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Ulster County Community College (from herein referred to as SUNY Ulster) is a two-year college of the State University of New York. We pride ourselves on a strong tradition of providing exceptional education in a student-focused environment. Offering 50 academic programs, students are prepared to succeed in a wide variety of careers and industry-specific credentialing programs. We serve as a crucial gateway to higher education, with more than 60% of our students registered in programs designed for transfer to four-year colleges throughout the nation to complete their baccalaureate degrees.

At SUNY Ulster you'll find small classes and faculty who are available to help and guide you. Many courses and an associate's degree program in Individual Studies can be taken online. To assist students with their educational goals, we offer extensive student support services that include peer and professional tutoring in many disciplines, career and transfer counseling and a growing array of dynamic internships and study abroad options. Financial aid, including grants, scholarships, and student loans, is available to those who qualify.

SUNY Ulster provides cultural and social experiences for students through its arts, athletics and extra-curricular activities. Our innovative arts programming introduces students and the community to internationally recognized writers, poets, and visual and performing artists in the classroom; the Muroff Kotler Visual Arts Gallery; the College Lounge; and the 500-seat Quimby Théâter. Our gymnasium and athletic fields complex is used for intercollegiate (NJCAA) competition, and students can become active in a wide variety of clubs.

Whether you want to prepare for tomorrow's high-tech or green careers or begin an affordable education close-to-home, SUNY Ulster will help you go far.

Welcome to SUNY ULSTER

Start Here. Go Far.
Vision Statement
SUNY Ulster, a student-centered community college providing innovation and excellence in learning, is committed to be an educational and cultural beacon and economic development partner for the community.

Mission Statement
SUNY Ulster is a vibrant community of learners distinguished by academic excellence, collaboration, innovation, service, and responsible use of resources. As a public, comprehensive two-year institution dedicated to providing affordable, accessible education, we work within an ever-changing environment to:
- prepare students for success in college and in the workforce,
- prepare students for transfer to four-year institutions,
- provide enrichment and lifelong learning opportunities,
- augment learning through the integration and application of emerging technologies,
- prepare students, including international students, to live and work in a global society,
- play an active role in economic development,
- partner with local, state, national and international community, educational and cultural organizations,
- lead regional efforts in sustainability, and
- enhance the quality of life for residents of Ulster County.

The College Seal
The College seal symbolically represents the historic area in which SUNY Ulster is located and the academic aspirations of the College. The date 1961 indicates the year in which the College came into being as a legal entity by virtue of a public referendum of the citizens of Ulster County. The open book is symbolic of the importance the College places on education. The ship represents Henry Hudson’s voyage on the Half Moon, which began the era of European settlement. The sheaf of wheat emphasizes the importance of agriculture in Ulster County. The Huguenot Cross recognizes the background of the early French settlers in Ulster County. The eleven stars represent the first eleven states of the Union, with the large star representing New York State, the eleventh state of the Union. Truth from learning – Wisdom from truth – is the College’s motto.

Historical Background
In the late 1950s and early 1960s, many citizens of Ulster County felt a need for the development of a community college, and with the overwhelming public support expressed in a November 1961 referendum, Ulster County Community College became a legal entity. The College’s Board of Trustees met for the first time on April 13, 1962. From that date the development of the College moved forward rapidly.

Ulster County Community College began its first academic year in September 1963. Classes were held at a temporary campus in the historic Ulster Academy Building in Kingston, NY. Two years later 48 students received their degrees at the College’s first graduation. In 1965 ground was broken for the College’s main campus in Stone Ridge, and in 1967 the first classes were held at the new permanent location.

The College has now conferred in excess of 18,000 degrees and has served over 400,000 students through its credit and noncredit offerings. SUNY Ulster continues to build in the new century. New academic programs have been introduced to address the education and training needs of emerging careers. New options for online education are evolving. Campus facilities and technology continue to support the educational programs. Through development of a Facilities Master Plan for the campus and implementation of the plan, SUNY Ulster’s goal is to meet the 21st century needs of its students and the Hudson Valley workforce.

An updated Facilities Master Plan calls for the expenditure of $30 million over the next five to six years. Partial funding is in place from both the State of New York and Ulster County to initiate building additions and upgrade a number of classrooms and computer and science laboratories on the Stone Ridge Campus.

Ulster Community College Foundation, Inc.
Established in 1976 the Ulster Community College Foundation, Inc. is a 501 (c) 3 not for profit organization operating under New York State law for the benefit of SUNY Ulster and its students. Through the generous support of the many friends of the College, businesses, civic organizations, and members of the campus community, the Foundation has garnered more than six million dollars in assets that support student scholarships and a broad range of educational and cultural programming.

In collaboration with the College and under the auspices of the Foundation Board of Directors, the Foundation continues to expand its initiatives to raise funds in support of new and dynamic degree programs and noncredit continuing and professional education courses. In addition to 2.8 million dollars given in scholarship awards to more than 4,500 students since its inception and with close to 200 scholarships awarded each year, the Foundation provides annual support to the College from other donor-established funds created to enhance programs, such as the Fine and Performing Arts, Technology, SUNY Ulster’s hallmark Nursing program, and a variety of other initiatives. The Foundation also contributes to a full calendar of special events on the Stone Ridge Campus that is open to the community.

If you are interested in scholarship opportunities offered through the Foundation or if you would like to make a donation or a planned gift to help sustain our mission, please contact the Foundation Office at (845) 687-5283 or visit our website at sunyulster.edu/foundation.
Student Success
Graduates from SUNY Ulster's Transfer Programs consistently succeed at four-year colleges and universities with a final performance level no different from—and, in many cases, higher than—students who began their education at the four-year schools.

SUNY Ulster graduates have also established an impressive track record. According to the most recent Graduate Follow-Up Survey, 86 percent of respondents reported that they had transferred to another institution or were employed in a field related to their education.

Passing Rates on Certification Exams
Nursing NCLEX (’11) 86%
Veterinary Technology (’11) 85%

Student Profile
The diversity of students at SUNY Ulster is one of its greatest assets. They may be working toward a bachelor's degree; training for immediate employment, a job promotion, or a career change; or using new technology. Still others are looking for credit or Continuing Education noncredit courses to enhance their leisure or promote their personal or professional development. They are recent high school graduates, single parents, retired citizens, veterans, students with disabilities, and people from business and industry. Many are returning to the classroom after an extended absence.

Fall 2011 Credit Enrollment
Students Enrolled 3,620
Credit Hours 33,159
Male 1,490
Female 2,130
Full-Time 1,639
Part-Time 1,981
White, Non-Hispanic 2,488
Black, Non-Hispanic 184
Hispanic 273
Asian or Pacific Islander 48
American Indian or Alaskan Native 17
Non-Resident Alien 36
Other 574
First Time 1,866
Continuing 1,344
Returning 261
Transfer In 149
Under 18 1,046
18-19 893
20-21 476
22-29 651
30-39 268
40-49 173
50-64 98
65 and Over 15

Student Right-to-Know
In compliance with the Student Right-to-Know Act of 1990, Ulster County Community College makes available to all current and prospective students the completion and transfer rates of a selected group of students. Beginning in Fall 2006, a cohort of all first-time, full-time degree-seeking students was tracked over a three-year period. 23.9% earned a degree, and 19.83% transferred to another SUNY institution prior to obtaining a degree. These rates do not represent the success rates of SUNY Ulster’s entire student population, nor do they account for student outcomes occurring after this three-year period.

Accreditations
Ulster County Community College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, 215: 662-5606; www.msche.org. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Post-secondary Accreditation. Since SUNY Ulster is a unit of the State University of New York, the curricula have been approved by the SUNY Board of Trustees and are registered with the New York State Education Department, Office of Higher Education, Education Building, Albany, NY 12234, 518: 474-3852; www.highered.nysed.gov. The College is authorized by the Board of Regents of the University of the State of New York to award certificates, diplomas, and degrees of Associate in Arts, Associate in Science, and Associate in Applied Science. Curricula are registered by the New York State Department of Education and are approved by the New York State Education Department for the training of veterans. The College is approved for holders of New York State scholarships, and the College’s Nursing Program is accredited by the National League for Nursing Accrediting Commission (NLNAC), 61 Broadway, New York, NY 10006, 212: 363-5555; www.nlnac.org. In addition, the College’s Engineering Science Program is affiliated with the Two-Year Engineering Science Association (TYESA) and the Association of Engineering Colleges of New York State (AECNYS), and the Veterinary Technology Program is accredited by the American Veterinary Medical Association.

Affirmative Action Compliance Statement
Ulster County Community College does not discriminate on the basis of race, ethnicity, color, gender, sexual orientation, religion, national origin, age, disability, marital status or status as a Vietnam-Era or disabled veteran, in admission, employment and treatment of students and employees.

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of gender.
Harassment on the basis of gender is a violation of §703 of Title VII of the Civil Rights Act of 1964, as amended.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 ADA (ADA) provide that no otherwise qualified individual with a disability shall, solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

The coordinator of Title IX of the Education Amendments of 1972, Public Law 92-318; §504 and the Americans with Disabilities Act is the College’s Vice President and Dean of Enrollment Management. Inquiries concerning services for the disabled may be directed through the Coordinator of Student Support Services. The office is located in Vanderlyn Hall, Room VAN 128F, Telephone: 845-687-5197.

All questions concerning policies and allegations of non-compliance should be directed to: Affirmative Action Officer, Ulster County Community College, PO Box 557, Stone Ridge, New York 12484, Telephone: 845-687-5070.

Notice of Disclaimer
Ulster County Community College expressly reserves the right, whenever it deems advisable (1) to change or modify its schedule or tuitions and fees; (2) to withdraw, cancel, reschedule, or modify any course, program of study, degree, or any requirement or policy in connection with the foregoing; and (3) to change or modify any academic or other policy. Please be advised that because of printing deadlines, information contained in this Catalog may be outdated. Changes in information contained in this Catalog and new academic regulations, policies, or programs will be published in the College’s registration announcement. Current information may also be found on the College’s website at www.sunyulster.edu. It is the responsibility of each student to ascertain current information that pertains to his or her program of study, particularly with regard to satisfaction of degree requirements, through frequent reference to the registration announcements and by consultation with the student’s advisor, the Office of the Dean of Academic Affairs, and other offices as appropriate (such as the Registrar or Financial Aid). In preparing this Catalog, efforts are made to provide pertinent and accurate information; however, Ulster County Community College assumes no liability for Catalog errors or omissions.
Academic Calendar

Fall 2012

August 27 .................................................................. Fall Classes Begin
September 3 ............................................................... Labor Day - No Classes
September 17 ......................................................... Rosh Hashanah – Classes in session
September 26 ........................................................... Yom Kippur - No Classes
October 8 .................................................................. Columbus Day - No Classes
November 6 ............................................................ Election Day - No Classes
November 21-24 ..................................................... Thanksgiving Recess - No Classes
November 26 ........................................................... Classes Resume
December 11 ........................................................... Study/Make-Up Day
December 12 ........................................................... Last Day of Classes
December 13-19 ...................................................... Final Exams

Winternet 2012-2013

December 19 ........................................................... Last Day to Register for WinterNet 2012-2013
December 26 ........................................................... WinterNet Session Begins
January 16 .............................................................. WinterNet Session Ends

Spring 2013

January 17 .............................................................. Spring Classes Begin
January 21 .............................................................. Martin Luther King Day - No Classes
February 18 ............................................................ Presidents’ Day - No Classes
February 19 ............................................................ Classes on a Monday Schedule
March 20 ............................................................... Fall 2013 & Summer 2013 Registration Opens for Continuing Students
March 25-30 ............................................................ Spring Break - No Classes
April 1 ....................................................................... Classes Resume
April 22 .......... Fall 2013 & Summer 2013 Registration Opens for All Students
April 27 ................................................................. Last Day of Saturday Classes
May 2-4 ................................................................. Study/Make-Up Day
May 7 ................................................................. Last Day of Classes
May 8-14 ............................................................... Final Exams
May 15 ................................................................. Commencement

Summer 2013

May 20 ................................................................. Summer Session 1 Begins
May 27 ................................................................. Memorial Day, No Classes
July 3 ................................................................. Summer Session 1 Classes End
July 4 ................................................................. Independence Day, No Classes
July 8 ................................................................. Summer Session 2 Begins
August 15 ........................................................... Summer Session 2 Ends
**Fall 2013**

August 26 .................................................. Fall Classes Begin
September 2 .................................................Labor Day - No Classes
September 5 ................................................. Rosh Hashanah - Classes in Session
September 14 .............................................. Yom Kippur - Classes in Session
October 14 .................................................... Columbus Day - No Classes
November 6 .............................................. Election Day - Classes in Session
November 6 .............................................. Spring 2014 & WinterNet 2013-2014 Registration Opens for Continuing Students
November 11 ........................................... Veterans Day - No Classes
November 12 ........................................... Classes Meet on a Monday Schedule
November 27-30 ........................................ Thanksgiving Recess - No Classes
December 2 ................................................... Classes Resume
December 9 ................................................ Spring 2014 & WinterNet 2013-2014 Registration Opens for All Students
December 9 .............................................. Last Day of Classes
December 10-11 ....................................... Study/Make-Up Days
December 12-18 ....................................... Final Exams

**Winternet 2013-2014**

December 19 .............................................. Last Day to Register for WinterNet 2013-2014
December 26 ............................................... WinterNet Session Begins
January 15 ............................................... WinterNet Session Ends

**Spring 2014**

January 16 ................................................ Spring Classes Begin
January 20 .................................................. Martin Luther King Day - No Classes
February 17 .............................................. Presidents' Day - No Classes
February 18 .............................................. Classes Meet on a Monday Schedule
March 17-22 ................................................ Spring Break - No Classes
March 19 .................................................... Fall 2014 & Summer 2014 Registration Opens for Continuing Students
March 24 ....................................................... Classes Resume
April 15 ....................................................... Passover - Classes in Session
April 16 .............................................. Fall 2014 & Summer 2014 Registration Opens for All Students
April 18 ..................................................... Good Friday – Classes in Session
April 30 ....................................................... Last Day of Classes
May 1-3 ....................................................... Study/Make-Up Day
May 7 ....................................................... Study/Make-Up Day
May 6 ....................................................... Last Day of Classes
May 8 – 14 .................................................... Final Exams
May 15 ........................................................ Commencement

**Summer 2014**

May 22 .......................................................... Summer Session 1 Begins
May 26 .......................................................... Memorial Day - No Classes
July 3 .......................................................... Summer Session 1 Ends on Monday Schedule
July 4 .......................................................... Independence Day - No Classes
July 7 .......................................................... Summer Session 2 Begins
August 14 ................................................... Summer Session 2 Ends
General Entrance Requirements

Open-Door Policy
As a full opportunity, open-door institution, SUNY Ulster assures a place for applicants meeting the admissions requirements. Although admission is generally assured for most applicants, SUNY Ulster does not guarantee acceptance into particular programs of study. In accordance with New York State law, the College reserves the right to refuse admission to any applicant when it is deemed in the best interest of the College to do so or if the College determines that the applicant does not have the ability to benefit from the College’s instruction.

SUNY Ulster’s open-door policy signifies the desire to make education accessible to all motivated students, regardless of previous experience or performance, if the student can benefit from the College’s educational programs. One of SUNY Ulster’s goals is to equip its students with the necessary knowledge and skills to succeed in the job market or in a four-year college.

The Matriculated Student
A matriculated student is one who has formally applied to the College and has been formally accepted into a degree, certificate, or diploma program. Applicants for matriculation must possess either a local or Regents high school diploma or a General Equivalency Diploma (GED or its recognized equivalent). An IEP diploma is not a recognized diploma.

Matriculated students experience several advantages. Matriculated students may

- Enroll full-time or part-time,
- Apply for financial aid,
- Apply for any of the various scholarships available,
- Be assigned an academic advisor, and
- Be awarded a degree, certificate or diploma.

Applicants for matriculation or admission should follow these procedures:

1. Candidates must complete either the SUNY Ulster application (free application) or the SUNY application (fee required) listing SUNY Ulster as their choice. Both applications are available online at the College’s website or at high schools, SUNY Ulster’s Admissions Office, and SUNY Ulster satellite sites.

2. Candidates should have their high school guidance office send an official copy of their high school transcript directly to the SUNY Ulster Admissions Office. Applicants who graduated from high school 10 or more years ago may substitute their high school diploma to meet this requirement. A copy of the original will be made in the Admissions Office. Applicants who possess an Associate in Arts, Associate in Science, Associate in Applied Science, or a Baccalaureate Degree will not be required to submit an official high school transcript, providing that all official college transcripts have been supplied to the Admissions Office.

3. If candidates possess a General Equivalency Diploma (GED), they must present official test results or GED Diploma to SUNY Ulster’s Admissions Office. A copy of the original will be made in the Admissions Office.

4. If applicable, candidates should make a formal request to all previously attended post-secondary institutions that official copies of their transcripts be sent directly to SUNY Ulster’s Admissions Office. Students transferring credit to SUNY Ulster should refer to the section on Transfer Admissions on page 12 for more information about transfer credits and graduation residency requirements.

5. Applicants who have completed college course work for college credit or have taken Advanced Placement (AP) testing through the College Board may be eligible for transfer credits. Official college transcripts and/or AP testing results from the College Board must be submitted to the Office of Admissions for consideration.
6. Scholastic Aptitude Test (SAT) or American College Test (ACT) are not required for admissions.

Candidates should send applications and transcripts to

Ulster County Community College
Admissions Office
Vanderlyn Hall, VAN 101
PO Box 557
Stone Ridge, NY 12484

7. Students may be required to take the Entering Student Assessment. This assessment will assist the advisor in registering the student in appropriate courses.

8. NYS Public Health Law 2165 requires students who were born on or after January 1, 1957, and who are taking six or more credits in any one semester to provide at the time they register proof of immunization against measles, mumps, and rubella. Students who need these immunizations should contact College Health Services, SEN 139, (800) 724-0833, extension 5246, or (845) 687-5246. NYS Public Health Law 2167 requires that all college and university students complete and return the meningitis response portion of the immunization form.

9. All transcripts must be in English. For transcripts not in English, we require that all translated transcripts and evaluation be sent by a member of the National Association of Credential Services, www.naces.org. Should you have any questions, please contact the Office of Admissions.

10. Telephone and e-mail inquiries may be directed to

(800) 724-0833, extension 5022
e-mail: admissions@sunyulster.edu

All documents submitted for admissions become the property of the SUNY Ulster Admissions Office and will not be returned to the student or forwarded to a third party. After ten years, the College is not required to retain documents received.

Home-Schooled Applicants

In accordance with the policy set forth by the State University of New York (SUNY), students who are home schooled must satisfy one of the following to be eligible for consideration for admission to SUNY Ulster:

1. The student must have a passing score on the State high school equivalency diploma (GED) test. Only students who have reached the maximum compulsory age of school attendance are eligible to take this test.

2. The student must provide a letter from the superintendent of the school district in which the student resides, attesting to the student's completion of home instruction meeting the requirements of Section 100.10 of the regulations of the Commissioner of Education or equivalent for students who reside outside of New York State.

*Home-schooled students who have not reached “maximum-compulsory school attendance age” and wish to enroll in coursework at SUNY Ulster may qualify for our Early College Program. Please see section under Early College Programs for more information.

International Students Applying for an F-1 Student Visa

International students who are non-United States citizens who have attended secondary school outside the United States OR international students currently attending a college or university in this country who attended secondary school in another country should apply to the College as an international student in need of an I-20 (F-1 Visa). In addition to the General Entrance Requirements, international students seeking admission to the College and a USCIS Form I-20 must submit additional information along with their applications. Further information is available at www.sunyulster.edu. International student applications are due by June 1 for the fall semester, November 1 for the spring semester, and April 1 for summer session.

The College does not have on-campus housing accommodations. International students may seek their own housing or choose to participate in the Homestay program and live with a local host family; visit the College website for information.

It is mandatory by law that this College collect and report information for the United States Citizenship and Immigration Services (USCIS). Enrolled international students will be responsible for keeping the international student advisor apprised of information related to these immigration laws. Additional information about Student and Exchange Visitor Information System (SEVIS) fees and requirements will be provided to accepted international applicants.

International students meet with the international student advisor upon arrival at the College. An appointment with the advisor can be made by contacting the Admissions Office at (845) 687-5022 or admissions@sunyulster.edu.

Visitors to the United States with a Tourist Visa (B2) or Visa Waiver are prohibited by law from enrolling in a full course of study.

Transfer Applicants

Transfer applicants are required to have their former institutions forward all official transcripts of their academic work to the Admissions Office. Transcripts will be evaluated upon receipt of all academic documents. Those students who anticipate transferring credit should refer to the sections on
Transfer Credit and Graduation Residency Requirements.

Applicants dismissed or on academic probation at their former institutions will be admitted to SUNY Ulster on academic probation.

Transfer students who have been dismissed from a college for disciplinary reasons will be asked to provide additional information. This information will be reviewed by a campus committee to ensure campus safety. Any falsification or omission may result in denial of admission or disciplinary action.

Transfer Credit

Transcripts will be evaluated upon receipt of all academic documents. Students will receive credit for courses in their program of study that meet the following criteria:

1. The courses were completed at a regionally accredited post-secondary institution;
2. The courses were completed with a grade of C- or better;
3. The courses' content and scope are applicable to the program requirements at SUNY Ulster; and
4. The cumulative average of all courses being accepted by SUNY Ulster is 2.0 or higher.

The College may approve up to six credit hours of D+, D, or D- work in open electives only. Grades and quality points for courses transferred from other schools will not appear on the SUNY Ulster transcript or be part of the student's SUNY Ulster grade-point average.

The awarding of transfer credit is subject to departmental approval and may not apply to all programs of study.

The College will accept courses form a college that is not regionally accredited if the college does have national discipline area accreditation and is eligible to disburse federal aid funds. However, subsequent colleges the student transfers to may not grant that credit.

For SUNY transfers, who do not agree with how courses were credited, SUNY has implemented an appeal process. Information on this process is available at http://www.suny.edu/provost/transfer/studenttransferappeal.cfm.

Readmission

Former SUNY Ulster students who were enrolled previously and have not attended SUNY Ulster for one or more consecutive semesters are required to complete an application for Readmission. Applicants readmitting to the college are also required to submit official transcripts from other academic institutions they have attended after a break in enrollment at SUNY Ulster. Applicants currently enrolled in coursework at another college at the time of application will be required to submit an official final transcript upon completion of work in progress.

Please note credits earned at SUNY Ulster are always valid; however, an evaluation of the age of selected credit courses identified as critical to the program may result in requiring the student to enroll in additional coursework to complete a degree at the College.

Fresh Start

Fresh Start (FS) provides a student who left SUNY Ulster without completing an academic program an opportunity to return and start again with a new grade-point average (GPA). FS is an option, however, only for students who have not taken a course at SUNY Ulster for at least two academic years.

The FS student will retain previous credit that (1) was completed with a grade of C- or better and (2) can be applied to the requirements of the student's current academic program. However, no quality points earned from these courses will be applied to the student's GPA. The College may allow up to six credit hours of D+, D, or D- work from the student's previous courses when the inclusion of that work will allow the GPA for course work being accepted under FS to be 2.0 or higher. These credits will be considered only as open electives and will not be accepted in the major area of study.

Only quality points earned from courses taken after readmission will then apply to the student's GPA. In addition, only those courses taken after readmission will count toward the student's eligibility for the Dean's List and other honors.

The eligible student will be granted FS officially only after completion of 12 new credit-bearing semester hours with a GPA of 2.0 or higher in courses approved by the Associate Dean of Student Services. To be eligible for a degree, the student must take at least 18 additional credit-bearing semester hours at SUNY Ulster for a minimum of 30 credit hours after readmission. The FS student who wishes to obtain a one-year diploma must complete a total of 15 credit-bearing semester hours after readmission.

Application for FS must be made at the time of reentry and can be made only once during a student's academic career at SUNY Ulster. Once accepted, the student cannot petition for any other transcript modification. The student will sign an agreement acknowledging his or her understanding of this policy.

Graduation Residency Requirements

Students who wish to obtain an Associate's degree from SUNY Ulster are required to complete at least 30 credit-bearing semester hours at SUNY Ulster. Those wishing to obtain a one-year diploma must complete at least 15 semester hours at SUNY Ulster, regardless of the number of semester hours earned elsewhere.

Specific Program Requirements

Nursing

Admission to the Nursing program is selective and highly competitive. Applicants must be legal residents of Ulster County. Legal residency is defined as being a United States Citizen or permanent resident having resided in Ulster County for six months and New York State for one year.
Applicants must complete specified application criteria by a pre-determined deadline. For curriculum and requirements refer to our website at [http://www.sunyulster.edu/nursing](http://www.sunyulster.edu/nursing).

