall/Spring/Summer)

This module is designed to provide support for students with this placement to be successful in ENG 101. Students will spend class time working in a small group context as well as individually with the instructor and have the opportunity through skill review, peer workshops, and writing assignments for additional practice in writing and research processes as well as in techniques of effective reading. A required maximum of 10 completed hours in the Reading and/or Writing Support Centers will be required based on the instructor's assessment.

Note: Students eligible to take this course must meet this criteria: (1) English placement: WRT 040 only, RDG 080 only, WRT 040/ENG 091, or both WRT 040 and RDG 080; or (2) Successful completion of both WRT 030 and RDG 070. 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.

ENG 101—Freshman English 1

3 cr. (Fall/Spring/Summer)

This first course in the Freshman English composition 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. (GE10 when combined with COM 101). (G10A, G11A)

Prerequisite: Placement by the English Department OR successful completion of developmental reading and/or writing coursework

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. (G12A, G7A)

Prerequisite: ENG 101

ENG 120—Introduction to Mythology

3 cr.

This course introduces 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, such as Homer's *The 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 increases cultural literacy in general. Some research required. (G7A)

Pre/corequisite: ENG 101

ENG 130—Writing for Media

3 cr.

This introductory course familiarizes students with the basic principles and techniques of writing for the media, including TV news, commercials, public relations, and magazine and newspaper reporting.

Prerequisite: ENG 101 with a C or better

Note: This course counts as a general elective.

ENG 160—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 corequisite 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.

ENG 161—Technical Writing Module

1.5 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 corequisite 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.

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. (G7A)

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. (G7A)

Prerequisite: ENG 101 and ENG 102

ENG 205—Drama: Ibsen to O'Neill

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3 cr. (Fall)

A study of the development of modern drama from Ibsen to O'Neill. Some research required. (G7A)

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. (G7A)

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. (G7A)

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. (G7A)

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. (G7A)

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. (G7A)

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. (G8A)

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. (G8A)

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. (G7A)

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 stagecraft. Some research required. (G7A)

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, and 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, and Lowry. Group and individual projects further explore the field. Some research required. (G7A)

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 and analyze and support their findings as film criticism. Some literary research required. (G7A)

Prerequisite: ENG 101 and ENG 102

ENG 218—Latin American Literature

3 cr.

Presented on the sophomore level, this 200-level literature course introduces students to Latin American literature. All readings, from the colonial through the contemporary periods, are in English and from several Latin American nations, including (but not limited to) Colombia, Peru, Cuba, Argentina, Mexico, Brazil, El Salvador, Honduras, Ecuador, Puerto Rico, Dominican Republic, and Chile. Representative texts examine the historical and contemporary societal factors that shape the development of Latin American identity involving race, class, and gender from various critical perspectives. Additional topics may be added by the department. Some literary research is required. (G6A, G7A)

Prerequisite: ENG 101, 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. (G7A)

Prerequisite: ENG 101 and ENG 102

ENG 221—Contemporary Short Story

3 cr.

Careful reading, analysis, and interpretation of short stories published since World War II, emphasizing varied approaches, characteristics, and styles, with some attention to development of the form. Some literary research required. (G7A)

Prerequisite: ENG 101, 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 since World War II. Some literary research required. (G7A)

Prerequisite: ENG 101, ENG 102

ENG 223—Contemporary Poetry

3 cr.

Careful reading, analysis, and interpretation of poetry, emphasizing varied approaches, characteristics and styles. Some research required. (G7A)

Prerequisite: ENG 101, ENG 102

ENG 225—International Literature: Non-European

3 cr.

A survey of the works of representative writers from Oceania, Asia, Middle East and African continent, Latin America and the Caribbean. Readings explore human relationships and individuals' place in society as well as the social structures and systems that create and perpetuate dynamics of power, privilege, oppression and opportunity that have shaped the people and writings of the regions. Some research required. (G6A, G7A)

Prerequisite: ENG 101, ENG 102

ENG 226—Fantasy Fiction

3 cr.

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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. (G7A)

Prerequisite: ENG 101, ENG 102

ENG 230—African-American Literature

3 cr.

A survey of the works of representative African American folktales and African American writers. Readings explore the construction of African American identities, communities, and social roles, as well as the societal structures and systems that create and perpetuate dynamics of power, privilege, oppression, and opportunity that have shaped African American experiences and literature. Some research is required. (G6A, G7A)

Prerequisite: ENG 101 and ENG 102.

ENG 297—Special Studies in Literature: Science Fiction

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. (G7A)

Prerequisite: ENG 101, ENG 102

ENGLISH-READING (RDG)

(English Department)

RDG 060—ESL Reading

3 lect., lab, 3 units

This course is specifically designed to offer low-intermediate to intermediate ESL students the opportunity to develop efficient reading 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.

Corequisite: RDG 061

Note: In addition to three lecture class meetings each week, students will register for a one-hour per week support module

**not applicable to associate degrees or certificate programs*

RDG 061—Support Module

1 unit

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., 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 that help to increase students' potential for academic success. Much of the course is individualized. A grade of Pass (DVP) indicates that the student is ready for ENG 101/ENG 098.

Prerequisite: Placement by the English Department in RDG 070

Note: An individually scheduled weekly lab hour is required in the Reading and Writing Center

**not applicable to associate degrees or certificate programs*

RDG 080—Reading and Study Skills 2

3 lect., 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., 0 lab, 4 units (Fall/Spring)

In this course, students develop critical reading, writing, and thinking skills necessary for success in college-level courses. In academic paragraphs and essays, students develop ideas in relation to challenging and complex texts.

Prerequisite: Placement by the English Department in RDG 080 and WRT 040, or successful completion of RDG 070 and WRT 030

Note: Students are required to attend the Reading and Writing Center throughout the semester for a total of 13 50-minute sessions

**not applicable to associate degrees or certificate programs*

ENGLISH-WRITING (WRT)

(English Department)

WRT 020—English-As-A-Second Language

3 lect., 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., 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 ENG 101.

Prerequisite: Placement by the English Dept. or successful completion of WRT 030

**not applicable to associate degrees or certificate programs*

FIELD STUDIES (FLD)

(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.

FIRE SCIENCE (FIR)

(Interdisciplinary Studies Department)

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

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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.

Prerequisite: FIR 101 or permission of discipline coordinator

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.

Prerequisite: FIR 101

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.

FIRST YEAR EXPERIENCE (FYE)

(Advisory Board Division Department)

FYE 100—First Year Experience

1 lect., 1 cr. (Fall/Summer)

This course is designed to help students in their academic community develop skills to support academic success and degree completion. Students are encouraged to take a section that corresponds with their community, as participation provides an opportunity for students to build a connection to the college, faculty and other students with similar career goals. Students will learn about the resources available at the college, how to navigate critical technology, and develop information literacy skills. Students will be introduced to the numerous job opportunities in the #eld as they are guided through setting educational goals, explore

discipline-specific issues, and learn about a variety of topics including the transfer and advising processes, careers, scholarships, and campus expectations. Students successfully completing the course will leave with a toolbox of skills to support their academic and professional success as well as with a stronger connection to their academic community.

FRENCH (FRE)

(Global Studies Department)

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. (G9A)

Note: Students who are proficient in French may be placed in a more advanced course

FRE 102—Elementary French 2

3 cr.

Additional practice in conversation is combined with the development of reading and writing skills. Readings pertain to cultural topics.

Prerequisite: FRE 101 or two years of high school study or placement by the instructor

FRE 201—Intermediate French 1

3 cr.

This course increases the student's ability to use the language through practice in conversation, reading, and writing. It includes a systematic review of the essentials of grammar. Readings pertain to contemporary cultural topics.

Prerequisite: FRE 102 or instructor placement

FRE 202—Intermediate French 2

3 cr.

Emphasis is given to cultural or literary readings and to free oral expression. Grammatical structures, including the subjunctive, are reviewed.

Prerequisite: FRE 201 or instructor placement

FRE 203—Advanced French 1

3 cr.

Literary works of twentieth century French authors are studied and oral fluency is further developed through practice in conversation. Grammar is reviewed as needed.

Prerequisite: FRE 202 or instructor placement

FRE 204—Advanced French 2

3 cr.

Readings in twentieth century prose and poetry are discussed, as well as other topics of cultural interest. Compositions are occasionally required.

Prerequisite: FRE 203 or placement by the instructor

GEOGRAPHY (GEO)

(Behavioral Sciences Department)

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.

Note: 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)

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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 or Fulfills Category E. (G3A, G6A)

GEOLOGY (GLG)

(Science, Engineering, & Arch Department)

GLG 101—Earth Science

2 lect., 2 lab, 3 cr.

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. (G2A)

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. (G2A)

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. (G2A)

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)

GERMAN (GER)

(Global Studies Department)

GER 101—Elementary German 1

3 cr.

For beginners or those who have no more than one year of high school German. 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.

GER 102—Elementary German 2

3 cr.

This course continues the course material from GER 101. Since this section is designed to help students learn how to communicate in German in a meaningful way, the primary language of communication will be German. Students are, therefore, asked to refrain from using English (unless it becomes absolutely necessary) and should rather make use of the rare opportunity of speaking in another language and learning more about the culture of a foreign country.

Prerequisite: GER 101

GREEN BUILDING (GRB)

(Interdisciplinary Studies Department)

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—Introduction 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 and 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 and 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.

Prerequisite: GRB 1100

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.

HEALTH (HLT)**(Physical Therapist Assistant Department)****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 (HIS)**(Global Studies Department)****HIS 101—United States History 1**

3 cr. (Fall/Spring)

This course is designed to introduce students to the study of the major social, political, economic, and intellectual developments that shaped American history from the Age of Discovery through the close of the Civil War. Topics may include the emergence of the slave trade; race, class, and gender in the colonial and early National eras; the struggle for American independence; the development of the Early American Republic; territorial expansion; and the coming of the American Civil War. Special attention will be paid to the topics of diversity, agency, political participation, and the development of systems and institutions. Students will also be introduced to historiography and historical methodology. Fulfills Category A. (G4A)

HIS 102—United States History 2

3 cr. (Fall/Spring)

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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. (G4A)

HIS 107—Diversity and Inclusion: The American Experience

3 cr. (Fall/Spring)

This course is about experiences and is presented as a social history of diversity and inclusion in the United States. As such, it seeks to accomplish two tasks. First, it seeks to provide students with a deeper understanding of the historical, political, cultural, and theoretical bases of diversity, inclusion and exclusion. Second, and more importantly, the course aims to have students (re)consider the history of the United States from the perspective of groups traditionally excluded, marginalized or written out of the American narrative. We will also seek to recognize those actors, movements, and forces who have worked toward inclusion. Fulfills Category A or Fulfills Category E. (G4A, G6A)

HIS 121—World History 1

3 cr. (Fall/Spring)

This course serves as an introduction to the historical and cultural heritage bequeathed to us from the societies of the ancient Near East, Greece, Rome, Africa, the Americas, and the ancient civilizations of eastern and southern Asia. Our primary focus will be on the acquisition of the basic skills needed to evaluate, analyze, and understand the principle events and the most important historical figures of these periods. We will also become familiar with the essential chronology, geography, and the political/social institutions of the various societies we will encounter. While the structure of the course is essentially chronological, our main emphasis will be on several key themes that will guide our exploration of Western history. These themes are: 1) the relationship between society and notions of the divine world, 2) the relationship between society and the natural world, 3) the forms and varieties of political, social, military, and religious organization, 4) the shaping of individual and collective identity, and 5) the interaction and competition between states, religious authorities, and/or cultures. We will also gain some familiarity with the variety of sources – both material and literary – from which historians construct interpretations of the past. We will learn how to evaluate, analyze, and interpret those historical sources. There are no prerequisites for this course, although an interest in history, healthy curiosity, and a willingness to think carefully about these societies and cultures would be an advantage. Regular attendance, participation and a commitment to complete reading assignments, quizzes, papers, and exams is essential. Fulfills Category D. (G5A)

HIS 122—World History 2

3 cr. (Fall/Spring)

This course traces major developments in World History since 1500, including European expansion, colonialism and imperialism and the responses of other peoples and regions, the Trans-Atlantic Slave Trade and the Enlightenment, the Industrial Revolution, the French Revolution and other social upheavals, liberalism, nationalism and socialism, World War I, World War II, the Cold War and de-colonization, and contemporary economic, social and environmental crises and responses up to the present time. Fulfills Category D. (G5A)

HIS 203—History of African-Americans

3 cr. (Fall/Spring)

This course offers a survey of the history of Africans and African-Americans in the British North American colonies and the United States, from the beginnings of the forced migration of enslaved Africans to the Americas to the present day. The course will address the many political, cultural, social, labor, and literary events and movements that shaped African and African-Americans, & that Africans & African Americans helped to shape. Fulfills Category A. (G4A)

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 secession, the diplomatic, military, and technological aspects of the conflict and the controversies inherent in the reconstruction process will be emphasized. Fulfills Category A. (G4A)

Note: Liberal Arts or General Elective credit only.

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. 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. (G5A)

HIS 220—Modern East Asia: China, Japan and Korea

3 cr. (Fall)

A study of the histories of China, Japan and Korea, focusing on the modern period. Topics include religion, social, political and cultural traditions and transformations, international relations and the role of these countries in our contemporary world. Fulfills Category D. (G5A)

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 include religion, social, political and cultural traditions and transformations, international relations and the role of this region in our contemporary world. Fulfills Category D. (G5A)

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. (G5A)

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. (G5A)

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. (G5A)

HIS 230—The Greek and Roman World

3 cr. (Fall/Spring)

This class examines the history, culture, and significance of ancient Greece and Rome, from the first Neolithic villages in Greece and Italy through to the collapse of Roman political institutions. Particular attention will be paid to the formation and development of Greek and Roman political, social, military, and cultural institutions, such as the city-state, Athenian democracy, the Roman Republic and Principate, ancient theater, philosophy, warfare, and the origins and development of early Christianity. Along the way, we will gain considerable familiarity with the interpretation of a variety of sources – both material and literary. There are no prerequisites for this course, although an interest in history and culture, healthy curiosity, and a willingness to think carefully about human societies and cultures would be an advantage. Fulfills Category D. (G5A)

HIS 231—Medieval and Renaissance Europe

3 cr. (Spring)

This course serves as an introduction to the historical and cultural heritage bequeathed to us from the societies of Europe from the collapse of the Roman Empire (ca. 500) to the beginning of the European age of Discovery (ca. 1500). Our primary focus will be on the acquisition of the basic skills needed to evaluate, analyze, and understand the principle events and the most important historical figures of this period. We will also become familiar with the essential chronology, geography, and the political/social institutions of the various societies we will encounter. While the structure of the course is essentially chronological, our main emphasis will be on several key themes that will guide our exploration of medieval history. These themes are: 1) the growth and development of Christianity 2) the creation of “medieval” culture out of its Roman, Germanic, and Christian roots 3) the evolution of political and religious authority 4) the (re) shaping of individual and collective identity, and 5) the interaction and competition between the Catholic Church and secular authorities. We will also gain some familiarity with the variety of sources – both material and literary – from which historians construct interpretations of the past. We will learn how to evaluate, analyze, and interpret those historical sources. There are no prerequisites for this course, although an interest in history, healthy curiosity, and a willingness to think carefully about these societies and cultures would be an advantage. Fulfills Category D. (G5A)

HIS 232—The Age of Revolutions

3 cr. (Fall)

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This course examines the social, political, and economic revolutions that shook the Early Modern Atlantic World (c. 1450-1850) through the lenses of race, class and gender, and from the perspectives of those traditionally written out of the historical narrative. Focusing on topics of power, rights, inclusion, exclusion, and agency, the course will examine the ways in which common people shaped and experienced moments of upheaval and transformation. By exploring the histories and historiographies of revolutions, the course will consider the ways in which marginalized groups impacted and were impacted by existing and emerging structures of inequality, privilege, oppression, and opportunity. Fulfills Category D or Fulfills Category E. (G5A, G6A)

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. (G5A)

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. (G5A)

HONORS (HON)

(Honors Department)

HON 120H—Honors Service Learning

0 lect., 2 lab, 1 cr. (Fall)

This course, required of all SUNY Orange 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 various topics from at least four different academic perspectives. Students participate in class discussions, maintain journals and complete projects. Completion of three one-credit seminars is required.