Students must have and maintain a minimum 2.5 GPA in all required courses in order to be considered for entry in the Nursing Program. All required science courses must have been completed within the last five years with a minimum grade of 2.0 or higher. Students must have an overall GPA of 2.0.

**Veterinary Technology**

Admission to the Veterinary Technology Program’s clinical course is selective and competitive. Applicants must complete specified criteria by a pre-determined date. All new incoming students must sign the Technical Standards Requirements form prior to being accepted to the College. For information on curriculum and requirements, refer to our website at [http://www.sunyulster.edu/vettech](http://www.sunyulster.edu/vettech).

**Online Programs**

OASIS Program
(Online Associate in Science Degree in Individual Studies)
Candidates for the online degree must meet all admissions requirements.

Transfer students may have a maximum of 31 applicable academic credits transferred. A minimum of 15 of the remaining 30 academic credits for the degree must be completed with SUNY Ulster classes. The remaining 15 credits must be met with SUNY Learning Network courses.

Additional information about the SUNY Learning Network class or program may be seen by going to: [http://sln.suny.edu](http://sln.suny.edu). This connects directly to the SUNY Learning Network home page.

**High School Partnerships**

**Collegian Program**

SUNY Ulster’s Collegian Program enables talented high school students to enroll in college classes taught during the day by selected high school faculty and to earn college credit for these classes. While specific classes vary from high school to high school, classes have included college English, American history, computer art, psychology, accounting, criminal justice, math, general biology, Spanish, and computer applications for business. The Program has enabled hundreds of talented students to complete high school graduation requirements while earning credits towards a college degree. Students who are interested in taking Collegian classes should meet with their high school guidance counselors or a SUNY Ulster Admissions Counselor.

**The Early College Program**

Our Early College Program offers motivated high school students with the opportunity to get a head-start on their college careers by enrolling in SUNY Ulster coursework. Candidates for this program may include, but are not limited to,

- High school seniors seeking to complete remaining high school graduation requirements at SUNY Ulster;
- High school students interested in completing some coursework at SUNY Ulster; and
- Home-schooled students with SUNY Ulster coursework built into an approved Individual Home Instructional Plan (IHIP) within the school district they reside.

To apply candidates must complete our Early College Program Application. The application must be signed by the applicant, the applicant’s parent or guardian and appropriate school official(s) in order to be considered for this program. Applicants enrolled in high school are required to submit an official high school transcript with their application. Home-schooled applicants must provide a letter from the appropriate school official(s) indicating an approved Individual Home Instruction Plan (IHIP) is on file with the district. All applicants are also required to complete our Entering Student Assessment Exam, which will be used as an advisement tool to measure academic readiness for SUNY Ulster coursework.

Students in the Early College Program will be eligible for full or part-time study and may enroll in coursework providing they place into or meet the pre/co-requisite requirements of the course(s) they intend to enroll in. Early College Program students may also qualify to take honors coursework, based on the results of their entering student assessment exam results, or by advisement.

Students enrolled in our early College Program are considered non-matriculated and do not qualify for financial aid. SUNY Ulster is not responsible for monitoring the graduation requirements for individual students; therefore, students using our Early College Program to fulfill high school graduation requirements are responsible for staying in contact with appropriate school officials.

Other students may be eligible to pursue our Early College Program and are reviewed on a case by case basis.

**Additional Admissions Information**

**College Scholars Program**

Each Year, SUNY Ulster and the Ulster Community College Foundation, Inc., provide funding that guarantees full tuition to graduating students from Ulster County high schools or to graduating high school students who are residents of Ulster County who rank in the top 10 percent of their graduating class.
This award is combined with all other financial aid awards and Ulster Community College Foundation, Inc. scholarships to guarantee full tuition for full-time study. The scholarship is good for two consecutive semesters and does not cover fees or books. After completing a full academic year at SUNY Ulster and maintaining a minimum 3.3 cumulative GPA, students may be eligible for a second-year of College Scholars funding at SUNY Ulster.

To be eligible, all applicants must
- Graduate from an Ulster County high school or be a resident of Ulster County and graduate in the same year of application to SUNY Ulster and attend no other college or university.
- Receive a NYS Regents Diploma.
- Apply for Federal and State financial aid and provide all award certificates to SUNY Ulster’s Financial Aid Office.
- Apply and be accepted into full-time study.

Servicemembers Opportunity Colleges (SOC)
SUNY Ulster is a member of SOC, the Servicemembers Opportunity Colleges. SOC is a consortium of national higher education associations functioning in cooperation with the Department of Defense (DOD) and the Military Services, including the National Guard and the Coast Guard. This civilian military partnership allows servicemembers to
- Earn an associate’s degree online or on campus while in the service;
- Enroll in the college concurrently with enlistment in the Army or Army Reserve through the Concurrent Admissions Program (CONAP); and
- Earn college credit for evaluation from military training and programs.

Information on obtaining military transcripts and military education benefits can be found on the SUNY Ulster website or by contacting the Admissions Office. In accordance with Section 487 of the US Higher Education Act as amended 2008, matriculated SUNY Ulster students who are called to active military duty while enrolled at SUNY Ulster shall not be denied readmissions to the College upon return. Individuals called to active service should contact the Registrar’s Office for a Military Leave of Absence.

English Proficiency
Students applying to the College for whom English is a second language must show proficiency in English in one of the following ways:
1. A high school diploma from an institution where English is the language of instruction and satisfactory performance on the Entering Student Assessment;
2. A GED taken in English and satisfactory performance on the Entering Student Assessment; or
3. A score of 500 or better on the paper-based Test of English as a Foreign Language (TOEFL); 173 or better on the computer-based test; or 70 or better on the Internet-based test. Applicants may request that TOEFL scores be sent directly from Educational Testing Services to SUNY Ulster by entering the school code 2938 on score reporting documents. The College will also accept a score of Grade 1 on the Step EIKEN test for native speakers of Japanese.

Ability to Benefit
Students who attend secondary school outside of the United States may be required to take the Ability to Benefit (ATB) exam in accordance with State ATB guidelines in determining eligibility for some types of financial aid.

Applicants with Permanent Residency
Students applying to SUNY Ulster who were NOT born in the United States must show proof of citizenship or permanent resident status. If students are permanent residents of the United States, they must provide their alien registration numbers on the SUNY Ulster application and bring their Green Cards to the Admissions Office so a copy may be made.

Non-US Citizens
Students applying to SUNY Ulster who are not permanent residents will be required to submit a Student Affidavit of Intent to Legalize Immigration Status. Financial aid is not available to non-US citizens who do not have permanent residency status.

Out-of-County Residents
All applicants who are residents of New York State but not residents of Ulster County must provide a Certificate of Residence from their home county every fall in order to receive the in-county tuition rate at SUNY Ulster. A Certificate of Residence may be obtained from the Chief Fiscal Officer of the home county and must be given to the SUNY Ulster Student Accounts Office to ensure proper charges and billing. International students admitted with form I-20 are prohibited from establishing U.S. residency and will be assessed the out-of-county rate for the duration of their enrollment. For more information, please call or write the Student Accounts Office, VAN 204, (800) 724-0833, extension 5099, or (845) 687-5099.

Applicants with Prior Felony Convictions
A felony in New York State law is defined as a crime for which more than one year in prison may be imposed. All applicants are asked if they have been convicted of a felony. An affirmative response will not automatically prevent admission, but they will be asked by SUNY Ulster to provide additional information. This information will be reviewed by a campus committee to ensure campus safety. Any falsification or omission of data may result in denial of admission or disciplinary action.
Alternate Modes for Earning College Credit

In addition to the direct transfer of credit from other accredited institutions, SUNY Ulster recognizes many nontraditional modes of learning, including credit for life experience and proficiency examinations. Students who avail themselves of these opportunities to earn credit must still meet the residenchcy requirement (a minimum of 30 credit-bearing semester hours of academic course work at SUNY Ulster for the associate’s degree and 15 credit-bearing semester hours for the one-year diploma). Any course for which alternate credit is given may not be repeated at the College for credit. Students intending to transfer to four-year institutions should be aware that any credit received from alternate modes will be subject to re-evaluation by the four-year institution. These credits will not be used in calculating the cumulative average. The alternate paths toward earning credits for a degree are described below.

Advanced Placement

SUNY Ulster recognizes college-level courses taken by students while still in high school. Advanced Placement (AP) examination scores of 3, 4, or 5 will normally earn college credit for corresponding courses. Credit for AP courses will be given upon admission to SUNY Ulster and presentation of the AP transcript. Recognition of transfer credit for AP course work varies from college to college.

College Level Examination Program (CLEP)

The College recognizes the College Level Examination Program (CLEP) subject examinations which are equivalent to courses currently acceptable for transfer to SUNY Ulster and on which the grade earned equates to a C or better. In addition, the College will award credit under the same guidelines for one CLEP general exam, College Composition. For information regarding specific examinations, credit, fees, examination dates, locations, and minimum scores, interested students should contact SUNY Ulster’s Admissions Office.

Collegiate Level Learning Experience (CLLE)

Credit may be granted for Collegiate Level Learning Experience (CLLE). Credit may be granted for life experience, which can be equated with the knowledge and skills acquired by and expected of students who successfully complete college-level courses. Prior experience that may be applicable to college-level credit course work includes employment in related areas, previous independent study, military experience and training, distance-learning courses, volunteer activities, selected BOCES courses, or other special experiences.

Prior learning experience cannot be assumed to be equivalent to course work offered at the College, and the granting of credit is not automatic. The appropriateness of the experience must be demonstrated to the satisfaction of the faculty and the Dean of Academic Affairs before any college credit may be granted.

Application forms are available in the office of the Dean of Academic Affairs. An applicant must provide in a written proposal to the chairperson of the department in which credit is being sought some evidence of the reasonableness of the request for CLLE. All proposals from an individual must include proper documentation and other supporting evidence, including examination results (where appropriate), portfolio, published works, or testimonials. If the merits of the request are established, the department chairperson will appoint appropriate faculty members who will advise the student concerning appropriate materials which may demonstrate CLLE equivalence to specific SUNY Ulster courses and evaluate these materials.

The decision to award credit will be made by the appropriate chairperson. Credit will be given on a pass or fail basis through special assessment of the materials submitted. Credit will be recorded only if the student passes. Recommendations by the appropriate chairperson will be a prerequisite to the approval by the Dean of Academic Affairs. Notification is sent to the Registrar, the Student Accounts Office, and the student.

Credit will not be granted for learning that is not germane to the logical structure of a diploma or degree program. Documented learning, not simply life experience itself, should be the basis for credit.

A student may apply for CLLE credit in a prerequisite course providing the student does so prior to taking the higher-level course. Credit for CLLE will not be permitted for courses which were waived nor for courses such as Advanced Placement courses for which advanced standing has been permitted.

Note: A maximum of 25% of the total number of credits required for a program will be allowed through CLLE. Incoming students are advised that credit granted for CLLE is on a contingency basis. This allows a student’s previous learning experience to be evaluated before the student’s formal matriculation. The student must continue in the program for at least 12 additional credit-bearing semester hours, achieving at least a 2.0 for those 12 credits before the awarding of the credits for CLLE will be made official.

Credit by Examination

Credit may be earned through Credit by Examination (CBE). The privilege of earning CBE is granted to all matriculated students who have earned 12 or more credit-bearing semester hours and have maintained a 2.0 or higher cumulative average.

Determination of an applicant’s eligibility for the examination rests with the department to which the applicant is applying. Application forms are available in the office of the Dean of Academic Affairs. An applicant must provide in a written proposal to the chairperson of the department in which the credit is being sought, some evidence of the reasonableness of the request for CBE. After reviewing the merits of the request,
the department chairperson will appoint an appropriate faculty member to construct and evaluate the examination (if different from the final examination for the course in question). Whenever practicable, the examination will be scheduled with the regular final examinations, day or evening. If this is not possible, the faculty member assigned to conduct and evaluate the examination will arrange an alternate time.

The examination will be evaluated on a pass or fail basis. The decision to grant or withhold credit will be determined by the academic department concerned. The credit will be recorded only if the student passes the examination.

Credit by examination will not be permitted for a course which is a prerequisite if the student is taking or has taken the higher-level course. Examinations will not be permitted for courses which were waived or for courses such as Advanced Placement courses for which advanced standing has been permitted. Final approval for the credit rests with the Dean of Academic Affairs. Notification is sent to the Registrar, the Student Accounts Office, and the student.

Credit for Noncollegiate Educational Programs
SUNY Ulster will grant credit in accordance with the recommendations of the New York State Education Department for certain courses listed in the national Program on Noncollegiate Sponsored Instruction (PONSI) and education experiences in the Armed Forces. For further information, students should contact the Admissions Office.

Excelsior College - DSST Examinations
The College grants credit for New York State Excelsior College Examinations and DSST (Dantes Subject Standardized Tests) when these examinations cover material parallel to that given in courses at the College and when a grade of at least C is achieved. For further information, students should contact the Admissions Office.

Registration

Entering Student Assessment
To help ensure a successful college experience, SUNY Ulster requires all new applicants to take the Entering Student Assessment (with some exceptions granted to transfer students). This assessment consists of three main sections: English, reading comprehension, and mathematics. The purpose of this assessment is to ensure that all new students will be registered into the appropriate courses that meet the student's particular academic needs. After the assessment is completed, students meet with an advisor to register for courses. The assessment results, together with the students' academic transcripts, are used to begin the advisement and registration process. Students who are exempt from the assessment test will be notified by the Admissions Office.

Full-Time and Part-Time Study
A full-time student is one who is enrolled in 12 or more semester hours per semester. A part-time student is one who is enrolled in 11 or fewer semester hours per semester. All international students must register for a minimum of 12 credits for fall and spring semesters. Ordinarily, a full-time student may not, in any given semester, take more credits than are specified by the student's program (normally, up to 18 credits). Students who wish to attempt more than 21 credits a semester must have the approval of the Associate Dean of Student Services or the Director of Career Services.

The College also holds registration sessions before the start of each semester. It is advisable for all students to apply and register as early as possible because early registration offers students the best opportunity to build schedules of their choice.

Following the first semester of attendance, continuing students are encouraged to preregister individually with their academic advisors. This process ensures the best opportunity to select from the widest choice of class availability. Preregistration for the next semester is held for a period of four weeks shortly after the middle of the semester.

Registration for Nonmatriculated Students
Nonmatriculated students (those not seeking a degree) should register for coursework through the Registrar's Office. While not degree-seeking, they may avail themselves of the assessment tests and other counseling services. Advance mail and phone registration, as well as online registration via the College's website, are also possible for nondegree students.

For those students taking advantage of the Business Resource Center (BRC), the College also holds special registrations there. Even if students are interested in taking courses on the Stone Ridge campus, they may still register for those courses at the BRC.

Cross Registration
Any full-time student at SUNY Ulster may register without additional tuition charges in certain courses offered by SUNY New Paltz and Dutchess Community College. SUNY Ulster students who wish to take a course at these colleges are subject to the following limitations:

1. The student is a full-time student at SUNY Ulster;
2. The student receives approval of the Registrar;
3. The course is not being offered at SUNY Ulster;
4. The student has met all the necessary prerequisites for the course; and
5. The student receives permission from the Registrar of the participating college.

Further information regarding Cross Registration may be obtained through the Registrar's Office, VAN 206; 800: 724-0833, extension 5075, or 845: 687-5075; or e-mail reginfo@sunyulster.edu.
Second Degree Policy
To earn a second degree at SUNY Ulster, a student must successfully complete a minimum of 15 credits in residence beyond those earned for the first degree. These 15 credits must be in a different field of study and must, when combined with the other credits, fulfill the requirements of the second degree. Intermediate Studies courses may not be included in the 15 credit-bearing residency requirement.

Registration for Students Over 60
Ulster County residents age 60 and older may audit credit courses offered by the College without paying tuition. The only provision is that there be space available in the class after other students have registered. Participants must pay all accompanying fees except the activities fee. Older adults may register on the first day of classes. For more details, interested applicants should call or write the Registrar’s Office, VAN 206; 800:724-0833, extension 5075, or 845: 687-5075; or e-mail: reginfo@sunyulster.edu.
Tuition and Fees 2012/2014
All tuition and fees are subject to change without notice.

Tuition
Full-time Student (12 or more credits)
New York State Residents* ................. $2,065 per semester
All other students ................................ $4,130 per semester
Part-time Student (fewer than 12 credit hours)
New York State Residents* ................ $149 per credit hour
All other students ............................. $298 per credit hour
* Residency-In order to qualify for the New York State Resident tuition rate, you must be a permanent resident of New York for one year AND be a permanent resident of Ulster County for six months prior to the start of a semester. For those who have a permanent residence in another New York county, present to the Student Accounts Office, VAN 204, a Certificate of Residence issued by the Chief Fiscal Officer of your home county in New York State. (See “Certificate of Residence” below.)

Fees
This is a partial listing of fees. For a full list, see our website: www.sunyulster.edu

Activity Fee
Full-time students ............................. $65 per semester
Part-time students ............................. $15 per semester
Summer Session students ............... $5 per summer session

Insurance Fees
Compulsory Accident Insurance Fee .... $10 per semester
Optional Sickness Coverage ........... $752 annually

Technology Fee
All students are required to pay a $50 technology fee per course. Web payment accepts checks or credit card

Payment Options
• Personal check, money order, cash or credit cards: Visa, MasterCard, and Discover to the Student Accounts Office
• Web payment-check or credit card
• Tuition Payment Plan - View your account and make payments online at MySUNYUlster.edu. Any balances not paid on time are subject to late charges, litigation fees, and collection costs.

Any balances not paid on time are subject to late charges, litigation fees, and collection costs.

Other Course Related Fees
Art Lab Fee (each course)
- ART 130, 131, 132, 161, 262 ............... $40
- ART 263 ..................................... $50
- BIO 103 (Flash Drive Charge) .......... $100
Communications Fee COM 227 ....... $40
CRJ 105 Laboratory Fee .................. $85
CRJ 251 Equipment and Range Fees .... $175
Nursing/Veterinary Technician Insurance (per semester) .................... $10
Music Lab Fee (each course)
- MUS 129 or MUS 128 ...................... $560
- MUS 127 or MUS 126 ...................... $280
IND 141, 142 Materials Fee .............. $70
Physical Education Fees
- PED107/207 Weight Training/Nautilus $25
- All other PED classes ..................... $10
Lab Fees
- per laboratory course ..................... $35
Network Administration Course Fees
- Cisco per course ........................... $125
- Microsoft per course ...................... $65 or $125
- Nursing ATI Testing/Lab Fee for the 4 semesters
  - Semester 1 ................................ $130
  - Semesters 2-4 ............................. $102
- Total ........................................ $436
AEMT Intermediate .......................... $530
First Aid & CPR Certificates HEA 117 ....... $30
REC 132/PED 132 Lifeguard Training ... $75
Audit Credit Only-Senior Citizen
- (plus course fees) ......................... $7
VET TECH Lab Fee (each course)
- VTS 151, 152, 256 ......................... $50
- VTS 253, 254, 159 ......................... $75
- VTS 258 ..................................... $350
VET TECH Farm Camp Fees
- Lab/Lecture Fee ............................. $900
- Room single ................................. $370

Student Service Fees
Admissions Application Fee (SUNY Application) ........ $30
There is no charge for the SUNY Ulster application. The SUNY application fee covers the cost of processing and distributing an application to other SUNY colleges.
International Student Fee ................. $25
SUNY Learning Network Maintenance fee
- per credit hour ............................. $25
To cover costs incurred by the College for participation in the SUNY Learning Network.
Late Registration Fee (per semester) .... $100
Reinstatement of Registration ............ $100
Tuition Deferment Processing Fee ....... $35
Transcript Copy ............................... $8
Replacement Fees for
- Diploma ..................................... $35
Refund Policy

Full-Time and Part-Time Credit Students (Regular Semester)
Tuition and fees are refundable in accordance with the following schedule. Students are required to officially notify the Registrar's Office (845-687-5075) if they drop courses or withdraw from the College to be eligible for a refund.

<table>
<thead>
<tr>
<th>Event</th>
<th>Tuition</th>
<th>Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before classes begin</td>
<td>Full refund</td>
<td>Full refund</td>
</tr>
<tr>
<td>On the first day of classes</td>
<td>Full refund</td>
<td>Full refund</td>
</tr>
<tr>
<td>During first week of classes</td>
<td>75%</td>
<td>No refund</td>
</tr>
<tr>
<td>During second week of classes</td>
<td>50%</td>
<td>No refund</td>
</tr>
<tr>
<td>During third week of classes</td>
<td>25%</td>
<td>No refund</td>
</tr>
<tr>
<td>After third week of classes*</td>
<td>No refund</td>
<td>No refund</td>
</tr>
</tbody>
</table>

*Students entering the Armed Forces will be refunded the unused portion of tuition on a pro rata basis upon presentation of evidence of call-to-duty.

Certificate of Residence
According to State law, students attending SUNY Ulster whose legal residence is in a county other than Ulster are required to submit to the Student Accounts Office a Certificate of Residence from their home county. This document can be obtained from the Chief Fiscal Officer of their home county and must be submitted to the SUNY Ulster Student Accounts Office NO LATER THAN 30 DAYS AFTER THE FIRST DAY OF THE SEMESTER and no earlier than two months prior to the first day of the semester. Failure to supply a Certificate of Residence will result in billing at non-resident tuition rates of $298 per credit hour or $4,130 full time.

A Non-Resident tuition charge will be assessed on their account until the Certificate of Residence is received. Those students who do not obtain the Certificate of Residence will be responsible for paying the Non-Resident charge. SUNY Ulster policy requires students to submit a new Certificate of Residence for every school year starting in September. Certificate of Residence application forms are available at SUNY Ulster's Admissions Office, Registrar's Office, Student Accounts Office, and on the College’s website.

Insufficient Funds Policy
All students who have a check returned to the College's bank by their bank because of insufficient funds will be sent a written notice of this when the check is returned. This letter will indicate that the student has five working days from the date of the letter to contact the SUNY Ulster Student Accounts Office. The College will try to redeposit the check. Once a letter is sent to the student, all College records are placed on hold. If the student has not made arrangements within the time given in the first letter, a second letter will be sent, informing the student that legal action may be necessary.

ID Card ................................................................. $10
Returned Insufficient Funds Check Fee ........................................ $25
Parking Violations .......................................................... $10-25
Ulster County Employees/CSEA Mandatory Fee (per course) ........ $50
Nursing Pre-Test fee ......................................................... $50
Credit by Examination/Learning Experience (per credit hour) .......... $100

There is a normal per credit hour cost assessed to cover the cost of preparing and grading the examination.

Federal Financial Aid (Title IV) Refund Regulation
As of the Fall 2000 semester, students who receive federal financial aid (PELL grants, SEOG grants, Direct Stafford Loans, PLUS Loans) are subject to a new federal refund policy (Return of Title IV Funds). This policy could substantially decrease the amount of financial aid the student will receive if they withdraw or stop attending prior to approximately the tenth week of the semester (prior to completing 60% of the semester). This also means the amount the student must pay out of pocket for tuition charges could increase.

Students will now “earn” their financial aid based upon the percentage of the semester they are in school and attending.

Students Paying With Financial Aid
If payment was made with a financial aid award, students must consult the Financial Aid Office before dropping courses for the following reasons:

- You may lose your financial aid for the current semester and future semesters.
- You will have to pay the tuition that financial aid does not cover.

Returned Insufficient Funds Check Fee

<table>
<thead>
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<td>On the first day of classes</td>
<td>Full refund</td>
<td>Full refund</td>
</tr>
<tr>
<td>During first week of classes</td>
<td>75%</td>
<td>No refund</td>
</tr>
<tr>
<td>During second week of classes</td>
<td>50%</td>
<td>No refund</td>
</tr>
<tr>
<td>During third week of classes</td>
<td>25%</td>
<td>No refund</td>
</tr>
<tr>
<td>After third week of classes*</td>
<td>No refund</td>
<td>No refund</td>
</tr>
</tbody>
</table>

*Students entering the Armed Forces will be refunded the unused portion of tuition on a pro rata basis upon presentation of evidence of call-to-duty.
For example, if a student withdraws or stops attending after completing 20% of the semester (approximately the first day of the fourth week of classes) they will earn only 20% of their financial aid. If the student's federal financial aid awards totaled $2,000 for the fall semester and they only complete 20% of the semester, they will only earn an award of $400. The college must return 80% or $1,600 of the financial aid to the federal government.

Please contact the Student Accounts Office or Financial Aid Office if you have any questions about your withdrawal and the effect on your financial aid. If you do withdraw, you should contact the Student Accounts Office to determine how much of your charges will be covered by financial aid and how much you will have to pay from your own funds.

Annual Costs*

The components of the annual budget include direct and indirect expenses. Direct expenses are paid directly to the College for tuition and fees. Other direct costs are for the purchase of books and supplies. Indirect costs are expenses related to attending college, such as transportation, personal costs, and room/board.