HON 290H—Honors Capstone I: Planning and Research

1.5 cr. (Fall)

This course (the first half of a two-semester capstone sequence required of all Honors Program students) provides an opportunity to synthesize information and skills acquired in the program. Students choose argument topics or conduct original research. Class sessions help develop the skills and process necessary to complete their project and presentation. Weekly meetings with assigned faculty mentors provide discipline-based knowledge, guidance, and support. This course focuses on the planning, research, and elements needed to complete the initial stages of the capstone.

Prerequisite: ENG 101, ENG 102; cumulative CGPA of 3.2 and/or permission of the Honors Program Coordinator

HON 291H—Honors Capstone II: Writing and Presentation

1.5 cr. (Spring)

This course (the second half of a two-semester capstone sequence required of all Honors Program students) continues the process of synthesizing information and skills acquired in the program. Students complete their argument topics or original research from Capstone 1. Class sessions focus on revising to create a final paper and transforming that paper into a public presentation. Weekly meetings with assigned faculty mentors provide discipline-based knowledge, guidance, and support. This course focuses on the completion of the capstone project.

Prerequisite: HON 290H, cumulative CGPA of 3.2 or permission of Honors Program Coordinator

HORTICULTURE (HRT)

(Biology Department)

HRT 101—General Horticulture

3 cr. (Spring)

The course covers essential information required for a basic understanding of horticulture. Subjects range from those necessary to describe plants (morphology and anatomy), understand elementary soil science, metabolism, flowers, fruits, reproductive methodologies, growth substances, photoperiods, plant nutrition, weed management, pest management, plant propagation, organic farming and gardening, sustainable landscapes, urban forestry, applied ecology and related horticultural subjects. The course provides practical experiences from lecture, lab, and field trips. The course provides experience in: observation, hypothesis development, data collection, experimentation, evaluation of evidence, and mathematical modeling/data analysis. This course is designed for students with little or no academic background in horticultural sciences. (G2A)

HRT 150—Horticultural Cannabis

3 cr. (Fall)

The course covers essential information required for a basic understanding of the horticulture of *Cannabis sativa*. Subjects range from those necessary to describe plants (morphology and anatomy), understand elementary soil science, metabolism, flowers, fruits, reproductive methodologies, growth substances, plant nutrition, pest management, plant propagation, organic farming, and related horticultural subjects. The course discusses the history and classification of Cannabis and its horticulture, focusing on primary production and processing technologies, chemistry (e.g., THC, CBD, fatty acids, fiber content, adulteration), legal and regulatory issues, and agricultural commercialization of Cannabis crops. This course will provide students with a foundation of the scientific and technical background to understand how cannabis is grown and made into consumer products. (G2A)

Prerequisite: HRT 101 with a grade of C or Better

HUMAN SERVICES (HMS)

(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. Fulfills Category E. (G3A, G6A)

Note: 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.

Prerequisite: C or better in HMS 101, PSY 111, and SOC 101 or 120. Overall CGPA of 2.0 or higher. Completion of departmental orientation. Permission of department chair or coordinator.

Corequisite: ENG 160

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

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responsible for arranging their site placements with the assistance of the instructor or field placement coordinator. Placements in this second practicum must involve a different client population from the first placement (e.g. mental health-mental retardation; children-adult populations) A grade of C is required to graduate. Four hours of off campus site observation/participation per week required.

Prerequisite: C or better in HMS 201; permission of department chair or coordinator

Corequisite: ENG 161

HUMANITIES (HUM)

(Interdisciplinary Studies Department)

HUM 201—Introduction to Humanities: Ancient to Early Renaissance

3 cr.

This course is a survey of the development of Western culture and society, from early humans to the early Renaissance. It also considers the important influences of contemporary non-Western societies. Topics include history, the arts, the sciences, social sciences, literature, philosophy, religion, and law. (G7A)

Prerequisite: ENG 101

Note: class field trips may be required; students are responsible for transportation and fees.

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, economic and cultural development. It examines the ideas, theories and cultural artifacts (including the arts, literature, philosophy, religion and law) that helped define these times, peoples and places, with attention paid to topics of race/ethnicity, gender/sexuality, nationality and class, noting stories and artifacts that are highlighted and excluded from general discussion and narratives of power and culture. (G6A, G7A)

Prerequisite: ENG 101.

Note: class field trips may be required; students are responsible for transportation and fees.

HUM 203—Introduction to Humanities 3: 1900 to the Contemporary

3 cr.

This course is a survey of the development of Western culture and society from 1900 to the present. It also considers the important influences of contemporary non-Western societies. Topics include history, the arts, the sciences, social sciences, literature, philosophy, religion, and law.

Prerequisite: ENG 101

Note: Class field trips are required, students are responsible for transportation and fees

INTERDISCIPLINARY STUDIES (IDS)

(Interdisciplinary Studies Department)

IDS 114—American Civil Rights Movements

3 cr.

This interdisciplinary 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, LGBTQIA + persons and other marginalized groups seeking recognition, rights, and equality. Additionally, the course assesses the sources and consequences of racism, discrimination, prejudice, misogyny, homophobia, and other ideas of difference that create and foster inequality. Fulfills Category A or Fulfills Category E. (G4A, G6A)

IDS 115—Introduction to Gender

3 cr.

This is an introductory and foundational course on the key concepts, themes, theories and methods of the study of gender and sexuality. It examines gender as an outcome of biological, social and cultural systems and introduces students to basic concepts such as gender, sex, sexuality, gender differences and gender socialization. It explores how gender concepts and behaviors shape and are shaped by larger social institutions, including, but not limited to, class divisions, race, ethnicity, media, philosophy/religions, educational and economic systems, and governments. Special attention is paid to the role that social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity related to gender. Prerequisite ENG 101 Fulfills Category C or Fulfills Category E. (G3A, G6A)

IDS 151—Introduction to Sustainability

3 cr.

This course will explore meanings of sustainability, including its historical context and application to contemporary global society.

ITALIAN (ITA)

(Global Studies Department)

ITA 101—Elementary Italian

3 cr.

For beginners. A basic course in grammar, punctuation, conversation, and reading. Contemporary Italian culture is discussed.

ITA 102—Elementary Italian

3 cr.

For beginners. A basic course in grammar, punctuation, conversation, and reading. Contemporary Italian culture is discussed.

ITA 201—Intermediate Italian 1

3 cr.

This course increases students' ability to use the language through advanced grammar study and continued reading, writing & speaking. Students do basic review, then study more complex patterns, verb tenses, including subjunctive. Reading, writing and speaking focus on contemporary Italian culture and events.

Prerequisite: ITA 102 or instructor placement

ITA 202—Intermediate Italian 2

3 cr.

This course continues to focus on reading, writing, speaking related to contemporary Italian cultural issues. Advanced grammatical structures, including passive and subjunctives, are presented. Particular emphasis on idiomatic expressions and advanced conversational fluency.

Prerequisite: ITA 201 or instructor placement

JAPANESE (JPN)

(Global Studies Department)

JPN 101—Elementary Japanese 1

3 cr.

A first year, introductory level course in spoken and written 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.

MANAGEMENT (MGT)

(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: Successful completion (DVP) of MAT 020 or successful completion (DVP) of MAT 040 or placement into MAT 092 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.

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Prerequisite: Successful completion (DVP) of MAT 020 or successful completion (DVP) of MAT 040 or placement into MAT 092 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: Permission of department chair and prerequisites MGT 201, MGT 205; a minimum CGPA 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.

MARKETING (MKT)

(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: Successful completion (DVP) of MAT 040 or successful completion (DVP) of MAT 010 or placement into MAT 020 or placement into MAT 092 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: BUS 103 and 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 (MAT)

(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: Placement in MAT 010

**not applicable to associate degrees or other 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: Successful completion (DVP) of MAT 010 or placement in MAT 020

**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: Successful completion (DVP) of MAT 010 or placement in MAT 020 or MAT 030

**not applicable to associate degrees or other certificate programs*

MAT 040—Beginning Algebra

4 units (Fall/Spring/Summer)

This course is designed for students who need a review of arithmetic and basic algebra. Topics include operations on rational numbers, exponents, order of operations, evaluating and simplifying variable expressions, solving linear equations and inequalities, analyzing linear equations with two variables, and solving systems of linear equations. This course is intended to help students alleviate mathematics anxiety and develop self-confidence to continue studying mathematics.

Prerequisite: Placement of MAT 040

Note:

**not applicable to associate degrees or other certificate programs*

MAT 092—Corequisite Support Module for Intermediate Algebra

2 units (Fall/Spring/Summer)

This is a mandatory corequisite course in conjunction with MAT 102 (Intermediate Algebra) for students who place into MAT 102 with corequisite support or who successfully complete MAT 040. This course is designed to provide the necessary support for students to be successful in MAT 102. Topics include operations on rational numbers, evaluating and simplifying variable expressions, solving linear equations, polynomial operations, and exponent rules.

Prerequisite: Successful completion of MAT 040 or placement into MAT 092 or higher

Corequisite: Corequisite: MAT 102

Note: Passing MAT 092 does not guarantee that a student will also pass MAT 102.

**not applicable to associate degrees or other certificate programs*

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MAT 094—Corequisite Support Module for Introduction to Statistics

1 unit (Fall/Spring)

This is a mandatory corequisite course in conjunction with MAT 120 (Introduction to Statistics) for students who place into MAT 120 with corequisite support or who successfully complete MAT 040 or MAT 030. This course is designed to provide the necessary support for students to be successful in MAT 120. Topics include translating verbal phrases into variable expressions, operations on real numbers, study skills, and supplemental instruction in statistics

Prerequisite: Successful completion (DVP) of MAT 040 or MAT 030 or placement into MAT 094 or higher

Corequisite: Corequisite: MAT 120

Note: Passing MAT 094 does not guarantee that a student will also pass MAT 120

**not applicable to associate degrees or other certificate programs.*

MAT 101—Elementary Algebra

3 cr. (Fall/Spring/Summer)

An elementary algebra course. Topics include operations on polynomials and rational expressions, laws of exponents, factoring, graphing of linear equations and inequalities, and systems of equations. A knowledge of operations on signed numbers and solutions to linear equations is required. Emphasis is placed on developing the skills necessary for further study of algebra.

Prerequisite: Successful completion (DVP) of MAT 020 or placement in MAT 101

Note: Not open to students who have successfully completed MAT 102 or higher numbered courses. MAT 101 may only be used as elective credit or liberal arts elective credit in the Liberal Arts A.A. degree, elective credit in the Liberal Arts A.S. and Individual Studies A.S. degrees.

MAT 102—Intermediate Algebra

3 cr. (Fall/Spring/Summer)

This course is designed for students who need to develop the skills necessary for further study of algebra. Topics include factoring, rational expressions, radical expressions, complex numbers, and quadratic equations and applications. This course is intended for students who are on a STEM path. (G1A)

Prerequisite: C or better in MAT 101 or successful completion (DVP) of MAT 040 or MAT 092 or placement into MAT 092 or placement into MAT 102. Students who have successfully completed MAT 040 or who place into MAT 092 are eligible to take MAT 102, but must also take the mandatory MAT 092 corequisite course 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 numbers, integers, rational numbers, and real numbers; and number theory. This course is for those students interested in pursuing teaching certification in early childhood or childhood education. (G1A)

Prerequisite: C or better in MAT 102 or placement in 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. (G1A)

Prerequisite: Successful completion (DVP) of MAT 030 or MAT 040, C or better in MAT 101 or placement in MAT 092 in higher

Note: 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, and social sciences. Course is broken into two parts; descriptive statistics and inferential statistics.

Topics include: methods of summarizing and presenting data; measures of center, spread, and position; probability; binomial

probability distribution; normal probability distribution; t-test; chi-square test; confidence intervals, hypothesis testing; and linear regression. (G1A)

Prerequisite: Successful completion (DVP) of MAT 030 or MAT 040 or MAT 094 or successful completion (D- or higher) of MAT 102 or C or better in MAT 101 or placement into MAT 102 or higher or placement into MAT 094. Students who have successfully completed MAT 030 or MAT 040 or who place into MAT 094 are eligible to take MAT 120, but must also take the mandatory MAT 094 corequisite course.

Note: If a student passes MAT 092, but does not successfully complete MAT 102, that student will need to take MAT 094 as a mandatory corequisite to MAT 120

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. (G1A)

Prerequisite: C or better in MAT 102 or placement in MAT 121

Note: MAT 121 and MAT 122 together form a pre-calculus sequence. MAT 121 is not open to students who have completed MAT 131.

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. (G1A)

Prerequisite: C or better in MAT 121

Note: MAT 121 and MAT 122 together form a pre-calculus sequence. MAT 122 is not open to students who have completed MAT 131.

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. (G1A)

Prerequisite: Placement in MAT 131

Note: MAT 131 is not open to students who have completed MAT 121 or MAT 122

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. (G1A)

Prerequisite: C or better in MAT 122 or MAT 131, or Placement of MAT 205

MAT 205—Calculus 1

4 cr. (Fall/Spring/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 and increasing/decreasing intervals), points of inflection and concavity, limits at infinity (horizontal asymptotes), curve sketching, differentials,

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antidifferentiation, area of bounded region using summations, Riemann Sums, the definite integral and the Fundamental Theorem of Calculus. (G1A)

Prerequisite: C or better in MAT 122 or C or better in MAT 131, or placement in MAT 205

MAT 206—Calculus 2

4 cr. (Fall/Spring/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. (G1A)

Prerequisite: C or better in MAT 205.

MAT 207—Calculus 3

4 cr. (Fall/Spring/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. (G1A)

Prerequisite: C or better in MAT 206.

MAT 211—Linear Algebra

3 cr. (Fall/Spring/Summer)

Designed primarily for students planning to specialize in mathematics, computer science, or engineering. Topics include: vectors in R^2 , R^3 , and R^n , systems of linear equations, determinants and matrices, vector spaces, linear independence and basis, linear transformations, eigenvalues and eigenvectors, and diagonalizations. (G1A)

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. (G1A)

Prerequisite: C or better in MAT 207

MEDICAL LAB TECHNOLOGY (MLT)

(Clinical Laboratory Science Department)

MLT 101—Fundamentals of Medical Physiology for MLT Majors

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

Overview of the 10 systems of the human body in health and disease with emphasis on the physiology of the human. Introduction of terminology relative to each system will be discussed. Laboratory exercises relate structure to function. Human materials and models are used. [R-1]

Corequisite: MLT 103, MLT 105

Note: MLT 101 (with laboratory) can be applied to the liberal arts science requirement for associate degrees or the Medical Laboratory Technology program

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 and analysis of 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, or BIO 111 and BIO 112

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]

Corequisite: MLT 101, MLT 105

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 semi-automated techniques. [R-1]

Prerequisite: MLT 101, MLT 103, MLT 105

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, venipuncture, specimen collection and handling, basic instruments, solutionmaking, quality assurance, ethics, and accrediting agencies. [R-1]

Corequisite: MLT 101, MLT 103

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]

Pre/corequisite: BIO 110 or BIO 111

MLT 109—Phlebotomy

6 lect., 4 lab, 7 cr. (Fall/Spring)

A 15-week, 210-hour certificate 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.

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 the physiology of humans. Introduction of terminology relative to each system will be discussed. [R-1]

Note: This course does not include a laboratory component but 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 101, MLT 102, MLT 103, MLT 104, MLT 105, MLT 203, MLT 207, MLT 209, MLT 251

Corequisite: MLT 208, MLT 212, MLT 252 or completion of all MLT courses

Note: This course is open to students in the MLT program only

MLT 203—Immunohematology

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

Detailed study of basic concepts of inheritance and heredity with respect to human blood factors. Blood bank procedures such as typing, immune antibody screening and identification, titre level determination, medicolegal exclusions and transfusion procedures are performed. [R-1]

Prerequisite: MLT 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 101 (formerly CHM 105), CHM 102 (formerly CHM 106) or CHM 103, CHM 104

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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)

Topics of study include classification, nomenclature, taxonomic relationships and identification of microorganisms. The physiology of microbes, pathogenic organisms and organisms of economic importance are considered. Laboratory exercises stress sterile technique, staining methods, culture of microbes, biochemical tests used in identification of microorganisms, as well as a culminating project involving the identification of an unknown organism. [R-1] (G2A)

Prerequisite: BIO 101, BIO 111, or permission of the MLT department chair

Note: This is a required course for the MLT program; this course may be used in place of MLT 106 for nursing/pre-nursing students who intend to transfer to a Bachelor's program after graduation

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

lect., 6 lab, 2 cr. (Fall)

Under the supervision of clinical proctors, students practice medical laboratory techniques. [R-1]

Prerequisite: MLT 101, MLT 102, MLT 103, MLT 104

Corequisite: MLT 207

MLT 252—Clinical Training 2

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 MLT courses

MUSIC (MUS)

(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. (G7A)

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. (G7A)

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. (G7A)

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. (G7A)

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. (G7A)

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 113—Introduction to Audio Recording

3 lect., 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. (G8A)

Note: 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.

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. (G8A)

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. (G8A)

Prerequisite: MUS 123

Corequisite: Enrollment in a piano course

MUS 131—Elementary Piano 1

2 cr. (Fall/Spring)

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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.

MUS 132—Elementary Piano 2

2 cr. (Fall/Spring)

A continuation of MUS 131 which concentrates on the performance of more advanced materials.

Prerequisite: MUS 131

MUS 141—Group Voice 1

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

An introductory level course designed to develop vocal potential by learning proper vocal technique, studying musical notation and performing folk, musical theater and art songs in an individual setting.

MUS 142—Group Voice 2

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

An intermediate level course designed to continue individual vocal development by learning advanced vocal technique, increasing musical vocabulary and performing musical theater and foreign language art songs and arias in an individual setting.

Prerequisite: MUS 141 or permission of instructor

MUS 151—Chorus

0 lect., 2 lab, 1 cr. (Fall/Spring)

This course provides choral performance experience. The repertoire includes selections from major choral works, music representing a variety of styles, and pieces in different languages. No audition is required. Participation in all concerts is mandatory.

Note: Students may repeat course for a total of four credits

MUS 153—Madrigal Singers

0 lect., 2 lab, 1 cr. (Fall/Spring)

A select vocal ensemble that performs a variety of advanced a cappella and accompanied pieces from choral repertoire composed throughout the centuries. Required audition is held the first week of each semester. Participation in concerts is mandatory.

Prerequisite: Audition and permission of instructor

Corequisite: MUS 151

Note: Students may repeat course for a total of four credits

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.

Prerequisite: Audition and permission of instructor

Note: Students may repeat course for a total of four credits

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.

Prerequisite: Audition and permission of instructor

Note: Students may repeat course for a total of four credits

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.

Prerequisite: Audition and permission of instructor

Note: Students may repeat course for a total of four credits

MUS 160—Vocal Jazz Ensemble

0 lect., 2 lab, 1 cr. (Fall/Spring)

Students will study and perform compositions in the vocal jazz 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.

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.

Prerequisite: Audition and permission of instructor

Note: Students may repeat course for a total of four credits

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.

MUS 164—Jazz Improvisation 2

2 cr. (Spring)

Improvisation approached as spontaneous composition with emphasis on melodic and rhythmic principles. The ability to read music is necessary. Students explore different stylistic approaches to reading and phrasing. Listening, discussion, demonstration and performance are required.

Prerequisite: MUS 163 or permission of instructor

MUS 165—Jazz Keyboard Harmony

2 lect., 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 231 or permission of instructor

MUS 167—Jazz/Commercial Guitar 1

2 lect., 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., 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—Private Instruction: Strings

1 cr. (Fall/Spring)

Students are responsible for arranging private music lessons with an instructor approved by the Arts and Communication Department and for paying an additional fee to the instructor. Forms available from the Arts and Communication Department must be obtained during the first week of classes and completed no later than the third week. End-of-semester jury examination is required of all Private Instruction students. May be repeated progressively. Special fee.

Prerequisite: Music major or permission of course coordinator or department chair

MUS 171—Private Instruction: Woodwinds

1 cr. (Fall/Spring)

Students are responsible for arranging private music lessons with an instructor approved by the Arts and Communication Department and for paying an additional fee to the instructor. Forms available from the Arts and Communication Department must be obtained during the first week of classes and completed no later than the third week. End-of-semester jury examination is required of all Private Instruction students. May be repeated progressively. Special fee.

Prerequisite: Music major or permission of course coordinator or department chair

MUS 172—Private Instruction: Brass

1 cr. (Fall/Spring)

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Students are responsible for arranging private music lessons with an instructor approved by the Arts and Communication Department and for paying an additional fee to the instructor. Forms available from the Arts and Communication Department must be obtained during the first week of classes and completed no later than the third week. End-of-semester jury examination is required of all Private Instruction students. May be repeated progressively. Special fee.

Prerequisite: Music major or permission of course coordinator or department chair

MUS 173—Private Instruction: Percussion

1 cr. (Fall/Spring)

Students are responsible for arranging private music lessons with an instructor approved by the Arts and Communication Department and for paying an additional fee to the instructor. Forms available from the Arts and Communication Department must be obtained during the first week of classes and completed no later than the third week. End-of-semester jury examination is required of all Private Instruction students. May be repeated progressively. Special fee.

Prerequisite: Music major or permission of course coordinator or department chair

MUS 174—Private Instruction: Piano/Organ

1 cr. (Fall/Spring)

Students are responsible for arranging private music lessons with an instructor approved by the Arts and Communication Department and for paying an additional fee to the instructor. Forms available from the Arts and Communication Department must be obtained during the first week of classes and completed no later than the third week. End-of-semester jury examination is required of all Private Instruction students. May be repeated progressively. Special fee.

Prerequisite: Music major or permission of course coordinator or department chair

MUS 175—Private Instruction: Guitar

1 cr. (Fall/Spring)

Students are responsible for arranging private music lessons with an instructor approved by the Arts and Communication Department and for paying an additional fee to the instructor. Forms available from the Arts and Communication Department must be obtained during the first week of classes and completed no later than the third week. End-of-semester jury examination is required of all Private Instruction students. May be repeated progressively. Special fee.

Prerequisite: Music major or permission of course coordinator or department chair

MUS 176—Private Instruction: Voice

1 cr. (Fall/Spring)

Students are responsible for arranging private music lessons with an instructor approved by the Arts and Communication Department and for paying an additional fee to the instructor. Forms available from the Arts and Communication Department must be obtained during the first week of classes and completed no later than the third week. End-of-semester jury examination is required of all Private Instruction students. May be repeated progressively. Special fee.

Prerequisite: Music major or permission of course coordinator or department chair

MUS 177—Private Instruction: Theory/Composition

1 cr. (Fall/Spring)

Students are responsible for arranging private music lessons with an instructor approved by the Arts and Communication Department and for paying an additional fee to the instructor. Forms available from the Arts and Communication Department must be obtained during the first week of classes and completed no later than the third week. End-of-semester jury examination is required of all Private Instruction students. May be repeated progressively. Special fee.

Prerequisite: Music major or permission of course coordinator or department chair

MUS 221—Songwriting

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

An introduction to the art and craft of songwriting. Includes analysis of existing songs written in various styles in terms of the fundamental musical elements: rhythm, form, melody, harmony, timbre, dynamics, texture and text. Analytic and creative exercises and projects enable students to acquire skill in evaluating and critiquing songs and in producing original work.

Prerequisite: Music major or permission of instructor

MUS 223—Advanced Musicianship 1

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

Advanced harmony, ear training, sight singing, harmonization at the keyboard and writing of original compositions. (G8A)

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. (G8A)

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.

Corequisite: MUS 224

MUS 231—Intermediate Piano 1

2 cr. (Fall/Spring)

Materials are drawn from classic, romantic and contemporary composers.

Prerequisite: MUS 132

MUS 232—Intermediate Piano 2

2 cr. (Fall/Spring)

Emphasis on technique, sight reading, pedaling, phrasing and interpretation.

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.

Prerequisite: MUS 232

MUS 234—Advanced Piano 2

2 cr. (Fall/Spring)

Materials of increasing difficulty for solo and ensemble.

Prerequisite: MUS 233

NURSING (NUR)**(Nursing Department)****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

**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 2: 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

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

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

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]

Corequisite: 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]

Prerequisite: 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.

Prerequisite: Tested into MAT 101 or by permission of 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]

Prerequisite: ENG 101, ENG 102, BIO 112 with C or higher, MLT 106 with C or higher, and grade of 75% (C) or higher in NUR 102

Pre/corequisite: NUR 205, PSY 111

NUR 202—Nursing 4: Physical and Mental Illness

6 lect., 12 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]

Prerequisite: 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).

This course runs 13 weeks to allow time for students to take NUR 203 at the end of the semester.

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: Grade of C or higher in 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: Grade of C or higher in NUR 101

Pre/corequisite: Grade of C or higher in BIO 112

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.

Prerequisite: NUR 112 or NUR 102 or permission of instructor

OCC THERAPY ASSISTANT (OTA)**(Occupational Therapy Department)****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: OTA 103, OTA 105, OTA 107

Pre/corequisite: BIO 111

OTA 102—Fundamentals of O.T. II

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

This 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]

Prerequisite: BIO 111, OTA 101, OTA 103, OTA 107

Corequisite: OTA 104, OTA 106

Pre/corequisite: BIO 112, PSY 220

OTA 103—Occupational Performance I

3 lab, 1 cr. (Fall)

The emphasis of this course 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) (R-1)

Prerequisite: Admission to the OTA program

Corequisite: OTA 101, OTA 105, OTA 107

Pre/corequisite: BIO 111

OTA 104—Occupational Performance II

3 lab, 1 cr. (Spring)

This is the second in a series of three clinical skills courses, following Occupational Performance I and preceding Clinical Reasoning Skills. The occupational performance course builds upon the foundation of occupation and the Occupational Therapy Practice Framework established in the preceding course. The course also addresses a variety of intervention techniques including adapted and

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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 105, OTA 107

Corequisite: BIO 112, OTA 102, OTA 106

Pre/corequisite: PSY 220

OTA 105—Skills Practice Lab

lect., 1 lab, 1.5 cr.

This course is an introductory skills practice lab with hands-on training and treatment techniques. Emphasis is on the introduction of skills needed as an OTA, such as range of motion, manual muscle testing, physical agent modalities, pulse oximetry, blood pressure testing, dressing skills, manipulation and handling of wheelchairs, and standard precautions. The skills course will complement other lecture classes related to treatment for activities of daily living (ADL's), instrumental activities of daily living (IADL's), education, work, play, leisure, rest, sleep, and social participation. {R-1}

Prerequisite: Admission to OTA Program

Corequisite: OTA 101, OTA 103, OTA 107

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, OTA 101, OTA 103, OTA 105, OTA 107

Corequisite: OTA 102, OTA 104

Pre/corequisite: BIO 112, PSY 220

OTA 107—Principles of Occupational Therapy in Geriatrics and Gerontology

2 cr. (Fall)

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

Prerequisite: Admission to OTA program

Corequisite: OTA 101, OTA 103, OTA 105

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 online lecture and learning activities. [R-1]

OTA 201—Principles of OT in Pediatrics and 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]

Corequisite: OTA 203, OTA 205, OTA 207, OTA 209, PSY 230, PED 155

OTA 203—Clinical Reasoning Skills

3 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 OTA 104 (OP II) are continued in this course. (Malpractice insurance fee applied) [R-1]

Corequisite: OTA 201, OTA 205, OTA 207, OTA 209, PSY 230, PED 155

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-V 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]

Corequisite: OTA 201, OTA 203, OTA 205, OTA 209, PSY 230, PED 155

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]

Corequisite: OTA 201, OTA 203, OTA 205, OTA 209, PSY 230, PED 155

OTA 209—Documentation in Occupational Therapy

1.5 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]

Corequisite: OTA 201, OTA 203, OTA 205, OTA 207, PSY 230, PED 155

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 in different treatment settings. Evaluation, treatment intervention and documentation are the major components of the fieldwork experience. (Malpractice insurance fee applied) [R-1]

Prerequisite: 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]

Prerequisite: OTA 217

**See Tuition and Fees section for current lab and malpractice insurance fees*

OFFICE TECHNOLOGIES (OFT)**(Business Department)****OFT 103—Medical Coding**

3 cr. (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: Successful completion (DVP) of MAT 040 or successful completion (DVP) of MAT 010 or placement into MAT 020 or placement into MAT 092 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

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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 108—Introduction to Keyboarding and Office Applications

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

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 memorandums, 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: Successful completion (DVP) of MAT 040 or successful completion (DVP) of MAT 010 or placement into MAT 020 or placement into MAT 092 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 or placement by department and successful completion (DVP) of MAT 040 or successful completion (DVP) of MAT 010 or placement into MAT 020 or placement into MAT 092 or higher.