Estimated expenses for the dependent student living at home with parents based on full-time attendance fall and spring semesters:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$4,130</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>1,000</td>
</tr>
<tr>
<td>Room and Board</td>
<td>2,500</td>
</tr>
<tr>
<td>Transportation</td>
<td>1,500</td>
</tr>
<tr>
<td>Personal</td>
<td>900</td>
</tr>
<tr>
<td>Loan Fees</td>
<td>105</td>
</tr>
<tr>
<td>Tech Fees</td>
<td>320</td>
</tr>
<tr>
<td>Total</td>
<td>$10,635</td>
</tr>
</tbody>
</table>

Estimated expenses for all other students (dependent students living away from parents and independent students):

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$4,150</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>1,000</td>
</tr>
<tr>
<td>Room and Board</td>
<td>5,000</td>
</tr>
<tr>
<td>Transportation</td>
<td>1,500</td>
</tr>
<tr>
<td>Personal</td>
<td>900</td>
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<td>105</td>
</tr>
<tr>
<td>Tech Fees</td>
<td>320</td>
</tr>
<tr>
<td>Total</td>
<td>$13,135</td>
</tr>
</tbody>
</table>

*These figures are subject to change. Budgets may vary depending on who students reside with, their receiving shelter assistance from an outside agency, or not having to pay rent.

Tuition Deferrals

Requests for deferral of tuition will be considered if students are unable to pay full tuition by the established deadlines. In all cases, students must provide proof that they have applied for financial aid through appropriate federal and/or State programs. Deferrals will be granted only if it is determined by the Financial Aid Office that the student is eligible to receive sufficient financial aid to cover tuition and fees. All students granted deferrals are required to pay at least 50% of their total bill and sign a promissory note for the balance of tuition and fees. If an award is received, the award can be used as the down payment. For further information, students should contact the Student Accounts Office or the Director of Financial Aid. A tuition deferral fee of $35 will be charged on all deferments processed.

Tuition Budget Plan

The College has made arrangements with an outside service that allows full-time students to participate in a tuition budget plan. Participation in the payment plan allows students to make installment payments on their tuition account over an extended period of time. There is a per-semester fee required to enroll in this program. Additional information may be requested by calling the Student Accounts Office at 800: 724-0833, extension 5099, or 845: 687-5099.

Student Obligations

Students are responsible for purchasing their textbooks and supplies. For the convenience of students, the College maintains a bookstore in the Student Life wing of Vanderlyn Hall. Registration of returning students will not be permitted unless all previous College financial obligations have been met and all College property (including library books) from the previous semester have been returned in satisfactory condition. Unless all these obligations have been met, there will be no release by the College of information, including transcripts, to the military, business, or industrial employers or other colleges and universities.

Student Insurance

Each full-time and part-time student at the College is insured under a mandatory student accident policy, which is financed by College insurance fees. Additional information and accident insurance forms are available from the College Nurse, SEN 139.

Financial Aid

Financial Aid Office
Vanderlyn Hall 105
845: 687-5058
FAX 845: 687-5172
financialaid@sunyulster.edu

When SUNY Ulster was founded in 1961, one of its guiding principles was to offer a college education that everyone could afford. In a vastly changed world where education beyond high school is more vital than ever, SUNY Ulster's mission has not changed. The College continues to provide quality educational programs at affordable tuition rates, and
this is augmented by SUNY Ulster’s extensive financial aid opportunities. Most of the College’s students find that they are eligible to receive some form of aid through grants, loans, or scholarships. On the average, SUNY Ulster’s Financial Aid Office assists more than 75% of students to secure funding.

**Definition of Financial Aid and How to Qualify**

Financial aid is any grant, loan, paid employment, or other scholarship awarded to matriculated students with academic potential who are in need of financial resources to help meet educational expenses. The direct objective of financial aid is to provide opportunities for students to complete their college education. Such aid is usually provided by federal and State agencies, foundations, corporations, and College scholarships. Grants and scholarships are regarded as gift assistance and need not be repaid (although they may carry certain provisions to which students must adhere). Loans are usually offered at low interest rates and can be repaid over an extended period after students stop attending school. Aid offered in the form of a job is paid every two weeks on an hourly rate for work actually performed.

- In order to qualify for financial aid, students must enroll for courses that apply toward their declared program of study.
- Enrichment courses are courses that do not apply toward the student’s declared program of study but prepare students for required courses.
- Courses taken for an audit grade do not count in the minimum course load requirements to receive financial aid and do not count toward the degree.
- Courses that are being repeated can be counted as necessary for the degree if required. For example, a nursing student who receives a D grade in SCI 107 or NUR 152 must repeat the course, since a C is required for the degree. If a nursing student received a C in SCI 107 or NUR 157 and wanted a higher grade, then the course would not count toward the degree for financial aid purposes.
- Students may take more than 12 credits each semester, and as long as 12 of those credits apply toward the degree, financial aid awards are not in jeopardy for that semester. However, future semesters may be impacted.
- Students must be enrolled in programs of study that are at least 24 credits in length to receive federal and State financial aid.

**How to Apply for Financial Aid**

**Free Application for Federal Student Aid (FAFSA)**

School Code 002880

The preferred method of submitting the FAFSA is online by going to [www.fafsa.gov](http://www.fafsa.gov). Students receive a Student Aid Report that should be reviewed carefully for errors or incomplete information. The comment section will identify specific requirements, such as Selective Service registration, confirmation of U.S. citizenship, etc. The College must have correct, complete information by the last date of enrollment or June 30 of the current award year, whichever comes first.

**Express TAP Application (ETA) School Code 2230**

The Express TAP Application is the application for the New York State TAP grant for full- and part-time study. After completing the online Free Application for Federal Student Aid (FAFSA), the student will be prompted to complete the TAP application. Go to [www.hesc.com](http://www.hesc.com) at Managing Your Account to:
- check on the status of a TAP award
- request a duplicate TAP application
- change an address
- change a school code

Students can phone HESC at 1-888-NYS-HESC.

**Master Promissory Note (MPN)**

The MPN is completed when the student intends to apply for a Federal Direct Stafford Loan. To apply for a loan, students must complete the FAFSA, submit all requested income documentation, complete an entrance interview and electronic promissory note online, and submit a loan cover sheet to the Financial Aid Office.

**NYS Aid for Part-Time Study (APTS)**

The APTS application can be completed by matriculated part-time students taking at least 3 but less than 12 college credits (ISP classes do not count). Students must submit the application with 2011 NYS Tax Returns for the 2012-2013 academic year to the Financial Aid Office. The award amount is determined by the number of students who apply and are eligible and the funds provided by New York State. Deadline dates are available at the Financial Aid Office and on the website.

**Federal Verification Form**

This form is required when students are selected for verification by the federal government or the College.

**How to Learn More About Financial Aid**

- Attend a financial aid workshop (details available from the Financial Aid Office, VAN 105 and [www.sunyulster.edu](http://www.sunyulster.edu)). Call (845)687-5058 to make a reservation. Workshops are usually held every month.
- Read “The Student Guide,” which is prepared by the U.S. Department of Education and available from the Financial Aid Office.
- Read “Paying for College,” which is prepared by the N.Y.S. Higher Education Services Corporation and available from the Financial Aid Office.
- Visit the Financial Aid Office, VAN 105, to access other pamphlets and additional information.
- Visit the Macdonald DeWitt Library to access resources that lead to additional funding sources.

**Websites**

[www.sunyulster.edu](http://www.sunyulster.edu)
Applying for Financial Aid

1. Students, spouses and parents who complete the appropriate applications before May 1 for the fall semester and November 1 for the spring semester will receive first consideration for campus-based aid. Students must complete the Free Application for Federal Student Aid (FAFSA, school code 002880) and the New York State Express TAP application (or APTS, school code 2230). Students selected for verification must provide all required documents before any aid can be disbursed.

2. The Financial Aid Office reviews each completed application. Incomplete applications remain inactive until the necessary forms are received. At the time the application is considered complete, the amount of the awards will be determined. Campus-based aid is limited and students greatly reduce their chances of being awarded these funds if their forms are not received by the deadline date. Campus-based aid will be awarded for the spring semester, provided sufficient funds are available. All resources to students from entitlement programs, scholarships, employers, and other gift assistance are included before campus-based aid is awarded. Campus-based aid is awarded first to students who
   (a) apply by the deadline date and meet all eligibility criteria
   (b) show financial need according to federal methodology (the College awards campus-based aid first to students showing the highest need and are Pell eligible; all other students are then reviewed)
   (c) are admitted, registered, and in good academic standing. Additionally, continuing work-study students are reviewed first for College Work Study funding to provide continued work opportunity and job continuity. Students with unusual or exceptional circumstances that occur during the academic year may receive a campus-based aid award.

3. Award materials are sent electronically to the student. Award information may also be available on my.sunyulster.edu. Students must sign to accept a loan or Federal Work Study as follows:
   (a) students must initiate a Master Promissory Note for the Direct Stafford Loan and sign acceptance for that loan;
   (b) students must complete a Work Authorization Form and I-9 and sign acceptance for Federal Work Study.

4. Financial aid may be credited to the students’ tuition bill when awards become actual and a promissory note is signed with the Student Accounts office. Financial assistance is disbursed by semester. The amount indicated on the award authorization is the financial aid awarded by semester. The aid for each semester will be disbursed usually in equal payments after tuition and fees have been paid. Students can get a schedule of payment dates at the Financial Aid Office. Awards are based on full-time attendance unless otherwise noted. If financial aid a student receives is less than tuition and fees, students are responsible for paying the remainder by the payment deadline date.

5. All transfer students (students who have attended any other post-secondary institutions) will be reviewed for default status, outstanding funds owed to the U.S. Department of Education, and remaining eligibility. This is completed prior to any federal and NYS funds being disbursed.

Students’ Rights and Responsibilities

It is the student’s responsibility to
• Complete applications for financial aid accurately and submit them in time to the correct address or website. Errors can delay financial aid.
• Adhere to the deadlines for applying or reapplying for aid.
• Provide all required documentation, corrections, and new information requested by the Financial Aid office, the College, or the agencies to which you submitted your applications.
• Notify the College of any information that has changed since you applied.
• Read, understand, and keep copies of all forms you sign.
• Read and understand the College’s refund policy.
• Perform the work agreed to in a college work study (or student aide) job in a satisfactory manner. Read the promissory note for the Direct Stafford Loan and repay any student loans you have in a timely fashion. Maintain satisfactory academic progress to maintain your State and federal financial aid eligibility.

How to Determine Financial Aid Eligibility
Although expenses vary from student to student, you can get an idea of average costs from the chart on page 19.

Financial need is the figure reached by subtracting the total of all of the following from the cost of education at SUNY Ulster:

• Expected family contribution (EFC)
• Federal Pell Grant
• TAP award
• Other resources (including scholarships)

Federal Aid Programs
Students must file the Free Application for Federal Student Aid (FAFSA) to be considered for federal financial aid programs. The U.S. Department of Education Student Guide provides detailed information about the federal financial aid programs, eligibility criteria, and important phone numbers and websites. To be eligible, students must be matriculated, in good academic standing, and not in default on a federal student loan. Other eligibility criteria may apply.

Federal Eligibility Requirements for Students
Regulations are subject to change.
(www.studentaid.ed.gov)

Students need to review all federal eligibility criteria in The Student Guide: Financial Aid 2012-2013 from the U.S. Department of Education. (New York State eligibility criteria are listed at www.hesc.com.)

1. Students must have financial need.
2. Students cannot be in default on any of the following: Perkins Loan, Stafford Loan, PLUS loan.
3. Student must be officially admitted into the College and have a high school diploma or a General Equivalency Diploma (GED) on file in the Admissions Office. Provisionally accepted students are not eligible for financial aid.
4. Students may not owe a refund on any of the following programs: Pell Grant, Supplemental Educational Opportunity Grant (SEOG), or Stafford Loans.
5. Students must be matriculated in a college program that meets federal eligibility regulations.
6. Students must agree to use any federal student aid received for educational purposes.
7. Students must meet enrollment criteria as specified by a financial aid program.
8. Students must sign a statement of educational purpose and certification statement on refunds and default on the FAFSA.
9. Students must be United States citizens or eligible non-citizens.
10. Students must make satisfactory academic progress.
11. Students must be registered with the Selective Service, if required.
12. Students cannot have been convicted of a drug-related crime while receiving federal financial aid. Call 1-800-4-FED-AID for more information.

Loss of Student Eligibility for Federal Aid Due to Drug Conviction
The Higher Education Amendments of 1998 provide that students are ineligible for federal student aid if convicted, under federal or State law of offenses involving the possession or sale of a controlled substance during a period of enrollment in which federal student aid was received. Federal aid can be grants, student loans, and/or college work study. The period of ineligibility begins on the date of conviction and lasts until the end of a statutorily specified period. The student may regain eligibility early by completing a drug rehabilitation program or if the conviction is overturned. Section 484(r), Higher Education Act of 1965, detailing the suspension of eligibility for drug-related offenses and rehabilitation, follows.

Suspension of Eligibility for Drug-Related Offenses
1. In general. - A student who has been convicted of any offense under any federal or State law involving the possession or sale of a controlled substance shall not be eligible to receive any grant, loan, or work assistance under this title during the period beginning on the date of such conviction and ending after the interval specified in the following table:

   If convicted of an offense involving
   The possession of a controlled substance...
   Ineligibility period is
   First offense ............................................. 1 year
   Second offense ....................................... 2 years
The sale of a controlled substance:
Ineligibility period is
First offense ................................................. Indefinite
Second offense .............................................. Indefinite

Rehabilitation
A student whose eligibility has been suspended under paragraph (1) may resume eligibility before the end of the ineligibility period determined under such paragraph if
1. The student satisfactorily completes a drug rehabilitation program that – complies with such criteria as the Secretary shall prescribe in regulations for purposes of this paragraph; and
2. Includes two unannounced drug tests; or
3. The conviction is reversed, set aside, or otherwise rendered invalid.

Definitions
In this subsection, the term “controlled substance” has the meaning given the term in section 102(6) of the Controlled Substances Act (21 U.S.C.802(6)).

For more information on this topic, please visit www.fafsa.ed.gov.

Verification
Students may be selected by the United States Department of Education or the Financial Aid Office to verify the information provided on the financial aid application. APTS applicants must verify NYS income information.

For 2012-2013, the FAFSA must be received at the processor no later than June 30, 2013; however, SUNY Ulster must have students’ correct, complete information by the last day of their enrollment. Students can call 1-319-337-5665 to verify receipt of the FAFSA by the processor or check online at www.fafsa.gov. The deadline for filing the NYS Express TAP Application is June 20, 2013.

Students who are selected may be asked to verify information, such as income, federal income tax paid, household size, number of family members enrolled in post-secondary education at least half time, certain untaxed income and benefits received, citizenship, and Selective Service registration.

Students may be asked to provide copies of income documents (signed copies of federal income tax returns, Social Security Administration statements, ADC budget sheets).

If students receive federal financial aid as a result of reporting incorrect information, they will have to repay any portion of aid that should not have been received. Any person who intentionally makes false statements on a federal aid application is violating the law and is subject to fine, imprisonment, or both.

The following documentation may be required to verify the information provided on the Free Application for Federal Student Aid or the Federal Verification Form.

For 2012-2014
• Federal Tax Returns and Transcript
• Social Security Card
• Driver’s License
• Alien Registration Card
• U.S. Passport
• Separation/Divorce Agreements
• Outside Scholarship Awards
• Others, as required

Obtaining a Copy of Tax Returns
Students, spouses, and parents may request a transcript of their tax return, which will list the adjusted gross income, income tax paid, earned income credit, and number of exemptions. The request takes approximately three weeks to be processed. Form 4506-T is free and can be faxed to the IRS to expedite the process.

Federal Pell Grant
A Federal Pell Grant is an award of gift assistance to help undergraduates pay for their education. For many students, Pell Grants provide a foundation of financial aid to which aid from other federal, State, and institutional sources may be added. For 2012-2013, students must have the Free Application for Federal Student Aid (FAFSA) processed by June 30, 2013. Applicants must have a valid Student Aid Report or Institutional Student Information Report with the school code of 002880 available to the Financial Aid Office while still enrolled and attending classes or by June 30, whichever comes first. Students must meet all eligibility criteria to receive disbursement. Dates of disbursement are available from the Financial Aid Office, the website, or on the portal at my.sunyulster.edu.

Professional Judgments
Some students, their parents, or both, may have special conditions that have affected their ability to pay for college. In order to review a student’s request, the Financial Aid Office requires that the student meet with a Financial Aid counselor, provide documentation of the special condition, and provide income documentation. These special conditions may include loss of employment, loss of nontaxable income or benefits, separation or divorce, death, dislocated worker certification, or excessive medical expenses.

Campus-Based Aid
Federal Supplemental Educational Opportunity Grants (FSEOG)
FSEOG is for undergraduates with exceptional financial need (students with the lowest EFCs) and gives priority to students who receive Federal Pell Grants. FSEOG does not have to be paid back. There is no guarantee every eligible student will be able to receive FSEOG (or other campus-based aid).
Students at SUNY Ulster will be awarded FSEOG based on the funds available. Students who complete the application/verification process by May 15, 2012, will be given priority review for the 2012-2013 academic year.

**Federal Work-Study**
The Federal Work-Study Program provides jobs for students with financial need, allowing them to earn money to help pay educational expenses. The program encourages community service work and work related to students’ majors.

Students identify job opportunities at Job Services and receive final authorization to work at the Financial Aid Office. Students receive timesheets, payroll schedules, and additional employee information.

**Federal Loan Programs**

**William D. Ford/Direct Stafford Loan – Subsidized and Unsubsidized**
Dependent freshmen (under 30 credits accrued) may borrow up to $5,500 per academic year. Sophomores (30 or more credits accrued) may borrow up to $6,500 per academic year. Independent students may be eligible for up to $4,000 more. (Refer to the 2012-2013 United States Department of Education “Student Guide” for details.) An origination fee is deducted from the loan proceeds. The loan amount is determined by the maximum allowed and financial need.

\[
\text{Financial Need} = \text{Cost of Attendance} - \text{EFC} - \text{Federal Pell} - \text{NYS grants} - \text{other aid, including scholarships}
\]

Beginning July 1, 2012, interest rates are 6.8% fixed or both Subsidized and Unsubsidized Stafford loans.

For the Direct Subsidized Stafford Loans, the government pays the interest while the student maintains at least half-time status in college.

The Direct Unsubsidized Stafford Loan has the same loan amount limitations and payment requirements as the Subsidized Stafford Loan. Unlike the Subsidized Stafford Loan, the student is charged interest from the time the loan is disbursed until it is paid in full.

All Direct Subsidized Stafford and Unsubsidized Stafford Loan recipients must meet all loan requirements, including having an Entrance Interview.

**Parent Loan for Undergraduate Students**
The Parent Loan for Undergraduate Students (PLUS) can be available for undergraduate students. The loan is a fixed rate loan at 7.9%, is limited to Cost of Attendance minus Financial Aid, and has credit limitations. Students and parents will be reviewed for eligibility that includes certifying they are not in default or owe a refund to a Title IV fund.


**Satisfactory Academic Progress**

**Federal Title IV Aid**
According to federal regulations, two standards are needed to maintain satisfactory academic progress for all matriculated students, even if they do not receive Federal Title IV financial aid. Future Federal Title IV financial aid eligibility is determined at the end of the spring semester.

Section 668.16(e) of the final regulations governing the Student Assistance General Provisions requires institutions to establish, publish, and apply reasonable standards for eligible students. These provisions apply to the satisfactory progress for the receipt of Title IV student financial aid.

These regulations establish a maximum time frame in which students must complete their educational objectives. The maximum time frame can be no longer than 150% of the published length of the educational program. At SUNY Ulster, that means students have three full-time equivalent semesters to complete a one-year program of study, and six full-time equivalent semesters to complete a two-year program of study, including remedial/developmental course work.

**Quantitative Standards: Pursuit of Program**
Students must be successfully pursuing their program of study within the six semester full-time equivalent time frame. By the end of the time frame, students must complete the necessary courses for graduation (required number of credits for graduation varies by program). The chart indicates the minimum number of credits a student needs to complete.

Pursuit of a program is defined as having cumulative credits with grades of A, B, C, D, or S greater than, or equal to, 18 credits multiplied by the cumulative full-time equivalent years of enrollment.

<table>
<thead>
<tr>
<th>Semester</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits Needed</td>
<td>9</td>
<td>18</td>
<td>27</td>
<td>36</td>
<td>45</td>
<td>60-72</td>
</tr>
</tbody>
</table>

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<tr>
<th>Semester</th>
<th>1</th>
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<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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</thead>
<tbody>
<tr>
<td>Credits Needed</td>
<td>7</td>
<td>14</td>
<td>20</td>
<td>27</td>
<td>34</td>
<td>41</td>
<td>47</td>
<td>54-72</td>
</tr>
</tbody>
</table>

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<tr>
<th>Semester</th>
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<th>6</th>
<th>7</th>
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<th>9</th>
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<tr>
<td>Credits</td>
<td>5</td>
<td>9</td>
<td>14</td>
<td>18</td>
<td>23</td>
<td>27</td>
<td>32</td>
<td>36</td>
<td>41</td>
<td>45</td>
<td>50-60+</td>
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</table>

**Qualitative Standards: Good Academic Standing**
Students must also maintain good academic standing as measured by the cumulative grade-point average. Students are
evaluated and are expected to maintain a minimum cumulative grade-point average based on their course work attempted at SUNY Ulster as follows:

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Cumulative Grade-Point Average</th>
</tr>
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<tbody>
<tr>
<td>0 - 24</td>
<td>1.5</td>
</tr>
<tr>
<td>25 - 36</td>
<td>1.7</td>
</tr>
<tr>
<td>37 - 54</td>
<td>1.9</td>
</tr>
<tr>
<td>55+</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Transfer Credit - Federal**
The number of credits accepted for transfer from other institutions will be included in the number of credits attempted to determine the student's eligibility status.

**Repeated Courses**
Students can repeat only classes they have already passed if the Catalog lists a requirement of C or better.

**Incomplete Courses**
A grade of incomplete for a course is included in both determining the cumulative grade-point average and pursuit of program. Students who lose their State and/or Title IV financial aid eligibility should contact the Financial Aid Office after the incomplete grade is changed for a re-review.

**Developmental Course Work**
Students required to take developmental or remedial course work will have those courses counted in the maximum number of attempted credits when determining eligibility. Students enrolled in two or more developmental courses will be reviewed by a separate Academic Review Committee to ensure that a “C” equivalent average is being maintained and that students are completing a minimum of 50% of the course work attempted.

Title IV federal financial aid is limited to six semesters for a two-year degree at SUNY Ulster. Students who have exceeded that number as a result of unusual, exceptional circumstances, including the need for retraining through education, may apply for a waiver (see waiver section).

**Losing Title IV (federal) Financial Aid Eligibility**
Students who do not meet the Satisfactory Academic Progress and Pursuit of Program standards will lose their future Federal Title IV financial aid eligibility.

Students who lose their Title IV financial aid eligibility have several options:

1. Return and raise their grade-point average, complete the required number of credits, and/or complete the program without Title IV funding; or
2. Apply for and receive an undergraduate waiver from the Financial Aid Review Committee. This waiver is granted because of an exceptional or unusual circumstance and is good for one year (with a review after one semester), or for the completion of the degree or diploma, whichever comes first; or
3. Attend another college or other post-secondary institution.

Students can apply on a Waiver Request form and submit the request (with all required documentation) to the Financial Aid Review Committee. The conditions of the waiver are explained to each student receiving a waiver. Students may be required to meet with other college personnel (Academic Advisor, Career Services, Student Support Services, Learning Center, etc.) as part of the waiver approval process.

**New York State Financial Aid Programs** ([www.hesc.com](http://www.hesc.com))

State regulations are subject to change.

New York State financial aid programs require that matriculated students be residents of New York State and be attending a college in New York State.

**Tuition Assistance Program (TAP)**
SUNY Ulster school code is #2230.

Eligibility criteria include

- being matriculated in an approved program of study
- maintaining satisfactory academic progress
- being a New York State resident
- taking courses which are applicable toward student's declared program of study
- not in default on a federal student loan
- being a U.S. citizen or eligible non-citizen

TAP is an annual award that can cover up to 100 percent of tuition at SUNY Ulster. Awards for 2012-2013 are determined from the income of the student/spouse and parents. Students are considered dependent if they answer YES to any one of the following questions:

1. Did you or will you live in an apartment, house, or building owned or leased by your parents for more than six weeks during 2011, 2012, and/or 2013? (You must answer YES even if you paid rent to your parents.)
2. Were you or will you be claimed as a dependent on your parents’ federal or State income tax return for 2011 and/or 2012?
3. Did you or will you receive gifts, loans, or other financial assistance worth more than $750 from your parents during 2011, 2012, and/or 2013?