OFT 209—Microsoft Word and PowerPoint

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

Hands-on instruction in Microsoft Word and PowerPoint is provided to the student. Emphasis is placed on creating, revising, formatting, enhancing, proof reading, printing, and merging of numerous business documents. Decision-making skills are exercised in the selection of formats and procedures. Preparation for MOUS Certification in Word is available.

Prerequisite: OFT 108 or placement by department

OFT 211—Medical Transcription

2 lect., 2 lab, 3 cr.

The student transcribes communications documents such as: letters, case histories, medical evaluations, medical reports, and summaries from a voice transcriber. Most medical specialties are included. Emphasis is placed on the correct medical terminology and spelling, medical form format, and rapid production of mailable copy. Office procedures, basic grammar rules, spelling, punctuation, and proofreading are reviewed.

Prerequisite: OFT 108 or placement by department and successful completion (DVP) of MAT 020 or successful completion (DVP) of MAT 040 or placement into MAT 092 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 and successful completion (DVP) of MAT 020 or successful completion (DVP) of MAT 040 or placement into MAT 092 or higher.

OFT 220—Office Internship

1 lect., 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.

Prerequisite: Permission of department chair and BUS 203, OFT 108, OFT 209; a minimum CGPA of 2.0 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.

PHILOSOPHY (PHL)**(English Department)****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. (G7A)

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. (G7A)

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. (G7A)

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. (G7A)

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. (G7A)

Prerequisite: ENG 101 or concurrent enrollment

PHYS ED ACTIVITY MAJORS (PEM)**(Movement Sciences Department)****PEM 160—Aerobic Fitness**

1 cr.

Principles and theory of aerobic & endurance conditioning and body composition for athletic and sedentary populations across the lifespan will be taught. The course will be based on the principles, concepts and guidelines for aerobic endurance conditioning according to the American College of Sports Medicine (ACSM). Students will be prepared to apply the proper training and conditioning protocols for all populations based on goals, indications, contraindication, and physical evaluation of the individual. Students will actively participate in movement and assessment throughout the semester.

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PEM 161—Racquet Sports 1

1 cr.

The purpose of this course is to provide students with a basic knowledge of racquet sports with application to understanding of rules, proper skill to demonstrate, safety and effectiveness.

PEM 162—Team Sports

1 cr.

This course is designed for those students majoring in Exercise Studies or Liberal Arts, PE. The course will provide students with a basic knowledge of the Team Sports of Basketball and Baseball with application to the understanding of rules and strategy, the proper skills to demonstrate, safety issues and teaching effectiveness.

PEM 163—Studio Fitness

1 cr.

This course provides the student with the skills, knowledge, and abilities to instruct others and see measurable improvement in his/her personal physical fitness levels as preparation for the physical demand of daily living. Emphasis is placed upon activities/movements taught in yoga, Pilates, and Barre, that provide training in strength and mobility conditioning for various movement patterns. Spinal stability is a key focus point in this course as well as the mind-body-breathe connection.

PEM 164—Dance

1 cr.

This course will provide students with basic knowledge in various aspects of dance as a performing art. The psychomotor aspect will focus on body alignment, dance technique, flexibility, execution, and recollection of short dance combinations. The cognitive aspect will cover dance history and culture. Proper dance attire is required for dance performances.

PEM 165—Beg-Int/Adv-Learn to Swim

1 cr.

This class is for those who can swim across a 50-yard pool. In this class you will learn how to: breathe effectively, tread water, dive in from the edge and use swimming equipment (kick boards, pull buoys, hand paddles, fins). You will be introduced to and gain further development of the 4 competitive swimming strokes (Freestyle, Backstroke, Breaststroke & Butterfly). An introduction to flip turns and intervals (50 yard repeats) will be taught. Underwater videotaping and stroke review and analysis will occur.

Prerequisite: Ability to swim across a 50-yard pool continuously. You MUST be comfortable in deep water. Please take this course as preparation for Water Safety Instructor.

PEM 166—Golf/Badminton

1 cr.

Course is designed for individuals interested in teaching/coaching golf/badminton. Consists of rules, equipment, essential offensive, defensive and special situation strategies, factors in seasonal planning and basic skill analysis as well as conditioning principles.

PEM 167—Weight Training

1 cr.

This course is designed to provide students with a basic knowledge of strength training with application to muscular strength, muscular endurance and body composition. It is designed to instruct students who are interested in pursuing a degree in an area of exercise science how to properly perform and instruct others utilizing different modes of resistance training with respect to proper set up, form, safety and effectiveness. This course introduces scientific theories in combination with engagement of multiple muscle group activities. Students are required to construct a portfolio and complete a student teaching experience. This course is restricted to Exercise Studies majors.

PEM 168—Alpine Ski/Boarding

1 cr.

Course is intended to introduce participants to basic skills and practices, safety issues, knowledge and skills specific to incorporating outdoor recreation into the physical education and recreational pursuits. Activities are applied and analyzed experiential education, rappelling, rock climbing, orienteering, geocaching, hiking and backpacking, camping, mountain biking, and kayaking and others as appropriate. The entire class will be taught outdoors and on a variety of outdoor locations. Participants should expect to meet on location at 8:00 am on each of the designated Saturday mornings. Overnight camping skills will be learned and practiced each weekend. No experience is necessary.

PEM 169—Leadership Skills/Group Games

1 cr.

This course will give students an opportunity to gain leadership skills in the coaching and physical education field. Throughout the class students will use critical thinking skills, learn new games to improve individual, team sports and cooperative games. Each student will use physical concepts applied to sports.

PEM 170—Water Exercise

1 cr.

This class offers knowledge and skills to keep fit for life. It teaches safe performance of movement and exercise in a progressive approach and offers an opportunity to improve and/or maintain a high level of fitness through application of aerobic training principles in an aquatic environment. Swimming skills are not required. This class is designed for all fitness levels. Students are encouraged to understand their own limitations and work within their bounds. Students will be able to design and teach a 60-minute base-level class. This class will offer instruction and practice in proper aquatic exercise conditioning techniques and safety procedures. The comprehensive workout incorporates aerobic conditioning, muscular strengthening, abdominal toning, and tension-release stretching sections to improve aerobic capacity, strength, and flexibility without the negative effects of gravity. Students will be encouraged to exercise at their own comfort level and engage in a variety of low-impact movements from low to high intensity. This water conditioning class will focus on improving the cardiovascular and muscle systems, but also cover basic principles of exercise science, nutrition, cardiovascular and muscle endurance programming. Workouts will include warm-up, cardio-, muscle-, and core-conditioning, and range of motion exercises both in the shallow and deep pools. Classes might incorporate use of flotation equipment for buoyancy and water resistance, and a mini lecture at the start and/or end of class. Class activities include basic water aerobics, intervals, circuits, games, and other styles of upright water workouts.

PEM 172—Coaching Skills

1 cr.

The skills courses are designed for students majoring in exercise studies or Liberal Arts/physical education. Department Chair approval is needed for students not in these majors to take this course. This course will give students the opportunity to explore different coaching skills and theories including: team preparation, playing time, roster management, club/travel teams, parent involvement, training principles, and program management.

PEM 173—Officiating

1 cr.

This course will give students an introduction to sports officiating. Students will learn rules of major sports, how to position them to make correct calls on courts, and fields. Students will develop style and mechanics of officiating. Students will have a chance to do some live officiating and evaluations of other officials. Students will explore how one becomes an official.

PHYS ED ACTIVITY REGULAR (PES)**(Movement Sciences Department)****PES 100—Concepts of Physical Wellness**

1 lect., 1 lab, 1 cr. (1/2 semester each)

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 170—Aerobic Fitness

.5 cr. (1/2 semester each)

This is an introduction of fundamental techniques of aerobics. Routines of rhythmic exercise are designed to develop or maintain cardio-respiratory endurance and body flexibility. The course is designed for students at all levels of fitness. Types of exercise will vary. Exercises, like running and jumping rope, in intervals that will challenge you to your max. This is a no-nonsense approach to total body training that helps you reach your potential.

PES 171—Step Aerobics

.5 cr. (1/2 semester each)

This course emphasizes low impact activities designed to improve cardio-respiratory function, muscle tone, strength and flexibility. Rhythmic aerobic sessions are performed with a small platform used to step up and down. The platform or step provides an extra boost of aerobic capacity that has less stress on joints than running or jogging.

PES 172—Body Shaping

.5 cr. (1/2 semester each)

This course is designed to involve students in a low impact aerobic activity program that is structured to increase cardiovascular fitness, build muscular strength and endurance. This is an overall body sculpting class that will be using free weights and resistance tubing. Some cardio classes may be introduced such as walking and basic stepping.

PES 173—Cardio Kick Box

.5 cr. (1/2 semester each)

This is a physical education activity course designed to provide a fun, energetic, and safe workout for students focusing on techniques of self-defense and karate in an aerobics atmosphere for better health, strength and cardiovascular abilities. During this powerful high intensity workout, participants will utilize kicking, boxing, aerobic movements and martial-art type actions for a challenging total body conditioning experience. Learn proper techniques for kicking, punching and various self-defense moves from a Certified Fitness Professional. The techniques and training methods from the sport of kickboxing will be used to enhance the students exercise experience. Students need no prior training or experience in kickboxing.

PES 174—Exercise and Weight Management

.5 cr. (1/2 semester each)

Designed for students who are interested in changing lifestyle, eating and exercise habits, this course emphasizes the practical application of current information relating to weight loss, physical fitness improvement, weight control and proper nutritional habits. A physical assessment is given at the beginning and end of the course and includes the following components: flexibility, cardiovascular endurance, height, weight, body-fat percentage, grip strength, girth, body density and an individualized exercise prescription.

PES 175—Zumba

.5 cr. (1/2 semester each)

This is a physical education activity course that uses the principles of fitness interval training and resistance training to maximize caloric output, fat burning, and total body toning. It mixes body sculpting movements with easy-to-follow dance steps. Zumba is a fitness program inspired by Latin dance and combines Latin rhythms with cardiovascular exercise to create an aerobic routine that is fun and easy-to-follow.

PES 180—Jogging

.5 cr. (1/2 semester each)

This course is designed to aid the student in the development and maintenance of cardiorespiratory endurance and helps to improve and/or maintain cardiovascular and muscular endurance. It also gives students an understanding of, and the ability to establish an exercise program that may be maintained throughout life through the use of jogging. Jogging helps, to enhance the student's practical and cognitive knowledge in fitness and nutrition concepts, and to establish a sound, individual exercise program. This course also introduces practical skills and principles of running, providing practical experience with running under different conditions, and providing a background of knowledge to train (jog/run) in the future. Local street jogging routes will be encouraged, dependent upon instructor preference and weather conditions. Specific runs for particular classes will be planned to match the students' progress. There will be a lot of running at an easy to moderate intensity.

PES 181—Walking for Wellness

.5 cr. (1/2 semester each)

This course is designed to give the student a practical understanding of cardiovascular fitness produced by walking. This course is designed to educate and improve in the areas of body composition, cardiovascular fitness, flexibility, muscular endurance, and aids in weight loss. Content includes brisk walking for several miles outdoors (extreme weather permitting: torrential rain or thunder and lightning), preceded by stretching exercises. Experiences are provided to help the student understand the benefits, organization, implementation, and evaluation of a balanced aerobic fitness program utilizing walking as the primary activity.

PES 183—Spinning

.5 cr. (1/2 semester each)

Indoor cycling is a group exercise class performed on stationary bikes. This course will incorporate indoor cycling for both the novice and the experienced cyclist. Rides are tailored to meet the needs and abilities of every person enrolled. The instructor will encourage each participant to customize their ride to fit their individual needs and fitness level. This class will encompass the fundamentals of proper biomechanics and cycling techniques as well as safety associated with indoor cycling classes. An outdoor ride is simulated; students travel on flat roads, climb hills, sprint, and race. The workout is non-impact and provides every fitness level an excellent workout. This class will burn calories, improve endurance, strengthen the lower body, and relax the mind.

PES 200—Volleyball

.5 cr. (1/2 semester each)

This course is designed to teach fundamental skills to include passing, setting, spiking, serving, game play (rotation, substitution), rules, safety, scoring, & basic strategy. The course will familiarize students with rules, terminology, strategies, and team play concepts. Students will develop basic skills, as well as learn the rules, regulations, and terminology associated with volleyball. Specifically, the course covers the following skill areas: forearm passing, overhead passing, spiking, blocking, serving, serve reception, digging and transition. , Students will also learn strategies for offense and defense while continuing to improve individual skills. Students will refine volleyball specific skills, improve their strength and conditioning, and develop team concepts. Students will be expected to participate in moderate to vigorous activities when in class.

PES 201—Basketball (coed)

.5 cr. (1/2 semester each)

This course provides the fundamental skills of basketball such as dribbling, passing, shooting, faking, footwork, and defensive skills. Content includes skills, rules, and strategy of basketball. The course will familiarize students with the rules, terminology, offensive and defensive strategies, and the physical activity benefits of recreational basketball. The course will provide opportunities for individuals to develop skills, techniques, and proper conditioning for basketball. Various team building strategies will be implemented. Content includes teaching techniques for developing competitive basketball skills.

PES 202—Basketball (men)

.5 cr. (1/2 semester each)

This course provides the fundamental skills of basketball such as dribbling, passing, shooting, faking, footwork, and defensive skills. Content includes skills, rules, and strategy of basketball. The course will familiarize students with the rules, terminology, offensive and defensive strategies, and the physical activity benefits of recreational basketball. The course will provide opportunities for individuals to develop skills, techniques, and proper conditioning for basketball. Various team building strategies will be implemented. Content includes teaching techniques for developing competitive basketball skills.

PES 203—Floor Hockey (coed)

.5 cr. (1/2 semester each)

Introduction to the basic fundamentals of floor hockey such as stick handling, passing, shooting, and more advanced concepts such as face-offs, goaltending, offensive and defensive tactics. Skills tests, drills/practices, games and tournaments will be conducted during the semester.

PES 204—Floor Hockey (men)

.5 cr. (1/2 semester each)

Introduction to the basic fundamentals of floor hockey such as stick handling, passing, shooting, and more advanced concepts such as face-offs, goaltending, offensive and defensive tactics. Skills tests, drills/practices, games and tournaments will be conducted during the semester.

PES 205—Baseball

.5 cr. (1/2 semester each)

This physical education activity course is designed to introduce the student to the rules of baseball, proper mechanics for throwing, hitting and catching, analyze and assist in the correction of baseball skills, understand the various options in game situations, learn coaching strategy. Content includes rules, strategy, and teaching methods. Game playing is emphasized.

PES 206—Soccer

.5 cr. (1/2 semester each)

This course is an introduction to the skills, rules and strategies of soccer. A progression begins with basic drills and continues through intermediate play. Play includes both full field and the indoor game. The course is designed for all levels of ability. The soccer skills of dribbling, ball control, heading, shooting, tackling, and passing are introduced and practiced. Principles of attack and defense are examined and drilled.

PES 207—Golf

.5 cr. (1/2 semester each)

This course gives students an understanding of and a proficiency in golf skills, rules, and etiquette. Basic fundamentals are emphasized pertaining to grip, stance, posture and swing and the importance of teamwork, honesty, and integrity as it relates to golf. This course combines instruction and practice for skill development. The program is designed to provide benefits in flexibility, balance, and speed that are critical for golf improvement and healthy living. Students will be able to successfully hit golf balls, play a round of golf, and understand more clearly the game of golf (rules, etiquette, course management, etc.) Golf is a game for everyone.

PES 208—Archery

.5 cr. (1/2 semester each)

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This course introduces basic skills and techniques of archery. Topics include stringing the bow, handling bow and arrow, shooting, safety, and care of equipment. Students will gain an understanding of the rules, scoring and safety considerations of archery. This course enables the student to practice and acquire proper techniques, strategies, and safety procedures associated with archery and gain knowledge of proper archery etiquette.

PES 209—Tennis

.5 cr. (1/2 semester each)

A course designed to introduce to novices the basic skills, rules, playing strategy, and etiquette involved in the sport of tennis. Singles and doubles are played. The emphasis of this course is on beginning fundamentals of forehand drive, backhand drive, serve, and volley.

PES 210—Racquetball

.5 cr. (1/2 semester each)

This course is an introduction to racquetball as a recreational sport, designed to assist students in acquiring basic skills, rules, serve, offensive shots, defensive shots, and game strategy. This is a physical education activity course designed to teach the beginning racquetball player the proper racquetball strokes and how to use them offensively and defensively. The student will also learn court and service strategies and rules of the game. Safety and on-the-court etiquette will be stressed. The fundamentals and theory of racquetball will be taught in this class. Students will develop basic skills and learn the rules and regulations of the game.

PES 211—Badminton

.5 cr. (1/2 semester each)

This course is designed to teach the student the basic fundamentals of badminton including rules and game strategy. Students will learn to perform the fundamental strokes, understand the basic rules and strategy. Specifically, the course covers the following badminton areas: rules, singles play, doubles play, fundamental skills and techniques, and badminton etiquette. Students will learn the rules and theory of badminton and develop basic skills and strategies needed to play the sport. The course promotes health, fitness, and enjoyment of the game of badminton.

PES 300—Weight Train

.5 cr. (1/2 semester each)

The purpose of this course is to provide students with a basic knowledge of strength training with application to muscle strength, muscular endurance and body composition. This course introduces scientific theory of resistance training in combination with engagement of multiple muscle group activities with respect to safety and effectiveness. This course introduces the fundamental principles of weight training and provides students with the basic knowledge of strength training with application to muscular strength, muscular endurance and body composition. This course introduces scientific theory of resistance training in combination with engagement of multiple muscle group activities with respect to safety and effectiveness.

PES 301—Circuit Train

.5 cr. (1/2 semester each)

This activity course is designed to increase flexibility, muscular strength/endurance, and cardiovascular fitness through the practical application of circuit training. This is a beginning level course that emphasizes fitness, proper lifting technique, safety and correct identity of exercises and muscle groups that improves strength and appearance with the use of weight training machines, rope jumping, walking, jogging, circuit training, isotonic and isometric exercises. Emphasis is on fitness and proper conditioning techniques.

PES 302—Strength Training

.5 cr. (1/2 semester each)

This course is designed to provide a comprehensive overview of strength and conditioning to promote individual participation that will maintain or increase personal levels of muscular strength and power. This course focuses on muscular strength and endurance through resistance training with Nautilus and Cybex machines and free-weights. Emphasis is placed on the exercise sciences (including anatomy, exercise physiology, and biomechanics) and nutrition, exercise technique, program design, organization and administration, and testing and evaluation. Safe and effective resistance training principles and muscular strength and endurance are emphasized.

PES 303—Physical Fitness

.5 cr. (1/2 semester each)

This course is designed to give students a basic understanding and knowledge of physical fitness and how it is achieved through a variety of exercise modalities. Students will explore the components of physical fitness including-cardiorespiratory endurance, muscular fitness: endurance & strength, flexibility, balance, and body composition. Exercise sessions may include but are not limited to~ body weight training, Pilates, yoga, aerobic conditioning, circuit training, and HITT or Mitt training.

PES 304—Boot Camp

.5 cr. (1/2 semester each)

Boot Camp is designed to resemble a military boot camp in that participants are encouraged to push themselves harder than they normally would if working out alone in a gym. This course combines cardiorespiratory, strength, flexibility and core training into a back-to-basics approach to fitness. Body weight exercises, like sit ups, pushups, leg and abdominal strengthening, will be combined with cardiorespiratory

PES 400—Self Defense (coed)

.5 cr. (1/2 semester each)

This is a basic introduction to build self-defense techniques, tactics, and awareness. This course is designed to introduce the student to the principles and concepts of personal safety and self-defense. This class aids students in developing basic skills in self-defense. Emphasis is placed on stances, blocks, punches, and kicks as well as non-physical means of self-defense. Students will learn the importance of maintaining fitness levels, recognizing, assessing, and responding to potentially dangerous situations. Various forms of self-defense are introduced. The history and philosophy of the martial arts are explored. The student should progress from no previous experience in self-defense to an adequate skill level covering basic self-defense situations. Both mental and physical aspects of the arts are stressed. Development of self-protective awareness will be emphasized. The philosophy, history, legality, and psychology of self-defense will be presented. Upon completion, students should be able to demonstrate basic self-defense techniques of a physical and non-physical nature.

PES 401—Self Defense (women)

.5 cr. (1/2 semester each)

This is a basic introduction to build self-defense techniques, tactics, and awareness. This course is designed to introduce the student to the principles and concepts of personal safety and self-defense. This class aids students in developing basic skills in self-defense. Emphasis is placed on stances, blocks, punches, and kicks as well as non-physical means of self-defense. Students will learn the importance of maintaining fitness levels, recognizing, assessing, and responding to potentially dangerous situations. Various forms of self-defense are introduced. The history and philosophy of the martial arts are explored. The student should progress from no previous experience in self-defense to an adequate skill level covering basic self-defense situations. Both mental and physical aspects of the arts are stressed. Development of self-protective awareness will be emphasized. The philosophy, history, legality, and psychology of self-defense will be presented. Upon completion, students should be able to demonstrate basic self-defense techniques of a physical and non-physical nature.

PES 410—Pilates

.5 cr. (1/2 semester each)

This is a physical education activity course that provides instruction in and practice of basic Pilates mat-work techniques. Pilates conditioning is designed to develop long, lean muscles along with flexibility and a healthy mind and body. Students will be introduced to the practice of Pilates techniques for the mind, body and spirit that can be incorporated into daily life. Students will practice Pilates mat techniques and techniques using equipment to improve the mind, and body. The course will include basic exercise physiology concepts specific to core strength development posture and gait. Pilates includes background knowledge of the activity and the application of appropriate basic floor techniques. This course will allow the student to increase their strength, flexibility, stamina, and concentration through the use of floor mats.

PES 411—Yoga

.5 cr. (1/2 semester each)

This is a physical activity course designed to familiarize the student with the basic yoga asanas (postures) and breathing techniques of Hatha Yoga. Yoga is a slow stretching and toning activity designed to help release stress while elongating muscles to give them a longer, leaner look. This class introduces the student to the basic principles and practices of yoga, including breathing, positioning, and a holistic approach to a healthy mind and body. This course combines yoga and fitness principles in a unique blend that develops muscle endurance, strength, balance, flexibility and core stability through a series of exercises and traditional yoga poses. Students will experience how yoga can be used to improve health and well-being of mind and body. Students will learn the role yoga and meditation play in the two-way relaxation response between mind/body and body/mind. Students will learn how to consciously use their breathing to move safely into different yoga postures.

PES 412—Tai Chi

.5 cr. (1/2 semester each)

Tai Chi is an ancient Chinese form of self-cultivation which originated as a martial art and is now studied primarily to develop and maintain physical and psychological well-being. Benefits may include stress reduction, increased stamina, and injury prevention through an improvement in joint stability and broader range of motion. This is a balanced system with dual aspects of mental and physical components. It is based on principles of physics and human physiology. This system is composed of 37 postures which are connected together by smooth transitions. This results in a series of fluid, rounded movements which are then referred to as the Form.

PES 413—Stretch For Wellness

.5 cr. (1/2 semester each)

This course is designed to enhance one's knowledge of the benefits of stretching, various types of stretching and when and what stretching exercise are appropriate for different exercise and sport activities. This class focuses on the role of flexibility as an important health-related component of physical fitness, and an integral part of a wellness program. Students will learn a variety of stretching techniques that may promote increased flexibility and a range of motion, improved performance, reduces risk of injury, improved posture, and stress management/reduction. Students are provided with the basic knowledge of flexibility training: principles, applications, programs and proper technique.

PES 414—Aerial Yoga

.5 cr. (1/2 semester each)

Our introduction to Aerial Yoga lets students get comfortable using the yoga hammock. You'll learn the basics regarding grip and weight distribution as you gain confidence on how to get into poses safely. Time is taken so that you can build the trust needed to create roots for an aerial yoga practice. No prior Aerial experience is necessary - this class is designed for all levels of fitness and flexibility. Class begins with centering, warm-up, posture focus, core and upper body work, as well as intro to inversions and Savasana. This classic Vinyasa flow style class links body movement with breath and focuses on three main parts of yoga - breath, body, and mind. You will learn the main yoga postures, some basic sequencing, proper alignment, and pranayama, which is also known as breath work, all with the assistance of your hammock.

PES 420—Ballet

.5 cr. (1/2 semester each)

This course develops physical proficiency in the performance of basic ballet vocabulary while promoting an understanding of the principles, practices, and vocabulary common to ballet. Ballet training enables the students to gain strength, balance, and dexterity with an emphasis on correct anatomical alignment. Barre exercises condition and prepare the musculature to anticipate the execution of virtually all movements of the classical vocabulary. Knowledge acquired at the barre is tested in the center through adagio and allegro sections of the class.

PES 421—Jazz Dance

.5 cr. (1/2 semester each)

This course is designed to give students a basic understanding and knowledge of Jazz Dance including warm up, across the floor movement and combination and terminology. The course covers the basic steps, vocabulary, and variations of dance in jazz, which is a common form of dance used in musical theater, commercial and entertainment industries, with its roots in social dance and heavily influenced by African-American traditions. Students learn basic techniques based on ballet and modern dance. Through daily warm-ups and exercises, students gain strength, flexibility, endurance, and coordination. Musicality and performance skills are taught through a series of dance combinations. The basic skills of jazz dance are introduced. Emphasis is on technique and development, rhythm awareness, jazz styles, and rhythmic combinations of movement. Students will learn variations of basic leaps and turns, stretching, toning and choreography techniques.

PES 422—Modern Dance

.5 cr. (1/2 semester each)

This course is designed to give students a basic understanding and knowledge of Modern Dance including warm up, center floor combinations, across the floor movement and terminology. This course explores basic modern techniques. Emphasis is on technique development, and familiarity with contemporary dance meters and rhythms. This course is designed to enable the student to experience modern dance as an art form. The student will learn basic technique, elementary choreographic fundamentals, and an appreciation of dance.

PES 423—Modern Dance 2

.5 cr. (1/2 semester each)

This course is designed to continue Modern Dance but with longer and more challenging movement combinations. Emphasis is on technique development, and familiarity with contemporary dance meters and rhythms. This course is designed to enable the student to experience modern dance as an art form.

PES 424—Ballroom Dance

.5 cr. (1/2 semester each)

This course is an introduction to ballroom dancing, including basic steps in some of the most popular European, Latin, and American ballroom dance rhythms. Rhythms taught include Rumba, Cha-Cha, Mambo, Tango, Waltz, Foxtrot, Jitterbug (Swing), Jive, and Polka. Additional rhythms may be chosen from Salsa, Samba, Paso Doble, Viennese Waltz, Merengue, Charleston, etc., based on student interest.

PES 425—Social Dance

.5 cr. (1/2 semester each)

Social Dance is designed to allow students an opportunity to learn multiple contemporary social dances while participating in moderate intensity physical activity. Students will actively participate in various contemporary social dances. Students will develop fundamental knowledge and skills to the intermediate level through participation in a variety of developmentally appropriate teaching progressions relating to contemporary social dance.

PES 426—Latin Dance

.5 cr. (1/2 semester each)

An introductory course in Latin dance styles designed to teach cha-cha, merengue, tango, salsa, and other Latin dances. Course will emphasize steps, styling, partnering, rhythm, cultural background materials. The beginning level is appropriate for students of all ages and training.

PES 427—Theatre Dance

.5 cr. (1/2 semester each)

This course emphasizes dance terminology and basic techniques necessary at an introductory level. Executing basic dance terminology will be the focus of this course along with attention to injury prevention. Students will apply terminology in basic floor combinations in a variety of musical theatre dance styles. Each class session will include strengthening exercises to improve flexibility, conditioning and technique in ballet, jazz and tap.

PES 500—Outdoor Adventure

.5 cr. (1/2 semester each)

As educational programming progresses beyond traditional classrooms into the outdoors, new skill sets must be learned. This course aims to introduce students to participation in Hiking, Top-Rope Rock Climbing, Backpacking and Leave No Trace (LNT) wilderness ethics while learning associated hard skills and soft skills. Technical gear setups, storage, and operation specific to the scope of our involvement with these disciplines will be emphasized. Soft skills will focus on the facilitative and interpretive components. This course will require off-site meetings.

PES 501—Basic Wilderness Skills

.5 cr. (1/2 semester each)

This course teaches basic wilderness safety and survival to outdoor recreationists, as well as to those who are considering a career as a tour guide or in another related field. The purpose of this course is to provide an in-depth beginner or entry-level education on wilderness safety and survival.

PES 504—Hiking For Fitness

.5 cr. (1/2 semester each)

Students enjoy the benefits of aerobic exercise while experiencing the beauty of the outdoors. This course aims to give the student the basic techniques of hiking as well as knowledge of map and compass reading. This course aims to give the student a basic knowledge of how to conduct one's self in the wilderness to achieve mental and physical betterment, while remaining safe and promoting respect for nature.

PES 505—Alpine Boarding/Ski

.5 cr. (1/2 semester each)

Instruction in the proper techniques of alpine skiing and/or snowboarding with skill development and progression compatible with the ability level of the participant. Various equipment trends and safety concerns will be addressed. The course content rests primarily with extended day or evening trips.

PES 508—Indoor Rock Climbing

.5 cr. (1/2 semester each)

Learn the basics and fundamentals of indoor climbing. Rock climbing is a great way to relieve stress, build muscle tone and improve self-efficacy. Start acquiring the skills necessary to climb outside! Learn how to fit your harness, tie the figure-eight knot, proper belay technique and basic climbing movement. Physical and mental aspects involved in climbing will be related to skills critical to success in school, the workplace and life.