**Independence for TAP**
Students are automatically considered independent if they are 35 years old as of 7/1/2012 (for the 2012-2013 academic year). Students are also considered independent if they are 22 years old as of 7/1/2012 AND answered NO to the above questions. Students claiming independence who do not meet the age requirements must provide proof of independence to
Aid for Part-Time Study (APTS)
Students who are attending part-time (at least 3 but less than 12 credits per semester) may be eligible for APTS. Applications are available in the Financial Aid Office, VAN 105 and at www.sunyulster.edu. Students must meet all criteria as defined on the application. This includes

- NYS residency
- U.S. citizenship/eligible non-citizen (per definition)
- being in good academic standing
- maintaining a 2.0 GPA
- having no more than 10% of Withdrawal, Audit, and/or Incomplete grades of the total credits attempted
- providing copies of NYS tax returns
- tuition not being paid or reimbursed by an employer or agency
- not being in default status
- matriculated through the Admissions office (or accepted by)

The deadline dates for submitting the completed APTS application to the Financial Aid Office are available at the Financial Aid Office and at www.sunyulster.edu. A completed application includes

- completed and signed APTS application
- signed 2011 NYS Tax Return (for 2012-2013)
- completed course registration for at least 3 but less than 12 credits of college-level courses
- completed and signed SUNY Ulster Financial Aid Application
- completed all admissions requirements
- verified NYS good academic standing status

Part-Time Tap
An alternative to APTS for part-time eligible New York State residents attending in-State colleges for tuition assistance.

Educational Opportunity Program (EOP)
The State University of New York’s Educational Opportunity Program (EOP) provides academic support and financial aid to students who show promise for mastering college-level work. Offered primarily to full-time students who are New York State residents, EOP accepts students who qualify academically and financially. The number of EOP students is limited to 133 per year (per the EOP guidelines for 2011-2012).

Eligibility: To be eligible for admission to EOP you must be a New York State resident for 12 months prior to enrollment, demonstrating potential for completing a college program, and in need of financial assistance within established income guidelines. In selecting students for the program, priority is given to applicants from historically disadvantaged backgrounds.

Support Services: When you enroll as an EOP student, you will receive tutoring and academic career and personal counseling at the EOP Office in VAN 105, the Learning Center in VAN 247, Student Support Services in VAN 247, and career/transfer counseling in VAN 119.

Transfer: You are eligible for EOP as a transfer student provided you have been enrolled in EOP, College Discovery, SEEK, and/or HEAP. If your previous college did not have EOP or a similar program, you may be considered for transfer eligibility and should notify the College.

EOP Financial Eligibility: In order to be determined economically disadvantaged, a student’s household income must not exceed the income in any category based on the household size (including head of household). Check the suny.edu/student website for any changes to the guidelines for financial eligibility for 2012-2013.

New York State Scholarships

Memorial Scholarships for Families of Deceased Firefighters, Volunteer Firefighters, Police Officers, Peace Officers, and Emergency Medical Service Workers provides financial aid to children, spouses, and financial dependents of deceased firefighters, volunteer firefighters, police officers, peace officers, and emergency medical service workers who have died as the result of injuries sustained in the line of duty in service to the State of New York. The student must establish eligibility by submitting a Memorial Scholarship Web Supplement at www.hesc.com. Peace Officers are defined in the criminal procedures law and include many categories including New York State Correction Officers.

Military Service Recognition Scholarship (MSRS) provides financial aid to children, spouses, and financial dependents of members of the armed forces of the United States or state-organized militia who, at any time on or after August
2, 1990, while New York State residents, died or became severely and permanently disabled while engaged in hostilities or training for hostilities. The student must establish eligibility by submitting a Military Service Recognition Scholarship Web Supplement at www.hesc.com.

**NYS Scholarship for Academic Excellence** provides up to $1500 per year for up to five years of undergraduate study in New York State for outstanding graduates from registered NY State high schools based on Regents exam scores. To apply see the high school guidance counselor.

**NYS Volunteer Recruitment Service Scholarship** offers scholarships to new members of volunteer fire companies and volunteer ambulance squads.

**New York State Math and Science Teaching Incentive Scholarship** provides grants to eligible full-time students that lead to math or science teaching careers in secondary education.

**Veterans Tuition Awards** provide full- or part-time study awards to Vietnam, Persian Gulf, Afghanistan, or other eligible combat veterans matriculated as undergraduate students.

**Robert C. Byrd Honors Scholarship**, a competitive federal honors program, provides scholarships to academically talented high school seniors who are New York State residents and plan to attend any approved institution of higher education in the United States.

**Flight 587 Memorial Scholarship** provides financial aid to children, spouses, or financial dependents of persons who died as a direct result of American Airlines Flight 587’s crash in Rockaway, Queens, on November 12, 2001.

**Flight 3407 Memorial Scholarship** provides financial aid to children, spouses, and financial dependents of individuals killed as a direct result of Continental Airlines flight 3407 on February 12, 2009.

**The World Trade Center Memorial Scholarship** provides access to a college education for the families and financial dependents of victims who died or were severely and permanently disabled as a result of the September 11, 2001, terrorist attacks and rescue and recovery efforts.

**New York State Aid to Native Americans** provides aid to enrolled members of tribes listed in the official list of New York State tribes or to the child of an enrolled member of a New York State tribe.

**New York State Regents Awards for Children of Deceased and Disabled Veterans** provides awards to students whose parents have served in the U.S. Armed Forces during specified periods of war or national emergency.

**New York State Standards of Satisfactory Academic Progress for Purpose of Determining Eligibility for Student Aid**

To maintain good academic standing, students must

- Pursue the program of study they are enrolled in, and
- Make satisfactory academic progress toward the completion of the program’s requirements.

Successful pursuit of program requires

- During the first payment year, students must complete 6 credits each semester. (Receive a grade other than withdrawal, incomplete, audit, or unsatisfactory.)
- During the second payment year, students must complete 9 credits each semester.
- In the third year of State awards, students must complete 12 credits each semester. TAP awards are limited to 6 semesters for students enrolled in a two-year program.
- Students must enroll in courses that apply to the students’ program of study.

If students do not complete the minimum number of credits in a given term, they are ineligible for State financial aid in the following academic year or until additional hours are completed to reach the minimum level.

Satisfactory academic progress is defined on the following chart for determining eligibility for student aid. This chart is for students enrolled in associate degree and certificate or diploma programs. Certificate and diploma programs must be at least 24 credit hours in length.

Please note: These charts are subject to change.

TAP SAP for remedial students and those 1st receiving State aid in 2009-2010 or earlier.

<table>
<thead>
<tr>
<th>Minimum credits completed prior semester</th>
<th>0</th>
<th>3</th>
<th>9</th>
<th>18</th>
<th>30</th>
<th>45</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade-point average</td>
<td>0</td>
<td>.5</td>
<td>1.3</td>
<td>2.0</td>
<td>2.0</td>
<td></td>
</tr>
</tbody>
</table>

Applies to non-remedial students and those first receiving aid in 2010-2011 and after.

Before being certified for this payment, a student must have accrued at least this many credits.

<table>
<thead>
<tr>
<th>Minimum credits completed prior semester</th>
<th>0</th>
<th>6</th>
<th>15</th>
<th>27</th>
<th>39</th>
<th>51</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade-point average</td>
<td>0</td>
<td>.5</td>
<td>1.3</td>
<td>2.0</td>
<td>2.0</td>
<td></td>
</tr>
</tbody>
</table>

Before being certified for this payment, a student must have accrued at least this many credits.
Noncredit, remedial instruction can be counted toward a full-time academic load as set forth in 145.2.1 of the Commissioner’s Regulations. The number of credits in this chart refers to work completed toward the degree, certificate, or diploma.

State Education Department regulations allow for one waiver during a student's undergraduate career. Students may ask for and receive the waiver when documentation is presented to explain the inability of the student to meet minimum standards. A written appeal will be made to the Financial Aid Review Committee outlining unusual or exceptional circumstance. The waiver is not automatically given, and students must consent to its use, if granted.

All students making normal progress toward the degree (completion of a full-time load with a 2.0 average) will remain eligible for State financial assistance. If, however, a student's grade-point average falls below 2.0, or only a small percentage of courses are completed, State awards may be withdrawn until the deficiencies are remedied.

**Incomplete Courses**
A grade of incomplete for a course is included in both determining the cumulative grade-point average and pursuit of program. Students who lose their State and/or Title IV financial aid eligibility should contact the Financial Aid Office after the incomplete grade is changed for a review.

**Repeated Courses**
Students can repeat only classes and have credits count toward full-time status if the College Catalog requires a grade of C or better, and they did not previously achieve that grade.

**Transfer Credit - State**
Students who transfer from other post-secondary institutions will be positioned on the Standards of Academic Progress Chart. This placement will be done to the students' best advantage as indicated by the number of credits hours approved for transfer in the students' program of study. Students are limited to six semesters of TAP at a two-year college. EOP eligible students may be granted an additional two semesters of TAP eligibility.

**Developmental Course Work**
Students required to take developmental or remedial coursework will have those courses counted in the maximum number of attempted credits when determining eligibility. Students enrolled in two or more developmental courses will be reviewed by a separate Academic Review Committee to ensure that a “C” equivalent average is being maintained and that students are completing a minimum of 50% of the coursework attempted.

**Deadline for Various Application Forms**

**Transfer Students Financial Aid Information**
Students who transfer to SUNY Ulster from another post-secondary institution will be reviewed for financial aid received at those institutions. Students may be ineligible for federal financial aid at SUNY Ulster if they have received all or part of their 2012-2013 federal financial aid at other institutions and/or have been reported as in default or owing a refund to the U.S. Department of Education. EOP students will be required to provide certification of EOP/HEOP status from the prior institution(s). Students receiving TAP will be reviewed for placement on the TAP Progress Chart.

**Readmitted Students**
Students who are readmitted to SUNY Ulster will be reviewed for satisfactory academic standing per federal and State regulations at the time of readmission.

**Veterans Benefits (Federal)**
The Education Service administers the following benefit programs. If you need additional assistance, please call the toll-free number at (888) GI-BILL-1 or (888) 442-4551 to speak with a Veterans Benefits Counselor, visit the Veteran website at www.gibill.va.gov or call our Financial Aid Office.

**Montgomery GI Bill - Active Duty (MGIB Chapter 30)**
The MGIB program provides up to 36 months of education benefits. This benefit may be used for degree and certificate programs, flight training, apprenticeship/on-the-job training, and correspondence courses. Remedial, deficiency, and refresher courses may be approved under certain circumstances. Generally, benefits are payable for 10 years following your release from active duty. This program is also commonly known as Chapter 30.

**Tuition Assistance “Top-Up”**
On October 30, 2000, the President signed into law an amendment to the Montgomery GI Bill, an Active Duty education program that permits VA to pay a Tuition Assistance Top-Up benefit. The amount of the benefit can be equal to the difference between the total cost of a college course and the amount of tuition assistance that is paid by the military for the course.

**Post 9/11 GI Bill**
Provides new education benefits for individuals who served on active duty on or after September 11, 2001. Persons may be eligible if they served at least 90 aggregate days on active duty after September 10, 2001 and are still on active duty or were honorably discharged from active duty. Additionally, the following criteria may apply: released from active duty and
placed on the retired or temporarily disabled list, released from active duty and transferred to the Fleet Reserve or Fleet Marine Corps Reserve, or released from active duty for further service in the reserves. See www.gibill.va.gov for more specifics about this new program.

Montgomery GI Bill - Selected Reserve (MGIB-SR Chapter 1606)
The MGIB-SR program may be available to students who are members of the Selected Reserve. The Selected Reserve includes the Army Reserve, Navy Reserve, Air Force Reserve, Marine Corps Reserve, Coast Guard Reserve, the Army National Guard and the Air National Guard. This benefit may be used for degree and certificate programs, flight training, apprenticeship/on-the-job training, and correspondence courses. Remedial, deficiency, and refresher courses may be approved under certain circumstances. Check www.gibill.va.gov for current benefit rates.

Veterans Educational Assistance Program (VEAP)
VEAP is available to students who first entered active duty between January 1, 1977 and June 30, 1985, and elected to make contributions from military pay to participate in this education benefit program. Contributions are matched on a $2 for $1 basis by the government. This benefit may be used for degree and certificate programs, flight training, apprenticeship/on-the-job training, and correspondence courses. Remedial, deficiency, and refresher courses may be approved under certain circumstances.

Survivors’ and Dependents’ Educational Assistance Program (DEA Chapter 35)
DEA provides education and training opportunities to eligible dependents of veterans who are permanently and totally disabled due to a service-related condition or who died while on active duty or as a result of a service-related condition. The program offers up to 45 months of education benefits. These benefits may be used for degree and certificate programs, apprenticeship, and on-the-job training. Spouses may take correspondence courses. Remedial, deficiency, and refresher courses may be approved under certain circumstances.

Reserve Education Assistance Program (REAP)
REAP benefits may be available to Guard members and Reservists who were called to active duty in a contingency operation for at least 90 continuous days after September 11, 2001. It provides up to 36 months of full-time entitlement.

Veterans Educational Benefits (Chapter 31)
Students having service-connected disability of 10% or more may be entitled to Vocational Rehabilitation under Chapter 31, Title 38, U.S.C., which usually provides more favorable benefits than other veterans educational benefits.

Veterans Work Study Program
Available to students receiving VA education benefits who are attending school three-quarter time or more. Individuals working under this program may work at the school Veterans Office, VA Regional Office, VA Medical Facilities, or approved State employment offices. Work study students are paid at either the State or federal minimum wage, whichever is greater. Contact the Veterans toll-free number at (888) 442-4551 with questions.

Tutorial Assistance Program
Tutorial assistance is available for students receiving VA educational assistance at the half-time or more rate with a deficiency in a subject making tutoring necessary. Contact the Veterans toll-free number at 1-888-442-4551 with questions.

Veterans Benefits (State)
Additional information can be found at www.hesc.com, by entering “military corner” in the search engine, or by calling (888) 697-4372, or from our Financial Aid Office.

Vietnam Veterans Tuition Awards (VVTA) and Persian Gulf Veteran Tuition Awards (PGVTA) are now called Veterans Tuition Awards and also include Veterans of Afghanistan hostilities.
These programs are available to New York State residents enrolled in full-time or part-time (3 to 11.5 credits per semester) undergraduate work at SUNY Ulster. Eligible students include residents discharged under other than dishonorable conditions from the U.S. Armed Forces who are

- Vietnam Veterans who served in Indochina between December 22, 1961 and May 7, 1975
- Persian Gulf Veterans who served in the Persian Gulf on or after August 2, 1990
- Afghanistan Veterans who served in Afghanistan during hostilities on or after September 11, 2001
- Awards range from $500 to $1000 per semester with an aggregate limit of $10,000. If a Tuition Assistance Program (TAP) award is also received, the combined academic year award cannot exceed tuition.

National Guard Tuition Program
This is an educational incentive program of the Division of Military and Naval Affairs for members of the Army National Guard (ARNG), Air National Guard (ANG), and Naval Militia (MNNM) in the State of New York.

Federal Pell and TAP awards will be deducted from tuition first, and the balance of tuition would be paid through this program. The Division of Military and Naval Affairs Educational Incentive Program Application is available from the National Guard at www.nationalguard.com. Students are responsible to pay the money back if they drop out of classes.

Policy on Fraud
If in the course of reviewing student information, the College has reasonable grounds to believe that in applying for aid,
the student has engaged in fraud or other criminal misconduct, such as the use of false identities, forgery of signatures on certifications, or false claims of income, citizenship, or independent student status, the College will seek immediate repayment for all financial aid received. No refunds will be issued. Action will be taken up to and including permanent suspension and notification to the U.S. Department of Health and Human Services, the Education Office of the Inspector General, and the State or local law enforcement agency that has jurisdiction to investigate the matter.

Other Financial Aid Opportunities

The SUNY Ulster TRIO:
Student Support Services program is 100% federally funded by the U.S. Department of Education. This program strives to promote academic success of the students who meet federal-eligibility requirements and who elect to participate. The goals of the program are to increase the retention, graduation, and transfer rates of students who are low income, first-generation college students and of students with disabilities. Students who participate in the program have available to them several types of assistance, including academic, personal, transfer, and financial aid counseling. In addition, a variety of workshops and/or field trips to promote student success are offered every year. These include transfer workshops using the Internet and trips to a number of four-year colleges to assist with the transfer process. Students are offered the opportunity to study together in organized learning groups led by professional tutors. Those students who need one-to-one assistance are referred to appropriate tutors. Students with disabilities who need more specialized tutoring assistance are referred to the learning specialist in the Learning Center. Student Support Services participants who receive the Pell Grant may also be eligible to receive the SSS Supplemental grant. These funds are awarded by the Student Support Services Program and the Financial Aid Office to students who meet specific eligibility and participation criteria. The Student Support Services Officer also coordinates academic accommodations for students with documented disabilities. See further information concerning Accommodations and Services for Students with Disabilities in this Catalog on page 33.

Students who are interested in participating in the Student Support Services Program are invited to visit the office located in Vanderlyn Hall (VAN 128) or to call 800: 724-0833, extension 6054 or 845: 688-6054.

Scholarships Available through Ulster Community College Foundation, Inc.

SUNY Ulster has scholarship opportunities for students. The scholarship applications are available during January for the following academic year. Students can pick up applications at several locations around campus and at the College Foundation Office in Clinton Hall. Applications may be printed from the website www.sunyulster.edu/scholarships. A list of scholarships can be found on pages 38-40.

Scholarship Searches
There are many scholarship opportunities outside of SUNY Ulster that students can utilize. Academic department offices often post scholarship opportunities on bulletin boards; the Transfer Office posts scholarship opportunities for students planning to transfer, and students can take advantage of other scholarship opportunities by visiting the Library, doing online scholarship searches, and searching for local organizations that provide opportunities.

Resources
www.fastweb.com
Free scholarship search service
www.scholaraid.com
Free scholarship search service
www.studentedge.com
Helps students to select majors and careers and identifies scholarship opportunities
www.petersons.com
Information on SAT, scholarships and college selection
www.nysfaa.org
Information and links regarding financial aid and scholarships
www.nasfaa.org
Information and links regarding financial aid and scholarships
www.edupass.org
Financial aid information for foreign students
www.edfund.org
Information on college planning, financial aid planning, and managing loans
www.wiredscholar.com
Scholarship search and financial aid information
www.collegenet.com
Offers college and scholarship search information
www.irs.gov
Offers information about Hope Scholarship and Lifetime Learning Credit
www.armedforcescareers.com
Information on armed forces funding for higher education and careers
www.mappingyourfuture.org
College, career, and financial aid information
College Facilities

Stone Ridge Campus

SUNY Ulster is located close to the geographic center of Ulster County, New York, in the historic hamlet of Stone Ridge. The main campus consists of 165 acres of sloping meadowland and apple orchards and offers majestic views of the Catskill Mountains to the west and the Shawangunks to the south.

A map and directions to the College's main campus can be found at the end of this Catalog.

Groundbreaking for the campus took place on July 21, 1965, and the first four buildings were completed in September of 1967.

On September 23, 1993, the College celebrated its 30th anniversary in a ceremony to dedicate new additions to the campus provided by a $9.8 million renovation and expansion project. The project provided a new Student Life Center, the Science Wing for Hardenbergh Hall, and a Learning Resources Center. This created two landscaped quads on the campus.

September 6, 2001, saw the dedication of new and renovated facilities as the culmination of a $16 million capital program designed to re-engineer the Stone Ridge campus in response to emerging student needs, new teaching technologies, and the educational needs of business and industry. State and county funding sources enabled the College to provide state-of-the-art classrooms, computer labs, and a wide variety of other resources for teaching and learning.

The Algonquin Building

The Algonquin Building is named for the Native Americans who were indigenous inhabitants of the Mid-Hudson Valley. The building consists of 12,624 square feet of space and currently houses classrooms, the Maintenance Department, Shipping and Receiving, the Switchboard, the Mail and Copy Center, and Central Services and Supplies.

John Burroughs Hall

John Burroughs Hall was named for the naturalist who lived for many years in Ulster County at “Slabsides” in West Park. The building consists of 12,889 square feet of space and currently houses mathematics and science classrooms and offices; Earth science, physics, and biology laboratories; and general classrooms.

The Children's Center

The Children's Center, consisting of 4,000 square feet of space, houses the College's day care operations. Care is provided for children of students, faculty, and staff of the College and, when space is available, for community residents.

George Clinton Hall

George Clinton Hall, named for the first governor of New York State, the nearby city of Kingston served as the first State capital. Clinton Hall, following renovation and expansion completed in 2001, consists of 13,395 square feet of space. It houses the offices of the President, the Dean of Administration, Human Resources, Payroll, Community Relations, and the Ulster Community College Foundation, Inc., as well as the Ulster Savings Bank Community Conference Center and the Howard C. St. John Business Seminar Room.

Jacob Hardenbergh Hall

Hardenbergh Hall is named for Rosendale who became the first president of what was to become Rutgers University. Renovation and expansion added 14,253 square feet to Hardenbergh Hall for use as a new Science Wing in 1993. Total square footage of Hardenbergh is now 32,950 feet. Hardenbergh Hall houses general classrooms and the Departments of Engineering, Environmental Studies, Industrial Technology, Computer Science, Computer Information Systems, and Nursing and Emergency Services. Computer, nursing, drafting, and chemistry laboratories are also located in Hardenbergh Hall.

Jacob A. Hasbrouck Hall

Hasbrouck Hall was named for one of the original settlers of Stone Ridge who served in the American Revolution. His family members held various prominent positions, includ-
ing Treasurer of Ulster County, State Senator, and Member of Congress. Consisting of 37,626 square feet, Hasbrouck Hall houses the Business Department, the Graphics and Printing Department, Campus Security, and the Office of Information Technology, as well as brand-new computer labs, including the open-access learning plaza.

**Kelder Conference Center**
The Kelder Conference Center is dedicated to S. Robert Kelder, a former member of SUNY Ulster's Board of Trustees. Kelder, which is located on the edge of the campus, is the oldest building at the College. It was once the residence of the Jacobsen family, previous owners of some of the campus acreage. A modular extension was added to the building in 1988.

**Macdonald DeWitt Library**
The College's Library is dedicated to Macdonald DeWitt, a prominent Kingston attorney, who was a founding member of SUNY Ulster's Board of Trustees and who did much to further higher education in the County.

DeWitt also made substantial philanthropic gifts for the construction of the Library, for scholarship funds, and for the purchase of the residence for the College's President. The renovation and expansion projects completed in 2001 included interior renovations in the Mountain View Room and the additions of computers for student and public use.

**Senate Gymnasium**
The Senate Gymnasium is named in commemoration of Kingston as the location of the First Constitutional Senate of New York State. The Senate held its first meeting in Kingston in 1777.

The gymnasium, consisting of 32,002 square feet, houses the Physical Education classes, College Health Services and is also home to our athletic teams. The gymnasium can provide event seating for 1,800. Recent interior renovations include the installation of a new gym floor and new bleachers.

**John Vanderlyn Hall**
John Vanderlyn Hall is named for a 19th century artist who was born in Kingston in 1775 and died there in 1852. Vanderlyn was well known for his historical portraits, including those of six United States presidents. Vanderlyn's painting of *The Landing of Columbus* hangs in the rotunda of the United States Capitol.

The renovation and expansion project completed in 1993 added 13,916 square feet to Vanderlyn Hall. Most of the newer space is devoted to the Student Life Center, which includes a dining hall, the bookstore, offices for student organizations, and the Ulster Community College Association. Total square footage for Vanderlyn is now 65,139. The building also houses the offices of the Dean of Academic Affairs; Admissions; Registrar's Office; Financial Aid Office; Student Accounts Office; Student Services Center; Learning Center; Departments of English, Foreign Languages, and Philosophy; Social Sciences, Education, and Human Services; and Art, Communications, Design, Music, and Theater; the 500-seat Quimby Theater; the Muroff Kotler Visual Arts Gallery; College Lounge; and the College's Business Office.

Interior renovations to the College Lounge and Quimby Theater occurred in 2007 and emerged as part of the Facilities Master Plan created in 2003. New carpet, furniture and audio-visual improvements were part of the Student Lounge renovations. Quimby Theater improvements included a new lighting system and control booth, replacements of the nearly 500 theater seats, new stage curtains, and a new infrared assisted hearing system.

**Business Resource Center**
The Business Resource Center (BRC), located along Ulster Avenue in Kingston, offers federal, State, and locally-supported economic development services to businesses and individuals at nominal or no charge. The BRC houses a SUNY Ulster-sponsored Small Business Development Center, an office of SCORE Counselors for Small Business, and other economic development organizations. In addition, the Center serves as the College's main extension site for credit classes and as the headquarters for the College's Office of Continuing and Professional Education. The Development Center for Business, which is a component of Continuing Education, offers high-quality, affordable employee training at the College's state-of-the-art facilities or at the worksite.