PES 600—Begin Swim (coed)

.5 cr. (1/2 semester each)

Beginning swimming is open only to non-swimmers or novice with no deep-water experience. The course focuses on buoyancy, breath control, introduction of swimming strokes, water games and activities. The course follows American Red Cross Swim Levels and will accomplish a minimum of Levels I and II.

PES 601—Int/Adv swim

.5 cr. (1/2 semester each)

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A lap swimming course for the average to advanced swimmer. The course focuses on stroke refinement, beginning diving, forms of rescue, water games and activities.

PES 602—Fit Swim

.5 cr. (1/2 semester each)

A lap swimming course for the average to advanced swimmer. (American Red Cross Level III minimum.) Workouts are custom designed to enhance cardio-respiratory endurance, muscular strength & endurance, flexibility and a positive body composition. Students will improve stroke mechanics, rhythm, power and stamina for distance swims. This program allows for varying degrees of fitness and geared to the individual.

PES 603—Aqua Aerobics

.5 cr. (1/2 semester each)

This course helps develop cardiovascular endurance, strength and flexibility in a comfortable setting and provide a relatively safe environment for injury-free exercise participation. Jumping, jogging and other calisthenics movements are incorporated into this well-monitored aerobic workout in the shallow end of the pool. Water aerobics provide as much resistance as lifting weights, but is safer. It has as much cardiovascular benefits as aerobics, but less impact than low impact aerobics in a gym. Knowing how to swim is not required.

PES 605—Deep H2O Jog

.5 cr. (1/2 semester each)

Water Jogging is a non-impact aerobic deep-water aquatic exercise course. Water jogging is a total body workout that strengthens the muscles in the back, legs, and arms. You should be comfortable in deep water in order to take this class. Aqua jog is performed with a belt that is worn around student's waists with the addition of several resistance devices throughout the semester. Proper body alignment will be stressed and the balance of working opposing muscle groups will be introduced.

PES 606—Water Polo

.5 cr. (1/2 semester each)

This is an activity course designed to teach and practice the team sport of water polo. The knowledge of rules, terminology, strategies, skills, and techniques will be emphasized. The course will improve fitness through the required conditioning exercises. The course is open to anyone who can swim 300 yards without stopping.

PES 800—Varsity Basketball (women)

.5 cr. (1/2 semester each)

Students who participate in intercollegiate varsity teams may earn PES 800 courses after the Fall or Spring seasons conclude. Student-athletes will receive .5 credit of PE for varsity participation for each season of participation. Maximum participation credit per student will be 1.0 credit (two seasons).

Note: Criteria is as follows: 1. academically eligible student-athlete; 2. must put in a minimum of 16 practice/game physical activity hours; 3. must complete the season on the roster and in good standing. Coaches will sign off on their athletes' participation and status at the end of each season. A list of athletes receiving credit will be provided to the Registrar's office for posting.

PES 801—Varsity Basketball (men)

.5 cr. (1/2 semester each)

Students who participate in intercollegiate varsity teams may earn PES 800 courses after the Fall or Spring seasons conclude. Student-athletes will receive .5 credit of PE for varsity participation for each season of participation. Maximum participation credit per student will be 1.0 credit (two seasons).

Note: Criteria is as follows: 1. academically eligible student-athlete; 2. must put in a minimum of 16 practice/game physical activity hours; 3. must complete the season on the roster and in good standing. Coaches will sign off on their athletes' participation and status at the end of each season. A list of athletes receiving credit will be provided to the Registrar's office for posting.

PES 802—Varsity Tennis (women)

.5 cr. (1/2 semester each)

Students who participate in intercollegiate varsity teams may earn PES 800 courses after the Fall or Spring seasons conclude. Student-athletes will receive .5 credit of PE for varsity participation for each season of participation. Maximum participation credit per student will be 1.0 credit (two seasons).

Note: Criteria is as follows: 1. academically eligible student-athlete; 2. must put in a minimum of 16 practice/game physical activity hours; 3. must complete the season on the roster and in good standing. Coaches will sign off on their athletes' participation and status at the end of each season. A list of athletes receiving credit will be provided to the Registrar's office for posting.

PES 803—Varsity Tennis (men)

.5 cr. (1/2 semester each)

Students who participate in intercollegiate varsity teams may earn PES 800 courses after the Fall or Spring seasons conclude. Student-athletes will receive .5 credit of PE for varsity participation for each season of participation. Maximum participation credit per student will be 1.0 credit (two seasons).

Note: Criteria is as follows: 1. academically eligible student-athlete; 2. must put in a minimum of 16 practice/game physical activity hours; 3. must complete the season on the roster and in good standing. Coaches will sign off on their athletes' participation and status at the end of each season. A list of athletes receiving credit will be provided to the Registrar's office for posting.

PES 804—Varsity Golf

.5 cr. (1/2 semester each)

Students who participate in intercollegiate varsity teams may earn PES 800 courses after the Fall or Spring seasons conclude. Student-athletes will receive .5 credit of PE for varsity participation for each season of participation. Maximum participation credit per student will be 1.0 credit (two seasons).

Note: Criteria is as follows: 1. academically eligible student-athlete; 2. must put in a minimum of 16 practice/game physical activity hours; 3. must complete the season on the roster and in good standing. Coaches will sign off on their athletes' participation and status at the end of each season. A list of athletes receiving credit will be provided to the Registrar's office for posting.

PES 805—Varsity Baseball

.5 cr. (1/2 semester each)

Students who participate in intercollegiate varsity teams may earn PES 800 courses after the Fall or Spring seasons conclude. Student-athletes will receive .5 credit of PE for varsity participation for each season of participation. Maximum participation credit per student will be 1.0 credit (two seasons).

Note: Criteria is as follows: 1. academically eligible student-athlete; 2. must put in a minimum of 16 practice/game physical activity hours; 3. must complete the season on the roster and in good standing. Coaches will sign off on their athletes' participation and status at the end of each season. A list of athletes receiving credit will be provided to the Registrar's office for posting.

PES 806—Varsity Softball

.5 cr. (1/2 semester each)

Students who participate in intercollegiate varsity teams may earn PES 800 courses after the Fall or Spring seasons conclude. Student-athletes will receive .5 credit of PE for varsity participation for each season of participation. Maximum participation credit per student will be 1.0 credit (two seasons).

Note: Criteria is as follows: 1. academically eligible student-athlete; 2. must put in a minimum of 16 practice/game physical activity hours; 3. must complete the season on the roster and in good standing. Coaches will sign off on their athletes' participation and status at the end of each season. A list of athletes receiving credit will be provided to the Registrar's office for posting.

PES 807—Varsity Soccer

.5 cr. (1/2 semester each)

Students who participate in intercollegiate varsity teams may earn PES 800 courses after the Fall or Spring seasons conclude. Student-athletes will receive .5 credit of PE for varsity participation for each season of participation. Maximum participation credit per student will be 1.0 credit (two seasons).

Note: Criteria is as follows: 1. academically eligible student-athlete; 2. must put in a minimum of 16 practice/game physical activity hours; 3. must complete the season on the roster and in good standing. Coaches will sign off on their athletes' participation and status at the end of each season. A list of athletes receiving credit will be provided to the Registrar's office for posting.

PES 808—Volleyball

.5 cr. (1/2 semester each)

Students who participate in intercollegiate varsity teams may earn PES 800 courses after the Fall or Spring seasons conclude. Student-athletes will receive .5 credit of PE for varsity participation for each season of participation. Maximum participation credit per student will be 1.0 credit (two seasons).

Note: Criteria is as follows: 1. academically eligible student-athlete; 2. must put in a minimum of 16 practice/game physical activity hours; 3. must complete the season on the roster and in good standing. Coaches will sign off on their athletes' participation and status at the end of each season. A list of athletes receiving credit will be provided to the Registrar's office for posting.

PES 809—Varsity Cross Country

.5 cr. (1/2 semester each)

Students who participate in intercollegiate varsity teams may earn PES 800 courses after the Fall or Spring seasons conclude. Student-athletes will receive .5 credit of PE for varsity participation for each season of participation. Maximum participation credit per student will be 1.0 credit (two seasons).

Note: Criteria is as follows: 1. academically eligible student-athlete; 2. must put in a minimum of 16 practice/game physical activity hours; 3. must complete the season on the roster and in good standing. Coaches will sign off on their athletes' participation and status at the end of each season. A list of athletes receiving credit will be provided to the Registrar's office for posting.

PHYS ED THEORY (PED)

(Movement Sciences Department)

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

1 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 lect., 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 pre-course written and skills tests

Note: The Written Comprehensive Test is based on information in the American Red Cross Basic Water Safety program (minimum score 80% to meet ARC standards). Skills are based upon a proficiency level equal to the American Red Cross Water Safety Instructor and Level V learn-to-swim program.

PED 155—CPR

1 cr. (Fall/Spring)

Methods of dealing with respiratory emergencies and cardiac arrest for the adult, child, and infant are covered in this half-semester course. American Red Cross CPR certification for the Professional Rescuer is granted upon successful completion of requirements.

PED 156—Infant and Child First Aid and CPR

1 cr. (Fall/Spring)

This First Aid and CPR course presents principles of safety awareness and accident-illness prevention, as well as practice in the techniques of First Aid care for infants and children. American Red Cross certification is granted upon successful completion of requirements.

PED 201—Introduction to Bio-Mechanics of Human Movement

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

A qualitative approach to the principles and components of movement and their application to various forms of movement; daily living, work tasks, sport skills and dance are explored. Emphasis is placed on gaining an understanding of movement as a phenomenon, the forces and human variables that shape it, and the principles to be applied in refining movement behavior.

Pre/corequisite: 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.

Corequisite: 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.

Corequisite: 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/corequisite: BIO 111, PED 201

PED 224—Introduction to Exercise Principles

1 lect., 1 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 &

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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.

Prerequisite: PED 201, PED 202, PED 203 (can be taken concurrently). CGPA 2.5 or higher, 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.

Prerequisite: ENG 101, ENG 102, permission of department chair

PHYS THERAPIST ASSISTANT (PTA)

(Physical Therapist Assistant Department)

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: PTA 101, PTA 103, PTA 105

Pre/corequisite: BIO 111, ENG 101

**not applicable to associate degrees or certificate programs*

PTA 012—Kinesiology Support Module

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: PTA 101, PTA 103, PTA 105

Corequisite: PTA 102, PTA 104, PED 224

Pre/corequisite: BIO 112, ENG 102

**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: PTA 103, PTA 105

Pre/corequisite: BIO 111, ENG 101

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: PTA 101, PTA 103, PTA 105

Corequisite: PTA 104, PED 224

Pre/corequisite: BIO 112, ENG 102

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: PTA 101, PTA 105

Pre/corequisite: ENG 101, BIO 111

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: PTA 101, PTA 103, PTA 105

Corequisite: PTA 102, PED 224

Pre/corequisite: BIO 112, ENG 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: PTA 101, PTA 103

Pre/corequisite: BIO 111, ENG 101

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: PTA 102, PTA 104, PED 224

Corequisite: PTA 205, PTA 207

Pre/corequisite: PED 202, PSY 111

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: PTA 201, PTA 205, PTA 207

Corequisite: PTA 206, PTA 208

Pre/corequisite: PSY 220

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, PED 224

Corequisite: PTA 201, PTA 207

Pre/corequisite: PED 202, PSY 111

PTA 206—Clinical Education 2

16 lab, 3 cr. (Spring)

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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 201, PTA 205, PTA 207

Corequisite: PTA 202, PTA 208

Pre/corequisite: PSY 220

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: PTA 102, PTA 104, PED 224

Corequisite: PTA 201, PTA 205

Pre/corequisite: PED 202, PSY 111

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.

Prerequisite: PTA 201, PTA 205, PTA 207

Corequisite: PTA 202, PTA 206

Pre/corequisite: PSY 220

PTA 220—Clinical Education 3

16 lab, 3 cr. (Summer I/Summer II)

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

PHYSICAL SCIENCES (PSC)

(Science, Engineering, & Arch Department)

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. (G2A)

Prerequisite: Successful completion (DVP) of MAT 020 or MAT 040 or placement into MAT 092 or higher

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. (G2A)

Prerequisite: Successful completion (DVP) of MAT 020 or MAT 040 or placement into MAT 092 or higher.

PHYSICS (PHY)

(Science, Engineering, & Arch Department)

PHY 101—General Physics 1

3 lect., 3 lab, 4 cr. (Fall/Spring/Summer I)

This course covers the concepts of classical physics from introductory mechanics through thermodynamics. Topics include: kinematics, Newton's Laws, particle dynamics, statics, fluid statics and dynamics, heat and thermodynamics. (G2A)

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. (G2A)

Prerequisite: C or better in PHY 101

PHY 103—Physics for Science and 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. (G2A)

Pre/corequisite: MAT 205

PHY 104—Physics for Science and 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. (G2A)

Prerequisite: C- or better in PHY 103

Pre/corequisite: MAT 205

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. (G2A)

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. (G2A)

Prerequisite: C or better in PHY 105

Pre/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. (G2A)

Prerequisite: MAT 092 or MAT 101 or placement into MAT 102 or higher or by permission of instructor

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. (G2A)

Prerequisite: MAT 107 or MAT 121 or higher is required.

PHY 203—Physics for Science and 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. (G2A)

Prerequisite: C- or better in PHY 104

Pre/corequisite: MAT 207

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

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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. (G2A)

Prerequisite: PHY 102 or PHY 106 or PHY 203

POLITICAL SCIENCE (POL)

(Global Studies Department)

POL 101—Introduction to Political Science

3 cr. (Fall/Spring)

If politics can be defined as the often uneven and unequal distribution of resources, rights and power, political science represents the systematic analysis of that distributive process through either normative or empirical questions. Normative political scientists examine politics through the lens of ethics; they use reason and logic to ask, “what should be?” Empirical political scientists are concerned not with ideal forms, but with “the way things are.” Employing the methods of science, empirical political scientists seek to develop probabilistic generalizations about how politics works. This course will engage with both normative and empirical questions about politics and will include discussion of: terminology, theory, and method; political philosophy and ideology; governmental systems; democratic and non-democratic regimes; comparative analysis; the interactions between politics and people; public policy; international relations; and revolutions and state breakdowns. Fulfills Category C. (G3A)

POL 102—U.S. Government - State and Local

3 cr. (Fall/Spring)

This course examines the changing role of state and local governments in the United States. In addition to providing students with an overview of the theories and methods of political science, the course will engage students in the discussion of three topics. First the course addresses the nature of state governments, and examines what they do, how they are structured, and the problems they face. Second, the course considers nature and structure of local government—especially, cities and metropolitan areas. Finally, the course will consider issues surrounding democracy at the state and local level, including critical questions of inclusion, democracy and participation. Fulfills Category A. (G4A)

POL 103—U.S. Government - National

3 cr. (Fall/Spring)

This course offers a survey of the U.S. political system at the national level, and explores the social, political, and economic forces that have and continued to shape the development of the US national government, including: the historical background; political theories; the evolution of legislative, executive and judicial branches; the formation and role of political parties; the role of interest groups, and the media; and longstanding public policy debates. In addition to offering insights into the formation, function, structure, and relationships among and between the branches, levels, and actors, the course seeks to explore critical questions of political participation. In so doing, the course will engage students in an examination of role and mechanisms for individual participation, as well as the ways in which institutions, parties, groups, the media, and deep-rooted inequalities have and continue to shape such participation. Fulfills Category A. (G4A)

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. (G3A)

POL 221—International Relations

3 cr. (Fall)

This course introduces students to the theory, methods, and analysis of international relations, an important subfield of political science. The course will examine the historical and contemporary foundations of modern international relations, the international system, relations theories, and the methods for analyzing and describing the political relations among nations. Fulfills Category C. (G3A)

PSYCHOLOGY (PSY)

(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 treatment. Fulfills Category B. (G3A)

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. Fulfills Category B. (G3A)

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

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

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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 (PBH)

(Movement Sciences 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)

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)

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.