**College Services**

**Academic Coaching for Educational Success (ACES)**
The Mental Health Association in Ulster County sponsors a program on campus for students with psychological disabilities. Counselors help students in the program to manage the College environment successfully by providing support services, which include a pre-semester orientation, disability-related counseling, liaison with campus and community services, assistance with the completion of forms, one-on-one social support, and peer support. Students may refer themselves or be referred by a VESID or mental health counselor or a case manager. For information, call 800: 724-0833, extension 5073, or 845: 687-5073.

**Accommodations and Services for Students with Disabilities**
SUNY Ulster's faculty and staff are aware of the needs of those with disabilities. All of the classrooms on the Stone Ridge campus are wheelchair accessible. Elevators throughout the campus offer students access to all levels of the campus. Many of the restrooms on the campus are designed to accommodate those with disabilities. Several public telephone stations are positioned at a convenient level for wheelchair occupants.
The College also has telephones available for the hearing impaired. Parking lots on the campus offer preferred parking spaces for vehicles displaying the symbol for the disabled. Campus parking stickers for students with disabilities are issued by Campus Security located in Hasbrouck Hall (first floor). The College will assist eligible students with the process of acquiring textbooks in alternate/accessible formats. Students should request these services early, so the College can make the necessary arrangements.

The College is in communication and works with such outside agencies as Vocational and Educational Services for Individuals with Disabilities (VESID), the Mental Health Association in Ulster County, Ulster County Mental Health, and the New York State Department of Labor. Furthermore, students with disabilities can take advantage of Student Support Services, a grant program that, as part of its mission, coordinates academic accommodations for students. Students who plan to request academic accommodations should visit or call the Student Support Services Office in Vanderlyn Hall (VAN 128), 800: 724-0833, extension 6054, or 845: 688-6054.

Advisement
After matriculated students, both full- and part-time, have registered for the first time in a program of study, they are assigned an academic advisor. Students should consult with their advisors on career and educational plans, transfer possibilities, and concerns about academic difficulties. During the priority registration period each semester, students should arrange to meet with advisors to plan the next semester's schedule of classes. Students may find out who their advisor is by asking the secretary of the department in which their program is located, inquiring in the Registrar's Office, or accessing their student information on my.sunyulster.edu.

Statement of Responsibility
Students have a responsibility to read and understand College policies, program requirements and important dates and deadlines. Students receiving financial aid must also be aware of the requirements and guidelines which determine eligibility for aid programs and funding. This information can be found in the College catalog. It is also important for students to track their own progress towards graduation. While students should meet with an advisor to select their courses, the ultimate responsibility for selecting courses that fulfill graduation requirements rests solely with the student.

Angel
Online and blended courses are available using the Angel platform. Classes are accessed via the my.sunyulster.edu portal.

Bookstore
The Bookstore at SUNY Ulster, operated by Follett Higher Education Group and located in the Student Life Center in Vanderlyn Hall, carries all required texts and supplies, as well as a wide selection of general reading, children's, reference, and sale books. Also stocked are stationary items, campusware, college insignia items, gifts, and art supplies. The bookstore accepts all major credit cards, checks with ID, or cash. During the first week of the regular semester, the bookstore is open from 8:00 a.m. to 8:00 p.m., Monday through Thursday, and 8:00 a.m. to 5:00 p.m., Friday and 9:00 a.m. to 12:00 p.m., Saturday. The second week of the regular semester, the hours are 8:00 a.m. to 5:00 p.m., Monday through Friday. Thereafter, the regular hours are 8:00 a.m. to 4:00 p.m., Monday through Thursday, and 8:00 a.m. to 2:00 p.m. on Friday.

Bus Service
Bus service is provided throughout Ulster County to the College. Current bus schedules may be obtained from the Campus Security Office. Prepaid semester bus passes are available, and there is a program for free bus passes for eligible families. Additional information may be obtained by calling Ulster County Area Transit (UCAT) at 845: 340-3333 or checking their website at www.co.ulster.ny.us/ucat/.

Business Resource Center Services
The following services are offered through the Office of Continuing and Professional Education and the College's Business Resource Center (BRC):

SUNY Ulster's Main Extension Site
The College's main extension center is located in the Business Resource Center in Kingston. At that site, the College provides an array of day, late afternoon, evening, and weekend credit classes. The BRC is also the primary training site for SUNY Ulster's Police Basic Training program and a state-of-the-art firearms training simulator.

Office of Continuing and Professional Education
The Office of Continuing and Professional Education, headquartered at the Business Resource Center in Kingston, offers a variety of noncredit courses throughout the year. These courses are designed for professional development and personal enrichment. Program topics include clean energy technology, energy efficiency, medical administration and medical technologies, and computer training. Many of these programs lead to certification or continuing education units for engineers, architects and other professionals. Topics also include areas such as gardening, dance, fitness, history, studio arts, financial planning, languages, sports, health, and many others. In addition, courses in SAT preparation and ESL are available.

Continuing and Professional Education also provide driving programs, including Defensive Driving, Motorcycle Safety, Five-Hour Prelicensing, Driver's Education, and Drinking Driver Education, in cooperation with the New York State Department of Motor Vehicles.

Courses are conveniently scheduled for days, evenings, and weekends, either at the Stone Ridge Campus or at the Business Resource Center.
Development Center for Business (DCB)
The Development Center for Business (DCB) offers continuing education for business professionals in the areas of management, computer skills, healthcare, office and secretarial skills, and technical topics. Opportunities for licensure and recertification are available for a variety of professions, including home inspection and real estate. Courses are offered throughout the year at the BRC and at the College’s Stone Ridge campus. The DCB has recently added a variety of courses in green and sustainable energy. These include energy efficiency, photovoltaics, wind turbine installation, smart home design, permaculture, and national certification as a sustainable building advisor.

DCB also provides customized employee training programs for area employers. Since 1982, the Center has been a training provider for local businesses, manufacturers, and nonprofit organizations in the areas of human resources, computer, and management training. Programs are designed to meet company-specified needs and are flexible in regard to location and hours.

Small Business Development Center (SBDC)
The award-winning Mid-Hudson Small Business Development Center (SBDC) provides free, confidential consulting services for existing businesses and serious start-up entrepreneurs. The Certified Business Advisors of the SBDC provide this service through funding from the federal government, SUNY Ulster, and other sponsors. In order to provide the best possible, up-to-date advice, an SBDC Business Advisor is required to have advanced academic credentials, business ownership experience as a CEO or in another upper-management position, and to participate in continuing professional development and training. The SBDC serves the Mid-Hudson region from its central office at the Business Resource Center in Kingston and satellite offices in Poughkeepsie, Fishkill, Loch Sheldrake, New Windsor, Monticello, Stone Ridge, and Margaretville.

Those who wish no-cost assistance with preparation of their business plan, analysis of their business model, research of demographic profiles and trends, development of a marketing strategy, procurement, evaluation of manufacturing or distribution systems and import/export or e-commerce issues, initial patent searches, or location of funding, should contact the SBDC at 845: 339-0025 or http://mid-hudson.nysbdc.org.

Mid-Hudson Health and Safety Institute
Although headquartered on the main Stone Ridge campus, the Mid-Hudson Health and Safety Institute is a component of the Office of Continuing and Professional Education. The Mid-Hudson Health and Safety Institute assists business and industry in developing programs to reduce worker risk and increase productivity while complying with mandated Occupational Safety and Health (OSHA) requirements. The Institute provides consultation and assessment, awareness, and training to clarify mandates and tailors training to specific health and safety needs. In addition, the Institute houses Ulster County’s Traffic Safety and Injury Prevention Program sponsored through the Traffic Safety Board and the Governor’s Traffic Safety Committee. Educational and informational programs, together with a resource library, are available to community organizations at no cost.

RSVP Volunteer Program
RSVP recruits Ulster County residents age 55 and older and assesses and matches their talents, interests, skills, and experience to one or more of the 55 nonprofit agencies that provide hundreds of volunteer opportunities throughout the community. RSVP promotes the idea of engaging older adults as resources in providing a corps of volunteers willing and able to tackle the most pressing community problems in the areas of economic development, education, environment, health, human services, and safety. An advisory council assists in the overall development of this College-sponsored program. RSVP is funded in part by the Corporation for National and Community Service. Other funding includes NYS OFA, the Ulster County Legislature and Ulster County Tourism.

SCORE Counselors to Small Businesses
SCORE provides confidential and experienced counseling to the prospective business owner, those already in business, nonprofit organizations, and any persons or groups who need business-related information. SCORE, with its experienced entrepreneurs, provides these community services without charge. Business planning is emphasized. SCORE receives its support locally from SUNY Ulster and the Ulster County Chamber of Commerce. SCORE is also known as the volunteer arm of the U.S. Small Business Administration. Workshops developed and conducted by SCORE members are regularly offered to the general public on topics related to business start-up. A fee is charged for the workshops. Speakers generally include experts from the community. SCORE is located at the BRC and is open Wednesday and Thursday mornings and by appointment. A satellite office at the New Paltz Chamber of Commerce, 124 Main Street, New Paltz, is staffed on Tuesday mornings and by appointment.

Senior Computer Learning Center
Senior Computer Learning Center, offers its services at the BRC, and is cosponsored by SUNY Ulster. The organization provides computer and Internet classes for adults age 50 or older, with all classes designed specifically for older adults. Students must join to participate in the classes.

Other Economic Development Services at the BRC
The Ulster County Development Corporation and the Ulster County Office of Employment and Training (formerly the Department of Labor and the Job Training Partnership Administration) also have offices in the Business Resource Center.
Children’s Center
The Children's Center is licensed by the New York State Department of Children and Family Services, and serves children between the ages of 6 weeks and 5 years. The Center operates Monday through Friday from 7:30 a.m. to 5:00 p.m. and is open year round.

The Children's Center offers an educational preschool and child-care program designed to meet the developmental needs of the children served. Much emphasis is placed on the value of play in learning and socialization opportunities. The caring staff ensures positive experiences for all children within a safe environment.

Because the program has a waiting list, interested parents should sign up for future placement. In order to register, a recent medical examination and immunization record are required. A fee schedule is available at the Center. A limited number of child care block grant tuition subsidies are available for SUNY student parents who are academically and financially eligible. Those who are interested in enrollment should stop in or phone the Children’s Center at 800: 724-0833, extension 5257, or 845: 687-5257.

Community Service
Community Service is recognized as essential to the mission of SUNY Ulster. The College provides cultural, educational, and economic development activities.

SUNY Ulster responds to the needs of its community by

• providing academic programs, career training, professional development and certification programs to meet educational needs;
• providing career and lifelong enrichment opportunities through its credit and noncredit courses;
• providing industry-standard training for businesses through its Development Center for Business and the Mid-Hudson Health and Safety Institute;
• taking a leadership role in Ulster County’s economic development activities;
• providing a Business Resource Center at a convenient location on Ulster Avenue in Kingston, an extension center scheduling credit and noncredit courses, business consulting through the College-sponsored Small Business Development Center and Service Corps of Retired Executives, and space for economic development agencies, such as the Ulster County Development Corporation and the Ulster County Workforce Development Center;
• providing a clean energy technology training resource center for the community;
• providing programs for high school students such as Early Admissions and the Collegian Program;
• providing opportunities for community residents to take courses leading to a baccalaureate degree through such programs as Excelsior College and SUNY IT;
• offering library accessibility to the book and periodical collection, online databases, and other services;
• presenting a variety of cultural, intellectual and visual and performing arts events for the general public, many of which are admission free;
• providing space for meetings and other events held by community organizations; and
• encouraging voluntary service by SUNY Ulster’s faculty and staff members with community organizations and institutions.

E-Mail
All students are provided an e-mail address at my.sunyulster.edu accessible from the portal. My.sunyulster.edu e-mail is the primary means of college communications. Open computer labs provide access to my.sunyulster.edu.

Equipment for Student Use
The following equipment is available for student use:

• A FAX machine is available in the library, 845: 687-5220. (FAX users are charged as follows: cover page-no charge; first two pages-$2.50; each additional page-$0.50. Payment is made at the Student Accounts Office; the receipt must be shown at the Library.)

• The Computer Lounge on the second floor of Hasbrouck Hall (HAS 220) on the Stone Ridge campus offers 50 Internet-connected computers running Microsoft Windows operating systems. It is available to all students currently registered for credit classes during the semester. A valid username and password is required to access these computers.

• A Computer Lab is available to students currently registered for classes at the Business Resource Center (BRC 204) during the semester. The lab offers 12 Windows computers. Hours are posted at the beginning of each semester and are subject to change.

• Loaner laptops are available to be checked out and used within the library. The library has 20 computer workstations for student use and a wireless network is available to students for use with personal laptops.

Escort Service
SUNY Ulster illuminates its parking lots during evening hours until midnight. However, caution should be used when leaving an evening class or event. Those wishing an escort to their cars after dark should contact Campus Public Safety at extension 5221 or 687-5221 or use a blue-light call box; you will be speaking directly to Security. If needed during normal hours, 8:00 a.m.-4:00 p.m., call 687-5000 and ask the operator to contact Security to meet you at the location you specify.

Financial Aid
SUNY Ulster has an extensive array of financial aid opportunities available for students. Details of the many different programs are listed in the College Costs & Financial Aid section of this Catalog, beginning on page 19.
Food Service
Lessing’s Food Service maintains a full-service cafeteria in the Student Life Center in Vanderlyn Hall with a large variety of foods, including salad bar, homemade soups, grill items, and hot homemade entrees. The cafeteria is open from 8:00 a.m. to 2:00 p.m., Monday through Friday. The cafeteria is also open evenings, Monday through Thursday, from 5 p.m. to 8 p.m. Lessing’s also provides light snacks in the Hardenbergh Hall coffee shop. The shop is open Monday through Friday, 8:15 a.m. to 12:15 p.m. In addition, vending machines are located in Vanderlyn Hall, Burroughs Hall, Hardenbergh Hall, Hasbrouck Hall, and the Senate Gymnasium.

Health Services
College Health Services is located in the Senate Gymnasium (SEN 139), 800: 724-0833, extension 5246, or 845: 687-5246. Health services are available to the College community when classes are in session. Any injury sustained on campus should be reported to this office. College Health Services offers first-aid treatment for illnesses and injuries, medical emergency care, blood pressure checks, AIDS information, health counseling, and pamphlets and information on a variety of medical and personal topics. The staff holds all discussions and treatments in strict confidence. A nurse is on duty from 8:00 a.m. to 4:00 p.m. when classes are in session.

Help Desk
A Central Help Desk is available 24/7 to assist students with college computing problems, my.sunyulster.edu, and Angel.

Housing
SUNY Ulster does not have on-campus housing facilities. All arrangements for living quarters are the responsibility of the individual student. Rental information sent to SUNY Ulster is posted outside Vanderlyn Hall 128.

I.D. Cards
All students, full- and part-time, are required to obtain student I.D. cards and have them in their possession at all times while on campus. In addition, students are reminded that they are required to present their student I.D. card to any campus security officer or College official upon request. Student I.D. cards can be obtained at the Security Office located at the lobby level of the Hasbrouck Building.

Insurance
Each full-time and part-time student at the College is insured under a mandatory student accident policy, which is financed by College insurance fees. Additional information and accident insurance forms are available from the College Nurse, Senate Gymnasium 139.

The Learning Center
The Learning Center offers a variety of learning resources and programs designed to assess and improve academic skills. The Center is located in Vanderlyn Hall and is open from 8:30 a.m. to 4:30 p.m. Monday through Friday. Holiday, summer, and intersession hours are announced and posted. For information call 845-687-5039 or e-mail LAC@sunyulster.edu.

Library
The Macdonald DeWitt Library is situated at the geographical center of the Stone Ridge campus. Its rapidly growing resources include books, periodicals, DVDs, online databases, computers, and loaner laptops. The Library is committed to providing access to the constantly increasing amount of information available electronically. To support this commitment, the Library subscribes to a variety of online databases, which include full-text articles, electronic books, streaming video and images. Students can access these subscription resources off-campus via the Library tab on the Portal. The Library is a teaching library that promotes information literacy for students, faculty, and staff. Instruction is offered through credit courses, course-related sessions, and individual guidance in the use of information resources. During the academic semester, the Library is open from 8:00 a.m. to 7:00 p.m., Monday through Thursday; 8:00 a.m. to 4:00 p.m. on Friday; and 9:00 a.m. to 3:00 p.m. on Saturday. Holiday, summer, and intersession hours are announced and posted.

The general public is welcome to use the Library collection. Ulster County residents may obtain a Library card upon request at no charge.

Lost and Found
A lost and found collection is maintained in the Campus Public Safety Office on the Stone Ridge Campus in Hasbrouck Hall, 800: 724-0833, extension 5023, or 845: 687-5023. Articles turned in to Public Safety are retained for 30 days before disposal.

My.sunyulster.edu Portal
My.sunyulster.edu is your Student Information Portal. SUNY Ulster uses the portal as its primary means of communicating official college information. You can quickly and easily customize your portal to view the information you want to know. A student tech coordinator is located in the Library for those who require help.

From the portal, students can access
- my.sunyulster.edu e-mail
- class schedules
- account information
- pay bills
- grades
- unofficial transcripts
- financial aid information
- campus announcements
- library databases
- campus events
- cafeteria information
- student services
- scholarship opportunities
- course content
- student groups
- school closings
Facilities & Services

Parking Permits
All vehicles brought to the Stone Ridge campus on a regular basis must be registered with the Campus Public Safety Office. All student vehicles must have parking permits. Parking permits, including special permits for persons with disabilities and temporary special permits, can be obtained in the Campus Public Safety Office in Hasbrouck Hall. Student vehicles may be parked in parking lots D, E, and F. Student parking spaces are outlined in white paint. Students cannot park in any restricted parking space marked by yellow lines or in visitor lot C during daytime hours. Public Safety must be notified regarding vehicles to be left overnight or for extended periods; otherwise, they will be subject to towing. A brochure detailing the College’s Vehicle & Traffic regulations is also available from the Campus Public Safety Office.

Public Safety
The Campus Public Safety Department patrolls the campus 24 hours a day, seven days a week. During peak hours, extra personnel are stationed in areas of high activity. The lighting in the parking lots affords greater visibility at night. Most crimes reported on campus have been of the petty-theft nature. During the past 36 months, there have been no reports of violent crime. Furthermore, there have been no reports of sexual crimes or rape on campus. There have been no reports of hate/bias crimes, which are also reported as a separate category. The College’s crime statistics recorded under the Clery Act are available on our web page and in a hard copy brochure in the Campus Public Safety Office. The Campus Public Safety Office is located in Hasbrouck Hall on the first floor.

Public Safety communicates to the College community using the following methods: publications (College Catalog, Student Handbook, student newspaper), e-mail, College website, College bulletin boards, and the Emergency Building Contact List.

Reaching Independence through Supported Education (RISE)
RISE is a joint effort of SUNY Ulster and the Ulster County Department of Social Services. This program assists qualifying students in successfully completing a college program and acquiring full-time employment. RISE runs an intensive, month-long job readiness and college preparation course for participants before they enroll at the College. The RISE counselors assist with all admissions and financial aid paperwork, and provide students with one-on-one academic and career coaching during their tenure at the College. RISE assists students with time and stress management, note taking, study skills, organizational skills and test preparation. RISE also provides employment strategies, a one-credit course that focuses on professional communications and choosing the right career path. RISE counselors help students in their final semester with searching for jobs, composing resumes and cover letters, and preparing for interviews. RISE students further have access to day care and transportation subsidies. Persons who are receiving Temporary Assistance for Needy Families (TANF) and are interested in full-time study leading to employment may be eligible for this program.

Scholarships and Educational Resources
The Ulster Community College Foundation, Inc., provides special enrichment opportunities, including art and cultural programs, speaker series, and technology, to enhance the learning environment.

In addition to the support given to SUNY Ulster, the Foundation awards over $160,000 in scholarships annually. These awards enable students to begin or continue their educations at SUNY Ulster or to further their studies by transferring to four-year schools:

- Barbara A. Adams Scholarship
- Sherman Adin and Carol E. Adin Scholarship
- Phebe Aeberli Memorial Scholarship
- John J. Aitken Memorial Scholarship
- American Association of University Women Scholarship
- Michael J. Barthel Memorial Scholarship
- Walter W. Bartlett Memorial Scholarship
- Noreen Baumgarten Memorial Scholarship
- Bedell Family Scholarship Fund
- Olivia Rose Belfiglio Memorial Scholarship
- Louis Berger Memorial Scholarship
- Braby/Blackwell Family Memorial Scholarship
- Bert Breitenberger Memorial Award for Excellence in Nursing
- Robert T. Brown Scholarship
- Joseph P. Budik Memorial Scholarship
- Evelyn E. and Joseph E. Burger Memorial & Flossie E. and Ray Davis Memorial Scholarship
- Business Marketing Association of the Hudson Valley Scholarship
- Carlin Trust Scholarship
- College Scholars Program
- Thomas D. Connelly Memorial Scholarship
- Continuing and Professional Education Tuition Assistance Award
- Eppie Convel and Stan Breite Scholarship
- Professor Clay Crisp Memorial Scholarship
- Paul J. Croce Memorial Scholarship
- Lucille Clark Cyr Memorial Scholarship
- Daughters of the American Revolution;
  - Wiltwyck Chapter, NS, Dame Margarette Hendricks VanKeuren & Governor George Clinton Memorial Scholarships
- Robert O. Davenport Memorial Scholarship
- Tom Davis Memorial Scholarship
- Frank Delaney Memorial Scholarship
- Macdonald DeWitt Scholarship
- Professor Al DiBernardo Scholar-Athlete Award
- Frank G. Elliott Scholarship
- Endowment for the Preservation of Natural Resources Scholarship
Muriel O. Ferraro Memorial Scholarship
Michael Finnegan Memorial Scholarship
Emery W. Flavin Memorial Scholarship
Follett Higher Education Group Scholarship
Joseph Friedman Memorial Scholarship
Garraghan Family Scholarship
Dominic J. Giamei, Jr. Memorial Scholarship
Gertrude Gifford Scholarship
Professor Ann LeFevre Gilchrist Scholarship
Gail Godwin Honorary Award
Louis Greenspan Scholarship for Veterans
Timothy Grenda Memorial Scholarship
Fred and Dale Guerra Memorial Scholarship
Charles Haas Memorial Scholarship
Professor Kenneth Hallam Memorial Scholarship
Lee Herrington Memorial Scholarship
Isis Heslin Alumna Scholarship
Bob Hill Memorial Scholarship
Jerome and Sadie Hirsch Nursing Scholarship
Professor Daniel N. Holleran Memorial Scholarship
Hudson Landing Scholarship
Coleen Hughes Memorial Scholarship
Hurley Lions Club Scholarship
Steven G. Hyatt Memorial Scholarship
International Education Forum Scholarship
Viola C. Jansen Memorial Scholarship
Bessie G. Johnston Nursing Scholarship
Michael Kandl Memorial Scholarship
Dr. Richard Katims Scholarship
Frederick and Ellen Katt Memorial Scholarship
Kentucky Fried Chicken Scholarship Presented by Darlene Pfeiffer
Claire Kidd Rose Memorial Scholarship
Gordon L. Kidd, Jr. Memorial Scholarship
Kingston Hospital Auxiliary Scholarship
Kingston Masonic Lodge #10, F&A.M. Scholarship
Kingston Professional Firefighters' Association: Harry E. Hornbeck Memorial Scholarship
Kiwanis Club of Kingston Scholarship
Jay E. and Lucia de L. Klock Foundation of Kingston Scholarship
Dr. George M. and Shirley J. Krembs Innovation Scholarship
George Krupica Criminal Justice Scholarship
George Krupica Police Academy Award
Professor Keith LaBudde Scholarship
Christus J. Larios Scholarship for the Sciences
Rosemarie LaTourette Women In Business Scholarship
Jack and Marti Lawson Memorial Scholarship
Learning Center Financial Award
Elizabeth and Lloyd LeFever Scholarship
Margaret C. Lewis Scholarship
Cantor Julian Lohre Memorial Scholarship
Nancy Olsen Lynch Collegian Scholarship
Professor Cecelia Macauley Scholarship
Barbara P. and Edward V. Marrott Scholarship
Professor and Mrs. Lawrence Matson Earth Science Scholarship
Professor and Mrs. Harry Matzen History and Medical Scholarship
Patricia L. Maue Scholarship
Barbara A. Maxwell Memorial Scholarship
Professor Barbara Maxwell Memorial Nursing Scholarship
The Nursing Department Excellence Award in Memory of Barbara Maxwell
McCann-Pezzino Memorial Scholarship
Betty Lou McCauley Memorial Scholarship
James P. Mertes Memorial Scholarship
Mid-Hudson Financial Security Officers’ Association Scholarship
Mid-Hudson Valley Federal Credit Union Scholarship
Carl J. Mihm, Jr. Memorial Scholarship
John and Margaret Mikalaukas Mathematics Scholarship
Professor Fredric Misner Mathematics Scholarship
John H. Moehle Memorial Scholarship
Beatrice Moore Scholarship: In Memory of Peter Joseph McGowan
Dr. Erna Moss Memorial Scholarship
Dr. Jacob R. Moss Memorial Nursing Scholarship
Muroff-Kotler Scholarship
Marie and Guido J. Napoletano Family Memorial Scholarship
Gerald "Jay" Neuhoff Memorial Scholarship
Diane O’Brien-Cooke Memorial Scholarship
Patricia M. O’Brien Memorial Scholarship
Louis and Sophie Offermann Palkowics Memorial Scholarship
Dexter J. Olsen Computer Education Award
Organization of Professional Administrative Personnel Scholarship
Ruth Pacini-Satterfield, Veronica Pacini, and Patricia Pacini Honorary Scholarship
John F. Park Memorial Scholarship
Professor Terry L. Parmenter Memorial Scholarship
Gary and Janaki Patrik Mathematics Scholarship
Gary and Janaki Patrik Music Scholarship
Dorothy E. Patton Memorial Nursing Scholarship
P.E.O. Sisterhood Scholarship
Michael J. Perry, Jr. Scholarship
Phi Theta Kappa Scholarship
Vern and Paula Plantanida Scholarship
Police Chiefs’ Association: Noreen Baumgarten Memorial Scholarship
Police Chiefs’ Association: Jack Lupton Memorial Scholarship
Lynn Quarles Memorial Scholarship
Vincent M. Rabuffo Memorial Scholarship
Alfred and Bella Rehm Memorial Scholarship
Arthur A. Reilly Memorial Scholarship
Elaine Einterz Reiss Award
Marcia and Harry Resnick Scholarship: In Memory of Trudy Resnick Farber
Mildred and Louis Resnick Scholarship: In Memory of Joseph Y. Resnick
Herbert H. Reuner Memorial Scholarship
Sofia P. Reuner Fine and Performing Arts Scholarship
Sofia P. Reuner Theatre Arts Scholarship
Professor Milton L. Reynolds Memorial Scholarship
Chief James K. Riggins, Jr. Memorial Scholarship
Judith Robins Memorial Scholarship
Helen M. Roedell Memorial Scholarship
Rondout Savings Bank Scholarship
Rosakranse Family Scholarship
Rosendale Police Benevolent Association, Robert “Nippy” Lasher Scholarship
Armand “Larry” Salanitri Memorial Scholarship
Sawyer Savings Bank Scholarship
Sarah M. Schmidt Memorial Scholarship
Professor Joseph K. Schwarz Memorial Scholarship
Frank Sena Memorial Scholarship
Theresa Sena Memorial Scholarship
Senior Computer Learning Center Scholarship
Aaron E. and Jane M. Shults Memorial Scholarship
Joan M. Sinagra Memorial Scholarship
Professor Richard C. Smith Scholarship
Clarence and Kathleen Spangenberger Memorial Scholarship
Spearman Family Scholarship
Hendrikus and Lena Spijker Memorial Scholarship
Mica J. Stanmyer Memorial Scholarship
Iris Stedener Memorial Scholarship
SUNY Ulster Nursing Program Graduates Scholarship
Glenn B. Sutherland and Cynthia Lowe Scholarship
Symons Foundation, Inc. Scholarship
Ernest W. and Jean B. Trelawny Scholarship
Harriet Tuchman Memorial Scholarship
Christopher Tulloch Scholarship
Professor Eugene L. and Mrs. Frances C. Turgeon Scholarship
Student Services Center
Students at SUNY Ulster have available to them a wide range of personal, academic, and career counseling offered free of charge by the College. Students can find most of these services in the Student Services Center, located in Vanderlyn Hall (VAN 119). The Center has available at all times friendly counselors who have as their mission making each student’s stay at SUNY Ulster both educationally and personally enriching.
Student Advocate
The Associate Dean of Student Services, located in Vanderlyn Hall (VAN 243), coordinates many of the College’s student services. This Dean and the Student Services Center staff serve, among other responsibilities, as advocates for the student. Whether the student is experiencing difficulty with an academic matter or a personal problem, the Student Services staff offers expert assistance or quickly directs the student to the office that can offer that assistance. If the student is uncertain where to go for assistance, he or she should ask for direction in the Student Services Center.
Career Services
Career Services, located on the Stone Ridge campus (VAN 119), provides assistance to students and community residents in making informed career decisions and in conducting
a job search. A comprehensive computerized career guidance program (Choices), and other current career information are used to help individuals identify their unique qualities and research career options. Individuals seeking employment can receive assistance with writing job search letters, practicing interview skills, and searching for job opportunities. The office may be reached by phone at 845: 687-5041. Current students interested in working part time on campus as student aides should contact 845: 687-5041 (VAN 119) for information on available positions.

**Recommendation Files**

Letters of recommendation may be kept on file at the College. At the student’s request, recommendations will be sent to employers or colleges, free of charge. Additional information is available in the Student Services Center.

**Transfer Counseling**

The Transfer Office, located in Vanderlyn Hall (VAN 119), provides students with information about four-year colleges and universities in New York State and across the nation. Transfer procedures, program information, resource books, and application assistance are available for the student who plans to transfer. Each year the Center sponsors Transfer Days to give the student direct communication with representatives from four-year schools. Communication with colleges or universities unable to visit SUNY Ulster is planned on an individual basis. Furthermore, the College has arranged many articulation and transfer agreements with four-year schools throughout the United States. The Center also offers transfer seminars and individual counseling.

Students who are interested in exploring transfer to a four-year college or university are urged to visit the Transfer Office early in their stay at SUNY Ulster. Further information on transfer from SUNY Ulster and on specific articulation and transfer agreements may be found in the Instructional Programs section of this Catalog on pages 56-59 and on the College website at [www.sunyulster.edu](http://www.sunyulster.edu).

**Student Support Services**

The SUNY Ulster TRIO: Student Support Services is 100% federally funded by the [U.S. Department of Education](https://www2.ed.gov). This program strives to promote academic success of students who meet federal eligibility requirements and who elect to participate. The goal of the program is to increase the retention, graduation, and transfer rates of students who are low-income, first-generation college students and of students with disabilities. Students who participate in the program have available to them several types of assistance, including academic, personal, transfer, and financial aid counseling. In addition, a variety of workshops or field trips to promote student success are offered every year. These include transfer workshops, using the Internet, and trips to a number of four-year colleges to assist with the transfer process. Students who need tutoring are referred to the Assistant Director of Academic Support Services. Students with disabilities who need more specialized tutoring assistance are referred to the learning specialist.

Student Support Services’ participants who receive the Pell Grant may also be eligible to receive the SSS Supplemental Grant. These funds are awarded by the Student Support Services Program and the Financial Aid Office to students who meet specific eligibility and participation criteria. The Student Support Services Office also coordinates academic accommodations for students with documented disabilities. See further information concerning Accommodations and Services for Students with Disabilities in this section of the Catalog on pages 33-34.

Students who are interested in participating in the Student Support Services Program are invited to visit the office located in Vanderlyn Hall (VAN 128) or to call 800: 724-0833, extension 6054, or 845: 688-6054 or 687-5131.

**The Peer Tutor Program**

The Peer Tutor Program provides one-on-one or small group tutoring by subject. Peer tutors are students recommended by the faculty and hired by the Learning Center. Peer tutors have demonstrated an understanding of the course material and are willing to share their successful study strategies. Peer tutors are required to take the one-credit Tutor Training Seminar. Hours for tutoring are arranged by appointment. Students may request a peer tutor through the Learning Center. For more information, contact 800: 724-0833, extension 5039, or 845: 687-5039.

**Times²: The Math Place**

Times² (Times Squared): The Math Place is a math-tutoring center where students can improve basic math skills. Peer and professional math tutors are available to help students understand and apply mathematical concepts in courses ranging from Pre-Algebra through Calculus. Students can be tutored in any math course in which they are enrolled at SUNY Ulster. The Math Place has a variety of supplementary materials; however, students should bring all appropriate textbooks and class notes. Students are accommodated on a drop-in basis. Hours are announced and posted at the beginning of each semester.

Times² online is also available through ANGEL as another resource for students who request or seek tutoring for math. Office Hours are announced and posted at the beginning of each semester.

**Veterans Affairs Financial Aid**

SUNY Ulster has an extensive array of financial aid opportunities available for students. Details of the many different programs are listed in the College Costs & Financial Aid section of this Catalog, beginning on page 19.

Students eligible for federal veterans educational benefits should contact the Veterans Coordinator in the Financial Aid Office.

**Students Eligible for Federal Veterans Educational Benefits**

To be eligible for federal veterans educational benefits, students must be:

- Enrolled in the College at least one-half time.
- A U.S. citizen or a national of the U.S.
- A member of the armed forces or a veteran.
- A member of the armed forces on active duty for more than 180 days during a war or for more than 90 days during a peacetime period.
- A dependent of an armed forces member who died or was permanently disabled as a result of active service.

For more information or to apply, students should contact the Veterans Office.

**Advisement Office**

The Advisement Office is located in Vanderlyn Hall (VAN 128) and provides individual counseling and various advising services to students. Students are accommodated on a drop-in basis. Hours are announced and posted at the beginning of each semester.
Wireless Access

Wireless access for registered credit students is found in various locations across campus including the Cafeteria, Library, HAS 220, the Nursing Café, Student Development, College Lounge, Clinton Lobby and throughout the BRC. A valid username and password is required to register a wireless device on any SUNY Ulster wireless network.

The Writing Center

Professional writing tutors are available to assist students with writing assignments. Assignments may come from any discipline in the College, not just English courses. The tutors give suggestions on grammar and syntax, as well as organization and content. No appointment is needed. Students are accommodated on a drop-in basis. To help tutors understand an assignment, students should bring as much information as possible about the assignment. The Writing Center is located in the Library. Hours are announced and posted at the beginning of each semester.
SUNY Ulster offers students opportunities to participate in the governance of the College and to participate in a variety of extracurricular activities. The Association fee paid with tuition provides funding for many of the programs planned and sponsored by the student-run Events Planning Council. This fee automatically conveys membership in the Student Government Organization. The Student Government Organization, together with the Ulster Community College Association, Inc. Board of Directors, oversees the various clubs and organizations. Information regarding the Student Government Organization, as well as current clubs and organizations, may be obtained from the Student Services Office in Vanderlyn Hall (VAN 128) 800: 724-0833, extension 5041, or at www.sunyulster.edu.

**Student Governance**

**Student Government Organization (SGO)**

SUNY Ulster’s Student Government Organization (SGO) represents the main voice of the student body and works to ensure a high quality of student life on the Stone Ridge campus. In addition to providing oversight to student organizations, clubs and events, SGO evaluates and approves club budget requests, supervises student elections and administers the activities of the Student Council. SGO meets the fourth Wednesday of every month to conduct its business. The Student Council, with representatives from each active campus club, meets the second Wednesday of each month to address student issues, concerns and ways to improve overall Student Life. SGO officers, including President, Vice-President, Treasurer and Secretary, are elected for a one-year term. The SGO officers and the student delegates on the Student Council represent the voice of student leadership at SUNY Ulster. SGO’s Facebook page is a popular mode for student networking and communication.

**Student Trustee**

The Student Trustee is elected by the student body to represent them on SUNY Ulster’s Board of Trustees. The Board is responsible for the educational policies and operations of the College. The Student Trustee attends all meetings of the Board and serves as a fully voting member.

**Student Organizations**

Student clubs at SUNY Ulster offer options for a wide variety of interests. Creating a new club at SUNY Ulster is processed through SGO. SUNY Ulster is committed to enhancing and improving the full college experience and encourages student engagement in extra-curricular activities. Student Life at SUNY Ulster offers many opportunities for students to engage in activities outside the classroom. The Student Life Center in Vanderlyn Hall offers an environment for social interaction among students, faculty and staff. Among the active clubs at SUNY Ulster are the following:

Business Club
Mindy Kole
687-5194
kolem@sunyulster.edu
The Business Club is a college division of the organization International Association of Administrative Professionals. The Business Club provides students with the opportunity to participate in a professional organization, attend professional meetings and conferences, and hear speakers on business topics of interest.

Child-Care Club
Mary Tarcza
687-5063
tarczm@sunyulster.edu
This club sponsors activities to benefit and enhance the SUNY Ulster Children's Center, including activities for Halloween, December holidays, and Easter. The Club also sponsors off-campus trips to shows. Meetings are held at the Children's Center.

Criminal Justice Club
Tom D'Amicantonio
688-1987
HAR 225

Drama Club
Steve Balantzian
688-1590
VAN 212C
The purpose of the Drama Club is to benefit the student body of SUNY Ulster, specifically the students in the Theater Department. The meeting will be a place where like-minded, creative people can commune, develop, participate in fundraising and encourage each other in their classes and studies relating to theater. Drama Club: Thespian United! will showcase the Theater Department to the campus and to the community. Open to all majors.

Environmental Club
Karen Helgers
688-1581
helgersk@sunyulster.edu
The Environmental Club consists of students involved in a variety of activities in the life sciences. The Club meets to discuss environmental issues and to plan programs and events to address those issues. It also participates in “Adopt-A-Highway,” maintaining a section of U.S. Highway 209, and travels to Massachusetts for whale watching.

Events Planning Council
Kathy Meyer
687-5245
meyerk@sunyulster.edu
The Events Planning Council plans events for all students. Events have included dances, ice cream socials, barbecues, luncheons, and trips to New York City, Broadway shows, and sporting events. Meetings are held every other Wednesday in Vanderlyn Hall 203A at a time determined at the beginning of each semester.

Human Services Club
Deanne Schreiber
687-5078
schreibd@sunyulster.edu
The Human Services Club is available for student to develop increased knowledge of the field of Human Services.

LGBTA
David Edinger
688-1551
LGBTA@sunyulster.edu
The LGBTA (Lesbian, Gay, Bisexual, Transgender, and their Allies) of SUNY Ulster gives support, education, and resources to gay, lesbian, bisexual, transgender, and heterosexual students and faculty, and the people who support them. This is a group for discussion of feelings, thoughts, and goals pertaining to change in our communities. Discussion topics range from coming out, to parents, to relationship problems. The primary objective is to make members feel safe and comfortable in an environment meant for reflection and change. Confidentiality is required to assure members’ safety and comfort.

Engineering Club
Stephen Plumb
687-5161; 657-7140 (off-campus)
plumbs@sunyulster.edu
steveplumb@compuserve.com
The Engineering Club engages students in creative projects, such as concrete canoe design. (Each year since 1988, club members have designed and constructed a concrete canoe that is entered into a race with other college teams at Nassau Community College; SUNY Ulster’s club has won trophies at every competition) and “punkin chunkin” competitions. The Club participates in TYESA design contests. Monthly meetings include discussion panels, guest speakers, and social contact. Meetings are usually held Mondays at 5:00 p.m. in Hardenburgh Hall 202.

Nursing Club
Lisa Schulte
688-1585
schulitel@sunyulster.edu
Each year this club hosts a luncheon, a lecture, and the Candlelight Ceremony for graduating nursing students.
Phi Theta Kappa
Kathleen Bruegging
687-5128
breuggik@sunyulster.edu
Membership in the Alpha Rho Delta chapter of Phi Theta Kappa, a national honors fraternity, is open to students with a grade-point average of 3.5 or higher. The national fraternity, which was established over 70 years ago, offers a wide range of workshops, educational opportunities, and scholarships to its members. SUNY Ulster's Alpha Rho Delta chapter was chartered in 1989. Membership is by invitation of the Dean of Academic Affairs. Meetings are held at least one Wednesday a month at 1:10 p.m. in Vanderlyn Hall 254.

Student Admissions Ambassadors
Lucia Pecore
College Admissions Recruiter
688-1566
pecorel@sunyulster.edu

TRIO Club
Lynn Corcoran-Johnston
687-5260
The purpose of the TRIO Club is to encourage TRIO (Student Support Services) students to become active students on campus and in the community through activities and events. Meeting times are announced at the beginning of each semester.

Vet Tech Club
Beth Alden
687-5233
aldenb@sunyulster.edu
Donna Meier
688-1569
meierd@sunyulster.edu
The Vet Tech Club encourages students who plan to become Veterinary Technicians to learn more about the field and gain experience through activities and involvement with the community.

Veterans’ Club
Jim Hobbs
687-5190
hobbsj@sunyulster.edu
This club is for all SUNY Ulster veterans. Meeting times are announced at the beginning of each semester.

Visual Arts Club
Susan Jeffers
687-5113
jefferss@sunyulster.edu
This club offers the chance for any students interested in art to share interests and ideas. In the past, students have created murals, taken field trips to galleries and museums, organized student art shows on and off campus, and developed their own publications and magazines. It is open to all.

Arts Programming
The following programs are open to the public and the College community. Most events are free of charge or a suggested donation. Check the Calendar of Events at www.sunyulster.edu.

Larry Berk Artist-in-Residence Program
The highly successful Artist-in-Residence Program brings artists of international and national renown to the campus to share their talents with students and community members. Started in 1999, the College's Artists-in-Residence have included:
• Former New York City Ballet soloist Wilhelmina Frankfurt
• Actress/Author Gillian Farrell
• Singer-songwriter Robbie Dupree
• Lyricist Johanna Hall
• Musician David Sancious
• Writer Nina Shengold
• Musicians Jay Ungar and Molly Mason
• Photographer Elliott Landy
• Filmmaker Nicole Quinn
• Actress/Writer Denny Dillon
• Musician Garry Kvistad
• Producer Malcolm Cecil

Herbert H. & Sofia P. Reuner Library Writers Series
Each fall a renowned writer is invited to campus presenting a unique opportunity for SUNY Ulster students and the community to hear award-winning authors discuss and read from their work. Some of the past authors in the Series include:
• David Rakoff
• Michael Cunningham
• Jaimy Gordon
• Carolyn Forche
• Francine Prose

Ellen Robbins Poetry Forum
An annual event that brings well known and award winning poets to the SUNY Ulster campus for informal question and answer sessions and special evening readings of their poetry. Some of the poets included in the Series are:
• Naomi Shihab Nye
• Ted Kooser
• Charles Simic

Words and Music Series
This series focuses on the multi-disciplinary blending of music and the spoken word. Artists included in the Series are:
• Mikhail Horowitz & Giles Malkine
• Peter Rogen, Rumi Night of Poetry and Music
• Julia Haines
• Jules Shear
Visiting Artist Series
This program brings acclaimed visual artists to campus each semester. The artists give a lecture and show their work in the Muroff Kotler Gallery. Participants have included Mary Frank, Grace Bakst Wapner, Henrietta Mantooth, Gwen Fabricant, Martin Puryear, Joan Snyder, Milton Glaser, Vivian Bower, Ben Katchor, Judy Pfaff, Ford Crull, Gillian Jagger, Robert The, Portia Munson, Will Cotton, Larry Grenadier, Woody Pirtle, Elaine Bromka, and Donald Brenner.

Muroff Kotler Visual Arts Gallery
The Muroff Kotler Visual Arts Gallery in Vanderlyn Hall serves as a center for creative artistic activity for the College and surrounding community. It is a teaching gallery dedicated to supporting the visual arts curriculum through a variety of exhibitions showcasing the work of local artists.

The Exhibition series is steered by arts professionals at the College and strives to present high-caliber art work that stimulates inquiry and nurtures the growth of our students in the arts. Exhibitions include solo shows by prestigious local artists and a visiting artist, themed juried shows, and the work of visual arts faculty. In addition, the gallery showcases the work of our own visual arts majors and of area high school students.

The College's permanent art collection serves as a permanent visual reference source and enriches the cultural climate on campus by making additional high-quality art works available to students and the community. The College believes that the acquisition of art works and the presentation of varied art exhibitions assist the College community in setting standards for judgment and perception and improving educational standards in the arts. Gallery hours are Monday through Friday, 11 a.m. - 3 p.m., and by appointment. The gallery is closed holidays, intersession, and on days when classes are not in session. For more information, contact Susan Jeffer, Gallery Coordinator, (845) 687-5113, or email: jefferss@sunyulster.edu.

Other Activities
Athletics
SUNY Ulster recognizes the benefits of a competitive athletic program and the role it plays in both the development of the student and the vibrancy of campus life. Competitive intercollegiate athletic opportunities are available for both men (baseball, basketball, golf, soccer and tennis) and women (softball and volleyball). Student athletes are expected to attend classes, maintain satisfactory academic progress towards their degree program, and conduct themselves in a sportsmanlike manner. The SUNY Ulster Athletic Program is committed to assisting qualified student athletes with their goal of competing at a higher level. SUNY Ulster is a member of the National Junior College Athletic Association (NJCAA), Region XV, and the Mid-Hudson Conference.

Coffee Hours
Student coffee hours are held occasionally to meet and talk with the President and Deans of the College. Students are encouraged to use these opportunities to express their ideas and concerns to the College administration. Information announcing these events is displayed throughout the campus, posted on the website, and on my.sunyulster.edu.

Dramatic Presentations
SUNY Ulster's Theater program mounts a spring and fall production every year in the College's Quimby Theater. The department offers an A.A. Degree in Theater Arts open to all students. Recent productions include, The Mousetrap, Proof, The Importance of Being Earnest, Inspecting Carol and Dancing at Lughnasa.

Lectures
Through the efforts of the academic departments and clubs and organizations on campus, SUNY Ulster schedules a variety of speakers throughout the year. Speakers are drawn from many fields including art, politics, science, education, constitutional studies and athletics.

Music Presentations
SUNY Ulster's music program offers an A.S. Degree in Music and presents spring and fall concerts. Concerts include Wind Ensemble, Jazz Ensemble, String Ensemble, Choral and Community Band Concerts. A Tuba Christmas Concert is held every year. The concerts are held in the College's Quimby Theater and are free and open to the public.

Newspaper/Arts & Literature Magazine
The Slate is the name given to both the student online newspaper and an Arts and Literature Magazine published by the Communication and Media Arts program in conjunction with the Visual Arts Club. The Slate, the online student newspaper, is part of the curriculum of the Communications and Media Arts Program. Students interested in becoming a member of the newspaper's staff can earn credit by registering for COM 210 Introduction to Journalism or COM 201 Feature Journalism. (ENG 102 is a prerequisite for both classes.) All members of the College community may submit material to the paper, including news items, press releases on individual and group activities, advertisements, and opinion pieces. The Slate, which is updated only when journalism classes are in session, can be accessed online at theslate.sunyulster.edu. The Slate magazine is published once a year in the spring semester and accepts all manner of written and visual materials for publication. This student designed and edited publication presents student writing in journalism, poetry, micro fiction, short memoir, and short stories as well as scripts for radio and film. It also reproduces student artwork in all media including drawing, painting, sculpture and photography. The
deadline for submissions is mid-March with an April publication date. For more information, contact faculty advisor, Bob Pucci at puccir@sunyulster.edu.

**Student Admissions Ambassadors (SAA)**  
The SAA program consists of current students who share their personal experiences as a SUNY Ulster student with those who express interest in attending the College in the future. SAA members must participate in three or more volunteer activities per semester and be in good academic standing in order to maintain membership. Activities include, but are not limited to, volunteering at Admissions events, assisting at local college fairs, and participating in Spring Open House. Applicants are selected through a written application process. For more information, contact Lucia M. Pecore, SAA Advisor at (845) 688-1566, by e-mail pecorel@sunyulster.edu or on Facebook at Facebook.com/SUNYUlsterAdmissionsRecruiter.

**Video Facilities**  
The Communications Program maintains a studio facility for creating a variety of video productions. The studio has the capacity to make high-quality digital video programming in a three-camera studio with digital editing capabilities. Students who have completed the required coursework are encouraged to explore their creativity in independent and College-sponsored projects in digital video as part of the film concentration. The department also has set up a number of second-year internships with area companies to allow students to pursue career goals in a variety of media.
General Education

General Education at SUNY Ulster defines a set of common learning goals for all students in all curricula. It provides students with the skills and knowledge essential for continuing intellectual development beyond their college experience and creates a learning environment sensitive to the needs of students, the community, and society. General Education endeavors to equip students with the intellectual skills needed for them to perform as productive workers and leaders in their chosen fields and as effective and ethical citizens in a democratic society.

Learning Goals of General Education

1. MATHEMATICS
Students will demonstrate the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics; represent mathematical information symbolically, visually, numerically, and verbally; employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems; estimate and check mathematical results for reasonableness; and recognize the limits of mathematical and statistical methods.

2. NATURAL SCIENCES
Students will 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; and application of scientific data, concepts, and models in one of the natural sciences.