Pre/corequisite: MAT 120

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 (RAD)

(Diagnostic Imaging Department)

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 positioning of the cranium, facial bones, mandible, nasal bones, paranasal sinuses, spine, bony thorax, digestive system, pediatric and geriatric imaging.

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 interaction, human diversity, patient history taking, patient assessment, proper body mechanics, patient transfer techniques, vital signs, infection control, non-aseptic techniques, and medical emergencies.

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 Patient care 1. This course includes: medical charting, preparation of medications, injections, venipuncture, assisting in the administration of contrast materials, sterile gowning and gloving, patient interaction skills, and an overview of medical ethics and law. In addition, patient preparation and placement of 12 leads EKG.

Prerequisite: RAD 101, RAD 103, RAD 105, RAD 107

Corequisite: RAD 102, RAD 105, 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

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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 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 209, RAD 217, RAD 221

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 112, RAD 210, 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 214, RAD 216, RAD 218, RAD 219

RAD 216—Advanced Imaging Modalities

3 cr. (Spring)

The course deals with different modes of imaging the human body. Special attention is given to fluoroscopy, tomography, mammography, computed tomography and magnetic resonance imaging. In addition, this course introduces students to sectional human anatomy in the transverse, sagittal and coronal planes. [R-1]

Prerequisite: RAD 213, RAD 217, RAD 221, RAD 209

Corequisite: RAD 210, RAD 112, RAD 214, RAD 219

RAD 217—Radiographic Positioning 3

2 cr. (Fall)

Introduction to contrast studies including, myelography, arthrography, vascular imaging, urology and hysterosalpingography. In addition, operating room exams, mobile imaging, mammography, vertebroplasty, and kyphoplasty are described.

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 209, RAD 213, RAD 217, RAD 221

Corequisite: RAD 210, RAD 214, RAD 216, 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

RAD 222—Medical Imaging Ethics & Law

1 cr. (Spring)

This content provides a foundation in ethics and law related to the practice of medical imaging. An introduction to terminology, concepts and principles will be presented. Students will examine a variety of ethical and legal issues found in clinical practice especially pertaining to digital imaging procedures.

Prerequisite: RAD 209, RAD 213, RAD 217 & RAD 221

Corequisite: RAD 214, RAD 216, & RAD 218

SOCIOLOGY (SOC)**(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 or Fulfills Category E. (G3A, G6A)

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 or Fulfills Category E. (G3A, G6A)

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 or Fulfills Category E. (G3A, G6A)

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. Fulfills Category E. (G6A)

Prerequisite: SOC 101

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 or Fulfills Category E. (G3A, G6A)

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

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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. Fulfills Category C.

Prerequisite: 3 Credits in Sociology or Anthropology

SPANISH (SPN)

(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. (G9A)

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. (G9A)

Prerequisite: SPN 101 or two years of high school Spanish or placement by instructor

SPN 201—Intermediate Spanish 1

3 cr.

Study of the language through a continuation of audio-lingual learning, with emphasis on review of basic grammatical patterns, improvement of reading and writing skills. Reading exercises offer insights into Spanish and Spanish-American culture.

Prerequisite: SPN 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.

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.

Prerequisite: SPN 201 and SPN 202, or three years of high school study or instructor placement

SPN 204—Introduction to Spanish Literature

3 cr. (Spring)

Masterworks of Spanish and Spanish-American literature are read and discussed in Spanish.

Prerequisite: SPN 203 or instructor placement

THEATER (THE)

(Arts & Communication Department)

THE 101—Introduction to Theatre

3 cr. (Fall/Spring)

This course explores the process of theatrical creation. Lecture-demonstrations introduce the student to contemporary and historical modes of production. Class projects focus on the collaborative work of the director, actor, designers and support staff. Attendance at theatre events is required.

THE 103—Acting 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.

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. The goal of the course is to teach actors to make effective choices that are firmly grounded in text. Audition techniques will also be covered. This course requires memorization of scenes and monologues and rehearsals within and outside of class. Students will perform in every class and might appear in a performance showcase at the end of the semester.

Prerequisite: THE 103 or permission of instructor

THE 105—Improvisation for the Theatre

3 cr. (Fall/Spring)

This course is an examination of the theory and practice of improvisation as a performing art. Students will learn improvisational theatre games and exercises intended to develop the principles of improvisation, particularly in the tradition of Keith Johnstone. The course is intended to develop skills that supplement the techniques of scripted performance.

THE 107—Theatre Workshop

3 cr. (Fall/Spring)

A workshop in stage play production. The emphasis is on the "hands on" application of stage craft techniques including stage lighting, stage carpentry, costuming, publicity and house management. Students crew for the department-sponsored play production by putting in 15 hours in addition to regularly scheduled class time. Attendance at three outside play performances is required.

Note: Students may repeat the course one time, with the recommendation of the instructor, for a total of six credits

THE 109—Stage Make-Up

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

Beginning course in principles, techniques, and materials of theatre make-up. Students must purchase a basic stage make-up kit. Play production hours outside of class will be required. (G8A)

THE 117—Puppetry/Object Performance Theatre

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

An introductory performance lab for puppetry and object theatre. The course covers world puppet history, object performance and ritual (mask, puppet, shadow, object), and exposes students to mature theatre works that incorporate puppet and object theatre as a powerful visual vocabulary in live performance art. Traditional puppetry disciplines will be explained and explored, and students will work on all facets of puppet theatre creation (writing, design, construction, scoring, manipulation, direction), culminating in a public performance showcasing their work in group projects and individual performances. Videos of performances by master puppeteers and contemporary object theatre artists will be shown to inform and inspire students. Course may be repeated once for a total of six credits.

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- M.A., B.A., SUNY Buffalo, 2021 SUNY Chancellor's Award for Excellence in Teaching

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- R.N. Diploma, St. Vincent's Catholic Medical Center; B.S., College of Staten Island; M.S., Columbia University

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- A.A.S., SUNY Orange; B.A., University of California, San Diego; M.S., San Diego State University; D.N.P., Walden University

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- B.S., M.A., SUNY New Paltz; M.A., Western Connecticut State University

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- B.S., Springfield College

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- B.A., Universidad Javeriana; B.A., M.A. Queens College; Ph.D., SUNY Albany

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- B.S., Binghamton University; M.B.A., Mercy College

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- B.A., Truman State University; M.A., M.F.A., University of Missouri

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- B.A., SUNY Purchase; M.A. Iona College

Dustin McCall (2017), *Assistant Professor—Science, Engineering & Architecture*

- B.S., SUNY Oneonta; Ph.D., SUNY Buffalo

Michael McCoy (2007), *Professor, Global Studies Coordinator*

- B.A., M.A., University of Pittsburgh, 2022 SUNY Chancellor's Award for Excellence in Scholarship and Creative Activities

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

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

Michael Menzie (2021), *Server Administrator*

Jennifer Merriam (2002), *Professor—Biology, Honors*

- B.A., Colorado College; M.S., D.A., Idaho State University

Donna Minicucci (2016), *Instructor—Nursing*

- R.N.; A.A.S., SUNY Orange, B.S., St. John's University, M.S. Nursing Education, University of Phoenix

Jennifer Mirecki (2009), *Associate Professor—Education*

- B.M., Rutgers University; M.S.Ed., Mount Saint Mary College

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

Joel Morocho (2008), *Associate Professor—Mathematics*

- B.A., M.A., Hunter College

Stacey Morris (1996), *Assistant Director—Athletics*

- A.A., SUNY Orange; B.S., Wagner College

Megan Morrissey (2022), *Academic Advising/Retention Specialist—Library*

- M.S., Long Island University

Laura Motisi (2007), *Assistant Director of Payroll*

Nancy Murillo (2011), *Librarian—Instruction/Archives, Associate Professor*

- B.A., Oberlin College; M.L.I.S., Dominican University; M.A., Northeastern Illinois 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), *Assistant Professor—English*

- B.A., Vassar College; M.A., SUNY New Paltz

Kidaya Ntoko (2014), *Associate 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

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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

Jeane-Marie Ohme (2016), *Instructor—Nursing*

- A.S., Suffolk County Community College; B.S.N., SUNY Delhi; M.S.N., Mount Saint Mary College

Dennis O'Loughlin (2003), *Assistant Professor—Criminal Justice; Chair—Criminal Justice*

- B.A., M.P.A., John Jay College of Criminal Justice

Sara Olsen (2022), *Instructor—Diagnostic Imaging*

- A.A.S., SUNY Orange; B.S., SUNY Canton

Jennifer Rivera Padilla (2022), *Youth Employment Counselor*

- B.A., City University of New York Hunter College

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

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

Flor Araujo Payano (2022), *Assistant Director of Student Success Center*

- M.A., Public Administration and Policy John Jay

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

David Peterson (2005), *Assistant Professor—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

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

Michael Quinn (2017), *Assistant Professor—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

John Rion (2010), *Assistant Professor—Mathematics*

- A.S., SUNY Orange; B.S., SUNY Plattsburgh; M.A., Western Connecticut State University

Angela Rios (2022), *Associate Vice President for Learning and Student Success*

- B.A., University of Hartford; M.S., Central Connecticut State University; Ph.D., Saint John Fisher

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), *Assistant Professor—Biology*

- B.S., Ramapo College of New Jersey; M.S., University of Massachusetts-Dartmouth

Bruce Roman (2018), *Assistant Professor—Computer Science & Technology; Chair—Computer Science & Technology*

- B.S., University of Vermont; M.B.A., Iona College

Susan Rosalsky (2015), *Associate Professor—English; 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

Stacy Salvagin (2008), *Director of Student Accounts*

- B.A., SUNY Empire State College

Douglas Sanders (2000), *Professor—Behavioral Sciences*

- B.A., M.A., Marist College; M.A., Ph.D., St. John's University

Janine Sarbak (2008), *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

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

Leon Shorr (1995), *On-the-Job Coordinator—Career Center of Orange County*

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

Sharon Skopp (2001), *Librarian*

- B.S., Nyack College; M.L.S., Wayne State University

Christopher Slichta (2001), *Assistant Professor—English*

- B.A., Rutgers University; M.A., SUNY Buffalo

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- B.A., Hartwick College; M.S., University of Richmond

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- 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

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- B.S., Gannon University; M.S., Slippery Rock University

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- A.S., SUNY Orange; B.A., SUNY New Paltz; M.S., Montclair State University

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- A.S., Kingsborough Community College; A.A.S., SUNY Orange; B.S.N, M.S. Nursing., University of Phoenix

Michael Strmiska (2008), *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

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- A.A., SUNY Orange; B.A., Ramapo College of New Jersey; 2019 Chancellor's Award for Excellence in Professional Service

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- 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

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- B.S., Long Island University; M.S., New School for Social Research, Post Masters FNP

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

Raymond J. Torres (2021), *Director of Financial Aid*

- B.S., SUNY Oneonta; M.F.A., University of Cincinnati

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- B.A., Marymount Manhattan College; M.A., Columbia University

Frank J. Traeger (1981), *Professor, Chair—Biology*

- B.S., Marietta College; M.A., Ph.D., Miami (OH) University

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- 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

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

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- B.A., SUNY New Paltz

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

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

Willie Williams (2021), *Chief Diversity Officer*

- B.A., Shippensburg University; M.S., Saint Joseph's University, Ph.D., University of Virginia

Owen Winter (2000), *Career Center of Orange County—Middletown*

- A.S., SUNY Orange

Stephanie Wish (2009), *Assistant Professor—English*

- B.A., Vassar College; M.A., Oregon State University; M.A., Bard College

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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

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

Jarred Young (2022), *Instructor—English*

- B.S., SUNY New Paltz; M.A., University at Albany; Ph.D., Oklahoma State 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), *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), *Instructor—Nursing*

- A.A.S., SUNY Orange; B.S., M.S.W., Mount Saint Mary College

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Christine Godwin, *English & Foreign Languages*
Edward B. Godwin, *English & Foreign Languages*
Kenneth W. Graham, *Criminal Justice*
Patricia Guallini, *Behavioral Science*
Edgar Gutierrez, *Global Studies*
Dennis Gutting, *Business*
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Florence Hannes, *Occupational Therapy Assistant*
Margaret Hanson, *Nursing*
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Mary Havens, *Office Technologies*
Richard Heppner, *Communication*
Kenneth Hirschel, *Mathematics*
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- 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

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- 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

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- A.B., St. Francis College; M.S., SUNY New Paltz

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- B.S., Rensselaer Polytechnic Institute

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- A.A., SUNY Rockland; B.A., B.S., SUNY New Paltz; M.A.Ed, University of Phoenix

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- A.A.S., SUNY Orange; B.F.A., Marymount Manhattan College; M.S.N., Mercy College

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- A.S., SUNY Orange; B.A., B.S., M.A.T., SUNY Binghamton

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- M.D. University of Calibar (Nigeria)

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- B.A., Hartwick College; M.A., Marist College

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- B.S., John Jay College, M.P.A., Marist College

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- A.A.S., SUNY Orange; B.S., SUNY Brockport, M.P.A., Marist College

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

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- A.A., SUNY Orange; B.A., M.A.T., SUNY Binghamton

Jennifer Binnie (2011), *Instructor—English*

- B.A., SUNY New Paltz

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- A.A., SUNY Orange; B.F.A., University of Hartford; M.F.A., SUNY New Paltz

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- B.S., Pennsylvania State University, M.A., City College of New York

Stephanie Bosco-Ruggerio (2019), *Instructor—Behavioral Science*

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- B.S., SUNY Albany; M.S., Cornell University

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- A.S., SUNY Orange; B.A., Vassar College; M.S., New York University

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- B.S., SUNY Binghamton; M.S., Mount Saint Mary College

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- B.A., Mount Saint Mary College; M.P.A., John Jay College of Criminal Justice

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- B.A., SUNY Binghamton; M.A., SUNY New Paltz

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- B.A., South Hampton College

Gerardo Castro (2017), *Instructor—Arts and Communication*

- B.F.A., New Jersey City University; M.F.A., Pratt Institute

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- B.S., St. Thomas Aquinas College; M.S., Fairleigh Dickinson University

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- 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*
- B.S., Mercy College; M.A., Marist 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
- 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 Bueti** (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
- 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*