3. SOCIAL SCIENCES
Students will demonstrate understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis; and knowledge of major concepts, models, and issues of at least one discipline in the social sciences.

4. AMERICAN HISTORY
Students will demonstrate knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society; knowledge of common institutions in American society and how they have affected different groups; and understanding of America’s evolving relationship with the rest of the world.

5. WESTERN CIVILIZATION
Students will demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, of Western civilization; and relate the development of Western civilization to that of other regions of the world.

6. OTHER WORLD CIVILIZATIONS
Students will demonstrate knowledge of either a broad outline of world history, or the distinctive features of the history, institutions, economy, society, culture, of one non-Western civilization.

7. HUMANITIES
Students will demonstrate knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program.

8. THE ARTS
Students will demonstrate understanding of at least one principal form of artistic expression and the creative process inherent therein.

9. FOREIGN LANGUAGE
Students will demonstrate basic proficiency in the understanding and use of a foreign language and knowledge of the distinctive features of culture(s) associated with the language they are studying.

10. BASIC COMMUNICATION
Students will produce coherent texts within common college-level written forms; demonstrate the ability to revise and improve such texts; research a topic, develop an argument, and organize supporting details; develop proficiency in oral discourse; and evaluate an oral presentation according to established criteria.

In addition, two competencies are infused throughout the General Education program:

1. CRITICAL THINKING (REASONING)
Students will identify, analyze, and evaluate arguments as they occur in their own or others’ work; and develop well-reasoned arguments.

2. INFORMATION MANAGEMENT
Students will perform the basic operations of personal computer use; understand and use basic research techniques; and locate, evaluate, and synthesize information from a variety of sources.
General Education Requirements for the A. A. and A. S. Degrees

SUNY Ulster faculty have adopted the General Education requirements of the State University of New York (SUNY). In part, this is to provide a seamless transition from SUNY Ulster to a SUNY four-year institution. Students are required to take one or more courses carrying at least 3 credits from 7 of 10 Knowledge Areas and one course from each of 2 Skills Areas. Specific courses currently offered by SUNY Ulster that will satisfy each of these areas are listed below. Students should check the up-to-date listing at www.sunyulster.edu.

At SUNY Ulster, students in the Associate of Arts and Associate of Science degree programs must complete 21 of the required 30 credits as a condition of graduation. Students must complete a minimum of five categories, including the required mathematics and basic communications categories, and can select a maximum of two courses from any category.

Knowledge Areas

1. Mathematics
   MAT 105, 115, 160, 170, 180, 203, 211
2. Natural Sciences
   AST 101, 102
   BIO 101, 102, 103, 105, 106, 107, 108, 109, 206, 207, 212, 216
   CHE 101, 102, 103, 104, 105, 201, 202
   ESC 101, 102, 103, 104, 105, 107, 109, 114, 130, 140, 230
   PHY 101, 102, 109, 110
   SCI 104
3. Social Sciences
   ECO 101, 102
   POS 201, 202, 206
   PSY 101, 203
   SOC 101
4. American History
   For all students:
   HIS 103, 104, 206, 264
   For students scoring above 84 in NYS Regents American History:
   HIS 172, 265
5. Western Civilization
   ART 101, 107, 108
   HIS 101, 102, 171, 172, 209
6. Other World Civilizations
   ENG 214
   HIS 230, 231, 233, 235, 240, 241, 250
   PHI 216
   SOS 221
7. Humanities
   ART 101, 107, 108, 110
   COM 203, 206, 209
   ENG 102, 171, 172, 201, 202, 203, 204, 206, 207, 212, 215, 220, 223, 225, 240, 245,
   MUS 101, 102, 105
   PHI 101, 203, 205, 210, 222, 223
   THE 101
8. The Arts
   COM 203, 204, 209
9. Foreign Language
   SGN 113**, 114**, 115**, 116**
   FRE 101, 102, 111, 115, 201, 202, 207, 208, 215
   GER 101, 102, 111, 115, 201
   SPA 101, 102, 110, 111, 112, 115, 201, 202, 207, 208
10. Basic Communication
    COM 103 + ENG 101 or ENG 171
    COM 105 + ENG 101 or ENG 171
    ENG 227

Skill Areas

1. Critical Thinking
   COM 103, 105
   ENG 101
2. Information Management
   LIB 111
   * fewer than 3 credits
   ** CRJ, EDU, NUR, and HUS majors only

General Education Requirements for the A.A.S. Degree

SUNY Ulster’s faculty members have adopted the following General Education requirements for students pursuing Associate in Applied Science degrees:

1. English and Communications
   6 cr.
   ENG 101, 102, 171, 172, 227
   BUS 104
2. Mathematics
   3-4 cr.
   MAT 098 or any higher numbered MAT course,
   ACC 101, BUS 102
3. Social Sciences
   Any course in ECO, HIS, POS, PSY, SOC, or SOS

4. Arts and Humanities
   Any course in ART, MUS, THE, PHI, FRE, SPA, or GER, COM 103, 105, SGN 113, 114, 115, 116, any 200-level ENG course except ENG 205, 227, or 229

5. Sciences
   IND 210 or any course in AST, BIO, CHE, PHY, ESC, or SCI

6. Information Literacy/Computers/Technology
   LIB 111, BUS 171, BUS 272, ART 124, ART 150, ENG 227, GEG 122, or any course in CIS or CSC

**SUNY Ulster’s Programs of Study**

SUNY Ulster is authorized by the Board of Regents of the State of New York to offer the following degrees and programs. Enrollment in other than registered or otherwise approved programs may jeopardize a student’s eligibility for certain student aid awards.

A Higher Education General Information Survey code (HEGIS) precedes each program. These represent a taxonomy of instructional programs in higher education created for, and maintained by, the National Center for Education Statistics. The NYSED code is the New York State Education Department code for that program.

### Certificate Programs

<table>
<thead>
<tr>
<th>HEGIS Code</th>
<th>NYSED Code</th>
<th>Program Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>5104</td>
<td>22107</td>
<td>Network Administrator</td>
</tr>
<tr>
<td>5312</td>
<td>22327</td>
<td>Industrial Technology: Manufacturing Technology</td>
</tr>
<tr>
<td>5402</td>
<td>87120</td>
<td>Animal Science Office Assistant</td>
</tr>
<tr>
<td>5505</td>
<td>29497</td>
<td>Police Basic Training</td>
</tr>
<tr>
<td>5506</td>
<td>21738</td>
<td>Direct Care Practice</td>
</tr>
<tr>
<td>5599</td>
<td>24243</td>
<td>Sign Language Interpreting</td>
</tr>
<tr>
<td>5649</td>
<td>29256</td>
<td>General Education</td>
</tr>
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</table>

### Diploma Programs

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<tbody>
<tr>
<td>5303</td>
<td>01715</td>
<td>Drafting</td>
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### Associate in Arts (A.A.) Programs

<table>
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<tr>
<th>Code</th>
<th>Program Title</th>
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<tbody>
<tr>
<td>5610</td>
<td>Theater Arts</td>
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<tr>
<td>5649</td>
<td>Liberal Arts and Sciences: Humanities and Social Science</td>
</tr>
</tbody>
</table>

Within this program, courses are available in the following disciplines:

- **Art**
- **Music**
- **Communications**
- **Philosophy**
- **Economics**
- **Political Science**
- **Education**
- **Psychology**
- **English**
- **Social Science**
- **History**
- **Sociology**

5649 27229/27230 Liberal Arts and Sciences: Humanities and Social Science - Adolescence Education 7-12: English

5649 27231/27232 Liberal Arts and Sciences: Humanities and Social Science - Adolescence Education 7-12: Social Studies

5649 27234 Liberal Arts and Sciences: Humanities and Social Science - Adolescence Education 7-12: Spanish

5649 27046 Liberal Arts and Sciences: Humanities and Social Science - Early Childhood and Childhood Education B-6

Within this program, courses are available in the following disciplines:

- **English**
- **French**
- **History**
- **Spanish**

5649 00170 Liberal Arts and Sciences: Mathematics and Science

Within this program, courses are available in the following disciplines:

- **Biology**
- **Mathematics**
- **Chemistry**
- **Physics**
- **Earth Science**
- **Pre-Environmental Science Geography and Forestry**

5649 27221/27222 Liberal Arts and Sciences: Mathematics and Science - Adolescence Education 7-12: Biology

5649 27223/27224 Liberal Arts and Sciences: Mathematics and Science - Adolescence Education 7-12: Chemistry

5649 27225/27226 Liberal Arts and Sciences: Mathematics and Science - Adolescence Education 7-12: Earth Science

Within this program, courses are available in the following disciplines:

- **Environmental Geology**
- **Geology**
Within this program, courses are available in the following disciplines:

- Biology
- Earth Science
- Mathematics

**Associate in Science (A.S.) Programs**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>5004</td>
<td>76203 Business Administration</td>
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<tr>
<td>5008</td>
<td>76218 Communications and Media Arts</td>
</tr>
<tr>
<td>5012</td>
<td>87120 Advertising Design and Graphic Technology</td>
</tr>
<tr>
<td>5099</td>
<td>24756 Individual Studies/Paralegal</td>
</tr>
<tr>
<td>5101</td>
<td>80034 Computer Science</td>
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<td>5101</td>
<td>80034 Computer Science Online</td>
</tr>
<tr>
<td>5610</td>
<td>26642 Fine Arts: Visual Arts</td>
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<tr>
<td>5208.10</td>
<td>01616 Nursing</td>
</tr>
<tr>
<td>5303</td>
<td>22325 Industrial Technology: Drafting and Design Technology (Transfer-Oriented Program)</td>
</tr>
<tr>
<td>5499</td>
<td>29579 Environmental Studies</td>
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<tr>
<td>5501</td>
<td>85139 Human Services</td>
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<tr>
<td>5505</td>
<td>79415 Criminal Justice</td>
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<tr>
<td>5609</td>
<td>82427 Engineering Science</td>
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<tr>
<td>5610</td>
<td>32032 Music</td>
</tr>
<tr>
<td>5699</td>
<td>80327 Individual Studies</td>
</tr>
<tr>
<td>5699</td>
<td>80327 OASIS (Online A.S. Degree in Individual Studies)</td>
</tr>
</tbody>
</table>

**Math Electives**

Math electives are curriculum-specific. Refer to the curriculum for your program.

**Science Electives**

Any course in the following disciplines:

- Astronomy (AST)
- Biology (Except BIO 100) (BIO)
- Chemistry (Except CHE 100) (CHE)
- Earth Science (ESC)
- Physics (PHY)
- Science (SCI)

**Social Science Electives**

Any course from the following disciplines:

- Economics (ECO)
- History (HIS)
- Political Science (POS)
- Psychology (PSY)
- Social Science (SOS)
- Sociology (SOC)

**Liberal Arts Electives**

Any courses listed above under the following:

- Humanities
- Math
- Social Sciences
- Science
- Also Computer Science (CSC) and Geography (GEG)

**Open Electives**

Any credit-bearing courses except Physical Education courses (PED)
Academic Programs
SUNY Ulster offers academic credit programs that lead to degrees, certificates, or diplomas. A complete listing of the programs and their curricula follows on pages 62-127.

Intermediate Studies
Students accepted for study in degree, diploma, or certificate programs and whose academic records or Entering Student Assessment scores, or both, indicate a need to strengthen learning skills to improve their chances for success will be required to enroll in Intermediate Studies courses. These developmental courses are precollege level and noncredit-bearing. Students who have been out of school for some time or who lack confidence in their skills to succeed in college-level work may also enroll.

Developmental courses are designed to help students achieve proficiency in communications (reading, writing, listening, and speaking), mathematics, and general study skills. The courses emphasize an individual approach that utilizes an assessment of each student's needs in planning a meaningful course of study. At the end of each semester, faculty will review academic records of students designated as in need of developmental studies to determine the students’ academic progress and ascertain their continuance at the College. Students enrolled in developmental studies courses who anticipate receiving any financial assistance should contact the College's Financial Aid Office.

Intermediate studies include the following, all of which are described in the Course Descriptions section of this Catalog:

ISP 050 English as a Second Language: Workshop I
ISP 051 English as a Second Language: Workshop II
ISP 070 Reading Workshop
ISP 074 Introduction to College Reading
ISP 080 Writing I
ISP 081 Writing II
ISP 091 Prealgebra

Employment Strategies
SUNY Ulster offers credit-bearing courses designed to help students orient themselves to the College learning environment, to make the best use of College resources, and to plan for future careers. The following courses are described in the Course Descriptions section of this Catalog:

EMP 111 Employment Exploration Seminar
EMP 112 Employment Strategies

Continuing Education/Noncredit Offerings

Office of Continuing and Professional Education
The Office of Continuing and Professional Education, headquartered at the Business Resource Center, offers a variety of noncredit courses throughout the year. These courses are designed for personal enrichment and include topics such as gardening, dance, cooking, crafts, fitness, financial planning, languages, sports, health, and many others.

Continuing and Professional Education also provides driving programs including Defensive Driving, Motorcycle Safety, Five-Hour Prelicensing, Driver's Education, and Drinking Driver Education, in cooperation with the New York State Department of Motor Vehicles.

Courses are conveniently scheduled for days, evenings, and weekends, either at the Stone Ridge campus or at the BRC on Ulster Avenue in Kingston.

Development Center for Business (DCB)
The Development Center for Business (DCB) offers continuing education for business professionals in the areas of management, computer skills, healthcare, office skills, and technical topics. Opportunities for licensure and recertification are available for a variety of professions, including insurance and real estate. Courses are offered throughout the year at the BRC and at the Stone Ridge campus.

DCB also provides customized employee training programs for local employers. Since 1982, the Center has been a training provider for local businesses, manufacturers, and non-profit organizations in the areas of human resources, computing, and management training. Designed to meet company-specified needs, programs are flexible in regard to location and hours.

Mid-Hudson Health and Safety Institute
Although headquartered on the main Stone Ridge campus, the Mid-Hudson Health and Safety Institute is a component of the Office of Continuing and Professional Education. The Mid-Hudson Health and Safety Institute assists business and industry in developing programs to reduce worker risk and increase productivity, while complying with mandated Occupational Safety and Health (OSHA) requirements. The Institute provides consultation and assessment, awareness, and training to clarify mandates, tailoring training to specific health and safety needs.

In addition, the Institute houses Ulster County's Traffic Safety and Injury Prevention Program, sponsored through the Traffic Safety Board and the Governor's Traffic Safety Committee. Educational and informational programs, together with a resource library, are available to community organizations at no cost.
Distance Learning

Distance learning options offered through SUNY Ulster provide students with access to a course or a program of study outside traditional classroom settings. While distance learning is not for everyone, it provides students suited to that style of learning with an opportunity to attend school from anywhere they have reliable computer and Internet access. Students who take SUNY Ulster distance learning courses are expected to abide by the College’s Student Academic Honesty Policy (Pages 190-191). All homework and assignments are to be done by the student individually unless the instructor advises that the assignment is a team or group project.

The following information applies to all distance learning options offered by SUNY Ulster:

- Students who do well in online courses are students who are visual and/or audio-visual learners. Assistance with determining their learning style may be found at the Learning Center on campus or online through the College's website.
- Students should have a working knowledge of Microsoft Word. Assistance with MS-Word may also be found at the Learning Center.
- Students must be well-disciplined and able to manage their time and prioritize tasks well.
- Students should be aware that participation in the online portion of a class, or in a fully online course, will take longer than participation in a face-to-face class.
- Because online classes are substantially more reading and writing intensive, students should have a minimum of college-level reading and writing skills.
- Students are required to either own a computer or have regular access to one several times a week.
- Students must have, or have access to, reliable Internet service. The College has open labs both on the Stone Ridge campus and at the Business Resource Center.
- Students may be required to have access to a library or library services.
- Course materials for both classroom (where applicable) and online meetings may include any or all of the following: lectures, PowerPoint presentations, over-heads, discussions and/or work groups, writing assignments, hands-on practice, audio or visual presentations, guest lecturers; instructor use of a computer for (i) demonstrations (ii) Internet access (iii) expanding on lecture material; student use of a computer for (i) discussions among classmates and/or with instructor, (ii) writing assignments, (iii) projects, (iv) research, (v) exams, (vi) note taking, (vii) hands-on assignments or lab work.
- The instructor may require students to log into a course and participate in discussions a minimum number of times per week.
- Instructor help may be available only through e-mail, private communications within a course, or telephone.

The following distance learning options are available at SUNY Ulster:

Hybrid/Blended

Classes are held in a traditional classroom setting for 50% or more of the class meeting times, with the balance of class time completed online. Traditional classroom meeting days will be published in the class schedule each semester, and the instructor will determine the online meeting schedule. Students who do well with this type of course are visual or audio-visual learners.

Courses may be also offered completely online. These hybrid courses meet in an asynchronous environment for 20 to 80% of class meeting times and in a synchronous environment for the balance of the class time. The synchronous component will use tools such as Eluminate and Skype may be used to allow students to interact with their instructors and classmates in “real time.”

Online Courses

Fully online classes enable the instructor and the students to be located anywhere in the world. The instructor determines the number of times per week or per lecture students must participate, as well as the form of participation. Participation may include online discussion, group work, sharing of Internet research findings, or any other activity the instructor deems appropriate. All these activities take place online. These are not self-paced courses unless specified by the instructor. Students who do well with this type of course are visual learners since there is no face-to-face with either the instructor or classmates. Instructors may require exams be taken face-to-face with either the instructor or an approved proctor. Students who use or choose to use, a proctor are required to find a proctor and pay any expenses that may be incurred (although it is unusual to incur expenses).

Synchronous

Synchronous courses require student participation at times specified by the instructor. The instructor may require students to be present in all class activities at a specific time (as if they were meeting in a classroom), or may require student presence only during certain times, or may allow students to participate in course activities within a prescribed time period.

Asynchronous

Students may log into the course any time of the day or night; the instructor may not require attendance in the course at a specified day and time, but will set due dates for the completion of both class participation and assignments. Some courses may require attendance on campus or the use of an approved proctor for midterm and final exams.

OASIS

Online Associate in Science Degree in Individual
Studies
This is a fully-accredited online degree program offered through the SUNY Learning Network (SLN). The flexibility of the program allows students to select courses that meet their educational and professional goals. Courses may be selected from the many SUNY colleges and universities that make up the SUNY Learning Network.

This Individual Studies Program combines courses in natural science, humanities, and social sciences with a series of courses that are selected to fulfill individual goals. Students enrolled in this online degree program can choose from more than 900 courses offered through the SUNY Learning Network each semester. All courses are taught over the Internet.

In addition to the convenience of taking courses from a home or office computer, this unique degree program may allow students to transfer as many as 30 applicable credits from accredited institutions.

Complete information on the OASIS program, including information on enrolling in the program, appears on page 86.

SUNY Ulster Online Courses and SUNY Learning Network (SLN)
SUNY Ulster offers courses through the SUNY Learning Network (SLN). Taking advantage of online technology, SLN connects college instructors and students to each other through their computers. Online students can get and complete homework assignments, participate in class discussions, pursue research, complete papers and exams, and question their instructors via the Internet.

To participate in a SUNY Learning Network course, students need access to the World Wide Web. In the home, this service is usually provided by an Internet service provider for a monthly fee. The service provider will specify the computer requirements for its service.

Check http://sln.suny.edu/ for information on SUNY Learning Network courses.

Experiential Education
The purpose of experiential education (also known as work experience) is to offer students an opportunity to validate knowledge acquired through academic studies, to provide first-hand experience in a work environment, and to explore career possibilities.

A student may acquire this type of experiential education through cooperative education, internship placement, field experience, and other activities. Requirements vary within each curriculum. Further information may be found in the section of the Catalog describing specific departmental course offerings or from the department chairperson.

Honors Studies
Honors Studies provide an enriched academic experience for highly motivated students. Students enrolled in Honors Studies benefit in the following ways:
1. They become part of a learning community of professors and students who enjoy the exhilaration of intellectual challenge and discovery.
2. They enjoy transfer opportunities to a wide variety of universities and colleges.
3. They realize unequaled economic savings in their first two years of college through SUNY Ulster's low tuition rates and high levels of scholarship support.
4. They attend specially structured Honors classes that are kept small to encourage maximum interchange between students and professors.

Honors classes feature
• small class size, providing a seminar environment
• emphasis on writing, discussion, and student presentations instead of tests
• readings of original sources and research articles, rather than textbooks
• enrichment activities outside of class, including field trips, speakers, and cultural and social events

Honors Studies at SUNY Ulster are open to students in all programs who meet the criteria for admission (see below). Since most programs require students to complete courses in at least 7 of 10 General Education areas, the sequence of Honors courses is based on these requirements.

Each Honors section has a course designation reflected in the student's transcript. Students who successfully complete all requirements for an Honors degree will receive the Honors designation at graduation.

Criteria for Admission to Honors Classes
A student will be permitted to enroll in ENG 171 or ENG 172 only by recommendation of the English department. A student will be advised to consider enrolling in other Honors classes if he or she meets one or more of the following criteria:

Early Admissions Students
The student has a high school average of 90 or higher is eligible for ENG 171* and the results of all placement tests are sufficient to allow the student to take only college-level course work. Under those conditions, the advisor for Early Admissions' students may recommend Honors classes.

Incoming Freshmen
The student is a College Scholar, having graduated in the top 10 percent of the high school class, and is eligible for ENG 171.

or

The student has a high school average of 90 or higher, is eligible for English 171* and the results of all placement tests are sufficient to allow the student to take only college-level course work.

or
The student has an earned G.E.D., is eligible for ENG 171* and the results of all placement tests are sufficient to allow the student to take only college-level course work. In addition, there is some evidence, such as a high standardized test score, to suggest that the student shows academic promise.

Continuing and Transfer Students
The student has a distinguished academic record, with a G.P.A. of 3.5 earned in college-level course work, and a grade of B or better in English 101 or its equivalent.

* Based on the English placement essay

Requirements for Honors Designation at Graduation
In order to receive the Honors designation at graduation, students are required to complete 18 credits of Honors-level courses as follows:
1. ENG 171 and ENG 172 (in the event that a student has already completed ENG 101, only ENG 172 will be required). (3 or 6 credits)
2. HON 281, Honors Theme/Project/Seminar.
3. Three or four additional Honors courses or Honors sections of existing courses from a variety of offerings in the various General Education areas: Humanities, American History, Other World Civilizations, Social Science, Communications, the Arts.
4. A mathematics course at the level of Math 170 (Calculus I) or higher may be substituted for one of the offerings described above in item 3. A grade of B or better must be achieved in the math course.
5. A 4-credit lab science course may be substituted for one of the offerings described above in item 3. A grade of B or better must be achieved in the science course.

Students must also fulfill the requirements of their academic programs and earn an overall GPA of 3.5.

Hudson Valley Educational Consortium
The Hudson Valley Educational Consortium is a collaborative effort among SUNY Orange, Ulster, Rockland and Sullivan Colleges to create broader access to academic programs and workforce training throughout the four-county region.

The four Consortium member SUNY Community Colleges offer Associate in Applied Sciences degree programs with one another through articulation agreements, opening their courses to one another’s students, in both the academic and continuing education disciplines.

Students wishing to register in Consortium programs participate from their home college, via the Interactive Television Training Rooms. General Education courses will be taken through traditional means at the home college.

Current HVEC Programs offered at SUNY Ulster include:
- Cyber Security
- Fire Technology
- Green Building Maintenance and Management

Independent Study
A student may engage in an independent study within a particular discipline. In this study, the student must work with a faculty member who acts as the student’s mentor. The student and the faculty member prepare a mutually agreed upon contract of performance objectives. The department chairperson of the discipline involved must approve the arrangement. For more information, students should see the department chairperson of the discipline in which their interest falls.

International Programs
Did you know? “There’s a connection between study abroad and academic achievement,” says Michael Palmer, executive director of the Student and Youth Travel Association in Clarkston, Michigan. “And it makes them better global citizens.”

Start here. Go far. Live the dream.
- Defy convention
- Experience a new culture
- Become fluent in a foreign language
- Learn by doing
- Celebrate diversity
- Inspire a career
- Become more open minded
- Widen your horizons
- Cherish the memories
- Live the dream

Because SUNY Ulster is a unit of the 64 schools in the State University of New York system, we offer our students Study Abroad opportunities in over 400 programs in more than 60 different countries with linkages to more than 200 overseas institutions in:
- North and South America
- Africa
- Asia
- Western and Eastern Europe
- Australia and New Zealand

We also offer summer and winter intersession programs in environmental science, business, languages, and the arts and humanities.

Application Deadlines
For semester or year-long classes starting in the fall semester: April 1.
For semester or year-long programs starting in the spring semester: October 1.
Summer and winter intersession deadlines will be listed on our web page.
Financial aid and scholarships for studying abroad are available. Please visit our website for detailed information.