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- 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, Columbia University

Alysia B. Edwards (2022), *Instructor—Diagnostic Imaging*

- A.A.S., SUNY Orange; B.A., University of Maine

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*

- B.S.E.E., Rensselaer Polytech Institute; M.S.E.E., Columbia University

Victoria Fife (2018), *Instructor—Mathematics*

- B.S., University of Houston

Kathleen Flessa (2020), *Instructor—Nursing*

- A.A.S., SUNY Orange; B.S.N., M.S.N., Chamberlain College

Joel Flowers (2014), *Instructor—Arts and Communication*

- 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., C.W. Post

Sharon Gandarilla-Javier (2019), *Instructor—Behavioral Science*

- B.S., John Jay College; M.S.W., Fordham University

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 Oteonta; M.S., Iona College

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*

- 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., Univeristy of Valley Forge

Clara Haecker (2019), *Instructor—Business*

- B.S., M.S., SUNY Albany

Cynthia Hallock (2004), *Assistant Professor—Clinical Laboratory Science*

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- 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, Business*

- B.S., SUNY New Paltz; M.S., Iona College

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.Music, 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 (2020), *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
- Ronald Jurain** (1997), *Assistant Professor—Criminal Justice*
- B.A., M.A., John Jay College of Criminal Justice
- 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
- 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*

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- 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

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; M.A.T., 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

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

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

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 Miiller (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

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., Canisus 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*

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- 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

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

Christopher Parker (1983), *Professor—Arts and Communication*

- B.A., Portland State U.; M.A., Goddard College; 1990 SUNY Chancellor's Award, Excellence in Teaching

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 (2020), *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

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

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

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*

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- 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., SUNY Rockland; 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

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

Mark Strunsky (1986), *Associate Professor—Arts & Communication*

- B.A., M.A., SUNY Stony Brook

Kimberly Sullivan (2017), *Instructor—Public Health*

- B.S., M.S., Chambelain 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), *Assistant Professor—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

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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

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—Movement Science*

- A.A.S., A.A., 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

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

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

Advisory Boards

In order to provide a more robust, industry-aligned experience for students, SUNY Orange engages with professionals in the community to serve on discipline-specific 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

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, *Garnett Health Medical Center, Middletown and Catskill*

Leyda Duran, *Good Samaritan Hospital*

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Mena Hanna, *Montefiore Nyack Hospital*
William Keller III, *Adjunct Instructor SUNY Orange*
Danielle Lawson, *Montefiore Nyack Hospital*
Kristine Mennig, *Crystal Run Healthcare*
Janelle Pagan, *Helene Hayes Hospital, Adjunct Instructor SUNY Orange*
Suellen Pascal, *Garnet Health Medical Center, Adjunct Instructor SUNY Orange*
Alyson Rutigliano, *Garnet Health Medical Center*
Dr. Frank Traeger, *SUNY Orange Biology Department*
Denise Wild, *Middletown Medical*

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

Roshan P. Desai, DDS, *VA Hudson Valley*
Daniel J. Gasperinin, DDS, *AEGD Program Director, VA Hudson Valley*
Thomas E. Littner, DDS, *Cornerstone Dental General Dentistry*
Jeanette Lockowitz, RDH, BS, *Instructor of Dental Career, Orange Ulster Boces*
Carol McKenna, RDH, BS, CPC, *Director, HealthPro Staffing Resources*
Mariyanka Milusheva, RDH, MS, *VA Hudson Valley*
Patricia Myers, *Health/Nutrition Coordinator, Head Start*
Jessica Rissler, RDH, MS, *SUNY Orange Dental Hygiene Dept.*
Yesenia Rivera, RDH, MS, *SUNY Orange Dental Hygiene Dept.*
Carol Syskowski, RDH, *Dental Medical Power*

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 Mindes, *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

Jakob Baumgartner, *Student Representative*
 Glynis Halliday, *Student Representative*
 Steve Hedderton, *Assistant Director of Communications, Adjunct Assistant Professor—Communications*
 Marie Letterii, *Associate Director of Admissions*
 Sergio Lopez, *Alumni Representative*
 Vinnie Marasco, *Assistant Professor—Sociology*
 Nicole Rodstrom, *Instructor—Biology*
 Dana Salkowsky, *Director of Center for Teaching and Learning, Adjunct Instructor—Communications*
 Elaine Torda, *Associate Professor—English, Honors; Chair—Interdisciplinary Studies; Coordinator—Honors Program*
 Steven Weiss, *Professor—Communications, Northern Kentucky University*
 Eric Wortman, *Associate Professor—Mathematics*
 Joe Zurovchak, *Professor—Biology*

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*
 Rhonda Gorish, OTR/L, *Orange Regional Medical Center*
 Lisa Hayes, Director, *SUNY Orange BRIDGES Program*
 Laura Kelly, COTA, *Newburgh School District*
 Ann Marie Maglione, Director, *Office for the Aging*
 Trish Mahon, OTD, *Monroe School District*
 Karen Marconi, Director Special Education, *Middletown School District*
 Tarah Miller, COTA, *SUNY Orange BRIDGES Program*
 Laura Stubecki, OTR, *Pediatric OT Solutions*

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Occupational Therapy Assistant—Fieldwork Educators

Mildred Consolo-Melchionne, BS, COTA/L, *SUNY Orange Academic Fieldwork Coordinator*

Access PT & Wellness

Cynthia Boccia, OTR/L

Achieve Rehab & Nursing

Phil Deyermond, OTR/L, DOR

ARC – Greater Hudson Valley, NY

PreSchool Learning & Jean Black Center

Lauren Telesmanic, OTR/L, DOR

Beacon School District

Connie Murphy, HR

BOCES - Orange/Ulster

Donna Muller, OTR/L – Various

Brookside School

Lori Schwark, OTR/L

Burke Rehabilitation Center

Lisa Edelstein, OTR/L

Campbell Hall Rehabilitation Center

David Marks, PT

Center for Discovery

Kelly Irving, MS, OTR/L

Center for Speech & Rehabilitation

Marie Vegeto, OTR/L

Center for Spectrum Services

Laurie Hopkins, OTR/L – Kingston & Ellenville

Easter Seal Project Excel

Carla Vitek, COTA/L

Ellenville Regional Hospital

Kelly Cole, OTR/L

Ever Care

Jennifer Riccardi, DOR

Fishkill Nursing & Rehab

Tracey Cassel-Dworetzky, OTR/L

Sarah Cropley, COTA/L

Garnet Health Medical Center

Debbie Glebocki, OTR – out-patient

Anne McEnroe-O'Connor, PT – in-patient

G&D Therapy Svc.

Liz Davis, OTR/L, Owner

Greenwood Lake Schools

Stacey Gove, OTR/L

Helen Hayes Hospital

Terry Berg, OTR/L

Highland Falls/Ft. Montgomery Elementary School

Jeanne Lehmphul, OTR/L

Highland Nursing & Rehab

Silfia Brennan, COTA/L

Inspire Inc.

Jeanette Morse, OTR/L

Liberty Post

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Cindy Ladanyi, OTR/L

LK Pediatric Therapy Svc.

Kaitlyn Pascarelli, OTR/L, Owner

Minisink Valley Elementary School

Kaitlyn Pascarelli, OTR/L

Montgomery Nursing & Rehab

Kate Dlugozima, OTR/L

Northeast Center for Special Care

Lorraine McAlister, OTR/L

Park Manor Rehab

Robyn Marsden, OTR/L

Pediatric OT Solutions

Laura Stubecki, OTR/L

Port Jervis City Schools

Sue Rogowski, OTR/L

Poughkeepsie School District

MaryBeth Gleason, OTR/L

Prime Rehab Svc.

Belle Reve Senior Living Cr.

Care Center @ Sunset Lake

Vanessa Cardenas – Director of HR

Progressive Health of PA

Bill Kowal, OTR/L

Rondout Valley Schools

Kimberly Bowles, OTR/L

Roscoe Rehab & Nursing

Jennifer Conklin, OTR/L, DOR

Sapphire Nursing & Rehab @ Goshen

Anne Frank, COTA/L, DOR

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/L

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/L

Vassar Brothers Medical Center

Jackie Lamando, PT

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Warwick Valley Central School District

Kristen Longo, COTA/L

Wingate @ Dutchess; Beacon & Ulster

Theresa Manente, OTR/L, DOR – Dutchess

Heather Ineson, OTR/L – Beacon

Briana Gioia, SPL, Rehab Coord. - Ulster

Woodland Pond

Jonathan Papin, OTR/L

Yale New Haven Psychiatric Hospital

Christina Tancreti, OTR/L

Yorktown Rehab & Nursing

Karen Chase, PTA, DOR

Office Technologies

Pamela Bourdage, *Formerly of Hudson Valley Gastroenterology*

Suzanne Krissler, *SUNY Orange*

Stefani Bonfanti, *CSP, Here's Help Staffing Service*

Physical Therapist Assistant

Theresa Aversano, PT, *Ellenville Community Hospital*

Ken Campisi, PTA, *Crystal Run Healthcare*

Jodi Conklin, PTA, *Sapphire Nursing & Rehab @ Meadow Hill*

Theresa Gurreri, PT, *ARC – George Robinson Ctr*

Karen Little, PT, *Bon Secours Hospital*

Bill Lynch, PT, *Orange-Ulster BOCES*

Liju Sam, PT, *Rockland County BOCES*

Laura Stevens, PT, *Highland Mills, NY*

Novacare Rehabilitation Alice Campanella, MPT

Jacqueline Davis, PTA — *Academic Coordinator of Clinical Education*

Access Physical Therapy & Wellness – (29 sites)

Shannon Albanese, PT

Armonk

Bedford

Catskills/Athens

Chester

Cortlandt Manor

Danbury

Dingmans Ferry

Goshen

Honesdale

Hopewell Junction/Fishkill

Kingston

Liberty

Middletown

Milford

Monroe

Montgomery

Newburgh

New City (2)

New Paltz

New Windsor

Pleasant Valley

Pomona

Port Jervis

Rhinebeck

Saugerties

Thornwood

Wallkill

Woodstock

Yorktown Heights

AON Physical Therapy & Wellness

Brewster, Somers, Mahopac

Bryan Kelly, PT, MS, CKTP

ARC-Middletown

George Robinson Center, Jean Black School

Theresa Gurrieri, PT

ARC – Educational Learning Experience – New Windsor

Lisa Hess, PT

Atlantic Health System

Linda J. Jehl, PT

Loretta Ritter, PT

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

Burke Rehabilitation Hospital

Pamela Jones, PT

Campbell Hall Health Care Center

Gregory Suckow, MSPT

Center for Discovery

Lisa Gradziel, PT

City PT – 4th Avenue, Voorhies Avenue

Osama Almanastirly, PT, DPT, OCS

Crystal Run Healthcare

Middletown, Monroe, New Windsor, Rock Hill

Alicia M. Byrne, MS, PT

Ellenville Regional Hospital

Theresa Aversano, MSPT

EverCare @ Home

Sarah Blackinton, OTR

Garnet Health Medical Center (formerly Orange Regional Medical Center)

Ann McEnroe-O'Connor, PT (In-Patient)

Deborah Glebocki, OTR – Rehab Ctr @ Crystal Run

Garnet Health Medical Center – Catskills

John Pawlowski, PT

Glen Arden Health Care Center

Claudia Reese, PT

Golden Hill Nursing & Rehab Center

Ann Avella, PT

Good Samaritan Hospital

Howard Wilen, PT

Health Alliance of the Hudson Valley (5 sites)

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Health Alliance Hospital

Anne Marie Dempsey

Margaretville Hospital

Mountainside Residential Care Facility

Helen Hayes Hospital

Mary Wainwright, PT

Highland Physical Therapy – Highland, Marlboro

Jeffrey M. Gersch, PT

Highland Rehab & Nursing Center

Silfia Brennan, COTA

Hudson Valley Home Rehab

Christa Tyler, OTR

Ivy Rehab

Les Bowden, PT, DPT

Lee Physical Therapy & Wellness, LLC

Katrina Lee, PT, DPT

LK Pediatric Therapy

Elya Spolar, PT, DPT

Lutheran Care Center @ Concord Village

Teri Jennings, MSPT

Middletown Medical P.C.

TBD

Middletown Park Rehab & Nursing

Robyn Marsden, OTR/L

Mid-Hudson Regional Hospital of Westchester Med Center

Poughkeepsie

Jeanne Campbell, OTR, MS

Martha Lawrence Site

Mary Thompson, PT

Sharon Duffy-Batt, MPS, OTR

Therapy Connection

Jeanne Campbell, OTR, MS

Brenda Koepp, OTR

Minisink Valley Central School District

Jennifer Lynch, PT

Montefiore St. Luke's (Cornwall/Newburgh)

Gwen Borsenberger, SLPD, CCC-SLP

John Guerriero, PT (Fishkill)

Montgomery Nursing Home

Kate Dlugozima, OT

New York Hand & Physical Therapy

Patrick Clough, PT, CHT

Next Level Performance

Zachary Katzman, PT, DPT

Novacare Rehabilitation

Alice Campanella, MPT

Nuvance Health

Vassar Brothers Medical Center

Putnam Hospital

Northern Dutchess Hospital

The Thompson Houts

Sharon Hospital
The Heart Center
HealthQuest Homecare
Danbury Hospital
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
Pines @ Catskill Ctr for Nursing & Rehab
Catskill
Sam Cerone, PT
Poughkeepsie
Laura Kolosky, SLP
T. Piserchia, M.D., P.C.
Garry Hazen, PT
Prime Rehabilitation Services
Milford
Chris Davis, OTA
Liberty/Montclair/Somerset
Vanessa Cardenas, PT
Sapphire Nursing & Rehabilitation
Fishkill
Tracey Cassel-Dworetzky, OTR /L
Goshen
Anne Frank, OTR/L
Meadow Hill
Maria Villanueva, PT
Wappingers Falls
Darlene Bates, PTA
Laura Stevens, PT - Private Practice
St. Anthony Community Hospital (+ Schervier Pavilion)
Shannon Albanese, PT
Olivia Greene, PT
Cyndi Scott, OTR
Upstream Rehabilitation (formerly Drayer Physical Therapy Institute)
Sparta, Milford, and Hummelstown
Chris Perlo, PT
Ashlee Jones, PT, DPT, ATC, OCS
Mark Young, PT
VA Hudson Valley Health Care System
Maura Timm, OTR/L, MS
Lori Lawton, PT
Valley View Center for Nursing Care
Suresh Nagappan, PT
Westchester Medical Center
Main Campus
Brian Geiger, SCCE

Wingate - Rehab Care

Beacon

Jonathan Pultzar, PT

Fishkill

Olivia Derleth, PT

Highland

Heather Ineson, OTR

Woodland Pond

Jonathan Papin, OTR

Yorktown Rehab & Nursing Ctr. (Fieldhome)

Karen Chase, PTA

Radiologic Technology—Clinical Instructors

Marcelene Lamendola, A.A.S., *SUNY Orange*

Amanda Rhinehart, A.A.S., *SUNY Orange*

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