Myths and Facts

MYTH:
“Study abroad is very expensive. It’s only for rich kids.”

FACT:
Studying overseas can be done on a budget. Programs can last from two weeks to a semester in another country.

MYTH:
“I am on financial aid. I can never hope to go abroad.”

FACT:
TAP, Pell, and Stafford loans can be used for study abroad.

MYTH:
“Well, it all seems like fun but my credits won’t be useful anywhere else.”

FACT:
Employers and schools value international experience more than ever. International experience on your resumé is a win-win situation. It broadcasts wide, bold perspectives, cultural sensitivity, creative problem-solving skills, and resourcefulness. You will be seen as someone who is grounded, and you will have an edge over those who do not have an international experience.

MYTH:
“Studying overseas is only for Literature and Language majors.”

FACT:
You have a greater range abroad than you may think. There are programs in Business, Education, Engineering, Informatics and electronics, Environmental Sciences, Music, Politics, and Sociology.

MYTH:
“There is just so little time to fit everything in.”

FACT:
Programs are offered during the summer sessions, during intersession between the fall and spring semesters, and of course, during the fall and spring semesters of the academic year.

Our advice? Come see us for more information.

International Programs
Richard Cattabiani, Director
Vanderlyn Hall, Room 119 C
(845) 687-5135
E-mail: cattabir@sunyulster.edu

Student Internship Program
SUNY Ulster sponsors student internships in most programs and fields of study. Students receive academic credit while gaining valuable work experience to help them in today’s competitive job market. Most of these internships are unpaid; however, some are paid positions or include stipends. Internships include positions at

- hospitals
- human service agencies
- drug and alcohol rehabilitation centers
- services for the elderly
- counseling services for teens
- schools
- community-based and nonprofit organizations
- arts institutions
- private-sector businesses
- local and State police agencies
- law
- architecture firms
- government
- theater production
- music
- television and film
- fitness clubs
- veterinary offices

Required for participation in the Student Internship program are a GPA of at least 2.0 and 30 college credits completed. For further information contact the Office of Fieldwork and Internships, Vanderlyn Hall, VAN 119, phone 845: 687-5192, or e-mail farinal@sunyulster.edu.

Transfer Agreements

Guaranteed Transfer Program
An opportunity to continue full-time study at a four-year SUNY college is guaranteed to all New York State residents who transfer directly from a SUNY or CUNY two-year college with an Associate in Arts (A.A.) or an Associate in Science (A.S.) degree. While the guarantee assures that students may pursue their baccalaureate degrees through the SUNY system, it does not assure admission to a specific college or curriculum.

To be eligible for this program, students must do the following:

1. File the SUNY application at the Application Processing Center by March 1 for fall admission or October 1 for spring admission;
2. Provide the four-year campus(es) with an official two-year college transcript, showing three semesters of completed studies, by March 15 for fall admission or October 15 for spring admission; and
3. Complete all supplemental application materials for campuses which require them by April 15 for fall admission or November 15 for spring admission.

Students should also inquire about articulation agreements which have been established between SUNY Ulster and many four-year colleges to ensure that their course work and credits will transfer. Students should check with the Coordinator of Transfer during the early months of enrollment at SUNY Ulster to see what agreements exist.
A Brief Look at Some of SUNY Ulster's Transfer Articulation Agreements

On the next few pages, some of SUNY Ulster’s articulation and transfer agreements are discussed in general terms. For the student who knows what field he or she plans to enter, these agreements can be the most practical, time-saving, and economical routes to a four-year school. If a student is interested in a field not mentioned in the following listings, he or she should consult with either the SUNY Ulster Admissions staff or the Coordinator of Transfer.

Presented here are a small number of the many agreements established between SUNY Ulster and four-year colleges and universities. A list of schools with which SUNY Ulster has transfer agreements appears at the end of this section.

Students interested in transfer agreements must be aware that what follows are broad outlines of particular agreements. Students should speak to a faculty advisor for complete details of what these agreements entail. Faculty advisors are listed in each category. Further information may also be obtained from the Coordinator of Transfer, VAN 119; 800: 724-0833, extension 5081, or 845: 687-5081; e-mail: transfer@sunyulster.edu or from the Admissions Office, VAN 101; 800: 724-0833, extension 5022, or 845: 687-5022; e-mail: admissions@sunyulster.edu. The College website at www.sunyulster.edu includes an up-to-date list of transfer agreements.

Athletic Training

A transfer agreement between SUNY Ulster and Marist College makes it both easy and affordable to earn a degree in Athletic Training from Marist College. Students can study at SUNY Ulster for two years and, after receiving their associate’s degree and fulfilling entrance requirements, can enter Marist’s Athletic Training Program as full juniors. For more information, contact the Transfer office at 845-687-5081.

Business

Students interested in pursuing a four-year degree in business should enroll in SUNY Ulster’s Business Administration (Transfer) program, which confers an A.S. degree. For information, students should contact Dr. Anita Bleffert-Schmidt, Hasbrouck Hall (HAS 212A), 800: 724-0833, extension 5195, or 845: 687-5195.

Siena College

A transfer agreement between SUNY Ulster and Siena College makes it both easier and more affordable to earn a business degree from Siena College. Students can study at SUNY Ulster for two years and, after receiving their associate’s degree and fulfilling entrance requirements, can enter Siena as juniors and earn a bachelor’s degree in Business Administration. For more information, contact Anita Schmidt as indicated above.

SUNY Four-Year Colleges and Universities

The business departments of SUNY two-year and four-year colleges and universities have recently agreed upon a model freshman and sophomore business studies sequence which will best prepare the business student for smooth transfer to a four-year business program within the SUNY system. The Business Administration (Transfer) program at SUNY Ulster conforms to this agreement. Although this agreement is for all participating four-year schools, the requirements for transfer (such as minimum GPA) vary from college to college. Students, therefore, should be aware of those individual differences.

Chiropractic

Students interested in pursuing a career in chiropractic should enroll in SUNY Ulster’s Liberal Arts: Mathematics and Science program. For information about chiropractic, students should contact Donald Terpening, Hardenbergh Hall (HAR 217), 800: 724-0833, extension, 5238 or 845: 687-5238.

Early Childhood, Childhood, and Adolescence Education

Students interested in early childhood education, childhood education or adolescence education should consider matriculating into one of the Liberal Arts degree programs at SUNY Ulster. For information, students should contact Marilyn McHugh, Vanderlyn Hall (VAN 220), 800: 724-0833, extension 5130, or 845: 687-5130, or the Coordinator of Transfer.

SUNY New Paltz

A jointly-registered program exists between SUNY Ulster and SUNY New Paltz for students interested in childhood and adolescence education. The particulars of the program are detailed in the Liberal Arts: Humanities and Social Science and Mathematics and Science; Early Childhood Education and Childhood Education 1-6, and Adolescence Education 7-12 programs. For information, students should contact Marilyn McHugh, Vanderlyn Hall (VAN 220), 800: 724-0833, extension 5130, or 845: 687-5130.

The College of Saint Rose

SUNY Ulster’s transfer articulation agreement with The College of Saint Rose allows interested students to complete their first two years of study at SUNY Ulster and then transfer directly to The College of Saint Rose’s Early Childhood or Childhood Education Program. For further information on this agreement, contact SUNY Ulster’s Coordinator of Transfer.

SUNY Plattsburgh

SUNY Ulster’s transfer articulation agreement with SUNY Plattsburgh allows interested students to complete their first two years of study at SUNY Ulster and then transfer directly to Plattsburgh’s Childhood Education Program. For further information on this agreement, contact SUNY Ulster’s Coordinator of Transfer.

Mount Saint Mary College

SUNY Ulster’s transfer articulation agreement with Mount Saint Mary College allows interested students to complete
their first two years of study at SUNY Ulster and then transfer directly to Mount Saint Mary College’s Childhood or Adolescence Education programs. For further information on this agreement, contact SUNY Ulster’s Coordinator of Transfer.

Pre-Environmental Science and Forestry
SUNY College of Environmental Science and Forestry
This program is designed for those students who ultimately desire a B.S. degree in the environmental sciences and/or forestry from the SUNY College of Environmental Science and Forestry (ESF), an upper-division/graduate center.

After the first two years of study at SUNY Ulster, transfers to ESF may apply to a variety of programs, which include Environmental and Forest Biology, Chemistry and Resource Management, Landscape Architecture, Paper Science and Engineering, Construction Management and Wood, and Products Engineering. The program in Landscape Architecture leads to a Bachelor of Landscape Architecture degree after three years of study at ESF. In addition, ESF offers a dual program in forestry and biology.

Students planning to transfer should follow the program requirements in consultation with our Pre-Environmental Science and Forestry campus advisor for selection of electives which vary according to the curriculum at ESF. Contact David Lemmon, Hardenbergh Hall (HAR 228), 800: 724-0833, extension 5239, or 845: 687-5239.

Successful graduates of SUNY Ulster’s Pre-Environmental Science and Forestry program generally gain admission to the SUNY College of Environmental Science and Forestry at Syracuse with full junior class status.

Forest Ranger
College of Environmental Science and Forestry at Syracuse
SUNY Ulster offers a “1 plus 1 program” in Forest Technology. Students study for one year at SUNY Ulster and spend their second year at the Ranger School of the College of Environmental Science and Forestry at Syracuse to earn an Associate in Science degree. Graduates of this program are also able to transfer to the Forest Resource Program at ESF as full juniors. Interested students should contact David Lemmon, Hardenbergh Hall (HAR 228), 800: 724-0833, extension 5239, or 845: 687-5239.

Health and Hospital Services Management
SUNY Institute of Technology at Utica/Rome
SUNY Ulster and the State University of New York Institute of Technology at Utica/Rome have established a transfer articulation agreement which provides graduates of SUNY Ulster’s Business Administration program with a transfer path to the Bachelor of Professional Studies (BPS) degree program in Health Services Management at Utica/Rome. Students who have completed the associate’s degree at SUNY Ulster may receive a maximum of 64 hours of transfer credit toward the BPS degree. Health Management is a field in which there are many employment opportunities, and 100% of the graduates of the four-year program at Utica/Rome find employment.

Human Services
The College of Saint Rose
SUNY Ulster’s transfer articulation agreement with The College of Saint Rose allows interested students to complete their first two years of study at SUNY Ulster and then transfer directly to The College of Saint Rose’s Human Services Program. For further information on this agreement, contact SUNY Ulster’s Coordinator of Transfer.

SUNY Plattsburgh
An articulation agreement with SUNY Plattsburgh allows interested students to complete their first two years of study at SUNY Ulster and then transfer to Plattsburgh with full junior standing. For further information on this agreement, contact SUNY Ulster’s Coordinator of Transfer.

Paralegal Studies
Marist College
Students interested in a career as a paralegal may enroll in SUNY Ulster’s Individual Studies/Paralegal Program, and by coordinating study at Marist College, complete an Associate in Science degree from SUNY Ulster and receive a Paralegal Certificate from Marist. This transfer option includes study at the Marist campus after completion of a prescribed number of credits at SUNY Ulster.

Comprehensive Agreements
Comprehensive agreements between SUNY Ulster and four-year colleges cover a variety of programs which are common to both schools. In general, if students complete their programs at SUNY Ulster and meet the requirements of the four-year college, they will be guaranteed a smooth transition. What follows is a list of some of the colleges with which SUNY Ulster has these agreements and the specific areas of study common to both schools.

SUNY New Paltz
SUNY Ulster graduates earning the A.A. or A.S. degree will be accepted into SUNY New Paltz with full junior class standing. Students must meet designated entrance requirements in the major of choice. For information, students should obtain a copy of SUNY New Paltz’s publication The Door Is Open from SUNY Ulster’s Coordinator of Transfer or faculty advisors.

Cornell University College of Agriculture and Life Sciences
SUNY Ulster has guaranteed transfer agreements with Cornell
University College of Agriculture and Life Sciences. The particular programs are the following: Agriculture and Biological Engineering, including Environmental Systems Technology; Applied Economics and Business Management (Agribusiness Management, Farm Business Management); Education (Agriculture Education and General Education); Entomology; Food Science; Plant Sciences; Rural Sociology; Soil, Crop, and Atmospheric Sciences (Agronomy and Meteorology); and special agricultural programs (International Agriculture, Cooperative Extension, or Production Agriculture).

Students who plan to transfer into one of these programs must complete the appropriate course prerequisites as outlined in the current College of Agriculture and Life Sciences transfer guide; earn a 3.0 or better grade-point average through the first three semesters, with satisfactory progress in the fourth semester at SUNY Ulster; and satisfactorily complete Cornell University's application, including recommendations.

**Excelsior College**

Excelsior College will recognize up to 90 SUNY Ulster credits toward a bachelor's degree. Credits must be deemed applicable to Excelsior College's programs.

**Marist College**

For SUNY Ulster students graduating with an A.A. or A.S. degree and an overall grade-point average of 2.5, Marist College will accept a full 60 credits toward a comparable program. SUNY Ulster programs that have been selected are Liberal Arts and Sciences: Humanities and Social Science, Liberal Arts and Sciences: Mathematics and Science, Business Administration, Communications, Computer Science, Criminal Justice, and Human Services. The Coordinator of Transfer can direct students interested in any of these programs to the appropriate academic advisor.

**Mount Saint Mary College**

An articulation agreement exists between SUNY Ulster and Mount Saint Mary College guaranteeing full junior status in many programs of study. The Coordinator of Transfer can direct students interested in transfer to Mount Saint Mary College to the appropriate academic advisor.

**SUNY Albany**

Joint admission and transfer agreements between SUNY Ulster and SUNY Albany currently exist and are outlined in the Transfer Guide Manual available from faculty advisors. A student planning to transfer to SUNY Albany must notify the Coordinator of Transfer before beginning college course work in order to determine whether the student's planned program at SUNY Ulster will conform to SUNY guidelines and requirements.

**Colleges that Have Transfer Agreements with SUNY Ulster**

SUNY Ulster has established one or more program articulation and transfer agreements (departmental or general) with the colleges and universities listed below. Transfer options, however, are not limited to these colleges. SUNY Ulster graduates have transferred to many other four-year colleges and universities. Students are encouraged to discuss their transfer plans with their academic advisors and the Coordinator of Transfer early in their stay at SUNY Ulster.

- Alfred University
- Berkeley College
- Clarkson University
- Cornell University College of Engineering
- Excelsior College
- Iona College
- Logan College of Chiropractic
- Marist College
- Mount Saint Mary College
- New York Chiropractic College
- New York University
- Palmer College of Chiropractic
- Pennsylvania State University
- Rensselaer Polytechnic Institute
- Russell Sage College
- Saint Leo University
- Siena College
- The College of Saint Rose

The College has also established one or more articulation and course transfer agreements with the following units of the State University of New York:

The SUNY University Centers at
- Albany
- Binghamton
- Buffalo
- Stony Brook

The SUNY University Colleges at
- Brockport
- Cobleskill
- Cortland
- Fredonia
- Geneseo
- New Paltz
- Oswego
- Plattsburgh
- Purchase

Empire State College
- Cornell University College of Agriculture and Life Sciences
- SUNY College of Environmental Science and Forestry at Syracuse
- SUNY Institute of Technology at Utica/Rome
Advertising Design & Graphic Technology

Associate in Science Degree Program

Hegis Code: 5012
NYSED Code: 87120

Program Description
Students who complete this program in Graphic Design earn an Associate in Science degree. The program is recommended for students planning to transfer to four-year colleges or universities for further study in the various fields of graphic communications, such as advertising, graphic design, computer graphics, package design, web design, gaming design, and related fields.

Student Learning Outcomes
At the completion of the A.S. Advertising Design & Graphic Technology Degree Program, a student will be able to
• Identify and analyze a variety of real world design problems, develop a creative problem-solving approach with an emphasis on tangible results;
• Demonstrate a historical art and design perception and knowledge;
• Utilize a design vocabulary and design literacy;
• Develop and demonstrate a critical eye to evaluate and critique design;
• Recognize the major influences that shaped design in the 20th century;
• Demonstrate the relevancies of numerous categories of design;
• Produce a portfolio that demonstrates relevant technical skills and competence with design disciplines and categories ready for employment in a professional design field and as a desirable candidate for transfer.

Employment Potential
Graduates of the program who continue their education and earn a baccalaureate or higher-level degree will be qualified for such positions as advertising directors, art directors, or graphic designers. With the growth of computer use, e-commerce and digital media, demand for employees skilled in computer graphics is high.

Requirements for Program Entry
• High school diploma or equivalent
• Satisfactory placement in Entering Student Assessment

Developmental Assistance Available
For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster’s Learning Center, Times Squared math lab, the Writing Center, the Peer Tutor Program, and English as a Second Language (ESL) tutors.

For More Information
admissions@sunyulster.edu
1-800-724-0833 ext. 5018 or 5022
Sean Nixon
Coordinator, Graphic Design
Office: Vanderlyn Hall, VAN 260A
Phone: 800:724-0833, ext. 1588 or 845:687-1588
E-mail: nixons@sunyulster.edu

Curriculum

First Semester
Course Number Description Credits
ART 103 Drawing and Composition I 3
ART 107 Art History I 3
ART 124 Introduction to Design Foundation 3
ART 150 Two-Dimensional Design 3
ENG 101 College English I 3

Semester Credits 15

Second Semester
ART 104 Drawing and Composition II 3
ART 108 Art History II 3
ART 151 Three-Dimensional Design 3
ART 161 Graphic Design I 3
ENG 102 College English II 3
LIB 111 Information Literacy 1

Semester Credits 16

Third Semester
ART 173 Commercial Photography 3
ART 220 20th Century Design History 3
ART 262 Graphic Design II 3
MAT 105 or higher* College Algebra or higher level math course 3-4
Elective* Social Science Elective 3

Semester Credits 15-16

Fourth Semester
ART 263 Graphic Design III 3
COM 103 or COM 105 Oral Communication or Public Speaking 3
Elective Art Elective 3
Elective General Elective 3
Elective* Natural Science Elective 3-4

Semester Credits 15-16
Total Credits 61-63

* Students planning to transfer to a SUNY college should consult with their advisors about taking courses that fulfill a minimum of 7 of the 10 SUNY General Education requirements.

NOTE: Through advisement, students will also fulfill General Education Requirements beginning on page 47.
Animal Science Office Assistant

27-Credit Certificate Program

Hegis Code: 5402
NYSED Code: 27927

Program Description
This program has been developed through a close collaboration of SUNY Ulster faculty, regional veterinarians, and licensed veterinary technicians to meet the training needs of students and practicing veterinary professionals. The overall goal of the program is to provide students with the training necessary to become successfully employed as animal science office assistants and to provide the community with highly trained and experienced graduates to fill the need for competent workers in this field. Upon completion of the program, students should be able to demonstrate basic knowledge of animal nutrition, anatomy and physiology, infectious disease, and medical terminology, as well as the office skills necessary for the maintenance of a veterinary practice.

NOTE: Those interested in pursuing a degree in Veterinary Technology should inquire about the Veterinary Technology A.A.S. program.

Student Learning Outcomes
At the completion of the Certificate in Animal Science Office Assistant, a student will be able to
• Demonstrate basic knowledge of medical terminology;
• Demonstrate basic knowledge of animal nutrition, anatomy and physiology, and infectious disease;
• Apply office skills necessary to the maintenance of a veterinary practice.

Employment Potential
This program was designed as a direct result of requests from community employers. A survey was conducted of need for this program among veterinarians in Ulster County and surrounding counties. The responses indicated that this program would help fill their need for skilled employees. Students completing this program would be paid at an hourly wage significantly higher than employees who had not completed this program.

Requirements for Program Entry
• High school diploma or equivalent
• Satisfactory placement in Entering Student Assessment

Developmental Assistance Available
For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster’s Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

Curriculum

Animal Science Office Assistant students must achieve a minimum grade of C in all required Veterinary Technology (VTS), Mathematics (MAT), and Biology (BIO) courses in order to progress in the Animal Science Office Assistant Program or to be eligible for graduation.

Students may only repeat a Veterinary Science (VTS) or Biology (BIO) course once. If unsuccessful the second time, they may not continue in the Animal Science Office Assistant Program.

Students must supply their own transportation to off-campus labs and learning sites.

First Semester
Course Number Description Credits
BIO 100 Fundamental Concepts of Biology 3
BUS 171 Computer Applications in Business 3
VTS 111 Veterinary Medical Terminology 1
VTS 149 Introduction to Veterinary Science Technology 3
VTS 150 Animal Nutrition 3

Semester Credits 13

Second Semester
VTS 151 Parasitology and Microbiology 4
VTS 152 Animal Anatomy and Physiology 4
VTS 155 Veterinary Clinical Pathology 3
VTS 159 Restraint and Handling 1
VTS 250 Behavioral Medicine for Animals 2

Semester Credits 14
Total Credits 27

For More Information
admissions@sunyulster.edu
1-800-724-0833 ext. 5018 or 5022
Beth Alden, D.V.M.
Coordinator, Veterinary Programs
Office: Hardenbergh Hall, HAR 218
Phone: 800:724-0833, ext. 5233 or 845:687-5233
E-mail: aldenb@sunyulster.edu
Business: Accounting

Associate in Applied Science Degree Program

Hegis Code: 5002
NYSED Code: 01702

Program Description

The Business: Accounting Program, leading to the Associate in Applied Science degree, is designed for students planning to seek accounting positions in business, industry, or government upon completion of two years of college study. The program also meets the needs of employed individuals seeking to learn applications of accounting theory as practiced in the field. Although the program can be used to prepare for further study at four-year colleges leading to the baccalaureate degree, it is recommended that students who intend to continue to study beyond the A.A.S. degree consult with an advisor prior to registration and consider the Business Administration (Transfer-Oriented) Program as an alternative.

Student Learning Outcomes

At the completion of the A.A.S. Business Accounting Degree program, a student will be able to

• Perform bookkeeping tasks including the maintenance of general and subsidiary ledgers;
• Perform accounting-related tasks using spreadsheets and accounting software;
• Calculate solutions to quantifiable business and financial problems;
• Compile and maintain complex payroll data;
• Communicate technical accounting information to business clients;
• Understand the tax and filing requirements for small businesses;
• Understand how basic principles of economics apply to business;
• Develop techniques of working productively with others;
• Prepare a complete business plan which addresses the ethical, environmental and social responsibility of business.

Employment Potential

Graduates of this program will be prepared for entry into the accounting profession at a paraprofessional level through such positions as bookkeeper, accounting technician, accounting clerk, accounts payable or receivable clerk, payroll clerk, and other entry-level accounting positions.

Requirements for Program Entry

• High school diploma or equivalent
• Satisfactory placement in Entering Student Assessment

Developmental Assistance Available

For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster’s Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

For More Information

admissions@sunyulster.edu
1-800-724-0833 ext. 5018 or 5022
Dr. Anita Bleffert-Schmidt
Chairperson, Business & Professional Studies
Office: Hasbrouck Hall, HAS 212A
Phone: 800:724-0833, ext. 5195 or 845:687-5195
E-mail: schmidta@sunyulster.edu

Curriculum

First Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 101</td>
<td>Principles of Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>BUS 115</td>
<td>Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>BUS 102</td>
<td>Mathematics for Business and Industry</td>
<td>3</td>
</tr>
<tr>
<td>BUS 171*</td>
<td>Computer Applications for Business</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>College English I</td>
<td>3</td>
</tr>
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</table>

Semester Credits 16

Second Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>ACC 102</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BUS 150</td>
<td>Business Economics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 180**</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 272</td>
<td>Spreadsheets for Business</td>
<td>3</td>
</tr>
<tr>
<td>COM 103 or COM 105</td>
<td>Oral Communication or Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>LIB 111</td>
<td>Information Literacy</td>
<td>1</td>
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</table>

Semester Credits 16

Third Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>ACT 209</td>
<td>Income Tax Procedures</td>
<td>3</td>
</tr>
<tr>
<td>ACT 215</td>
<td>Taxes in the Business Environment</td>
<td>3</td>
</tr>
<tr>
<td>BUS 104 or ENG 227</td>
<td>Business Communication or Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Mathematics Elective (MAT 098 or higher)</td>
<td>3-4</td>
</tr>
<tr>
<td>Elective***</td>
<td>Social Science Elective</td>
<td>3</td>
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</table>

Semester Credits 15-16

Fourth Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACT 210</td>
<td>Computerized Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BUS 127</td>
<td>Human Relations Training</td>
<td>3</td>
</tr>
<tr>
<td>BUS 235</td>
<td>Contemporary Business Issues</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Natural Science Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>Elective***</td>
<td>Social Science Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester Credits 16-17

Total Credits 63-65

Continued on the next page

* Keyboarding skills are required.
** BUS 180 is not intended for students who have already
taken BUS 201 or BUS 202.

*** Prerequisites/corequisite for all history courses: ENG 101

NOTE: Through advisement, students will also fulfill General Education Requirements beginning on page 47.

Business Administration

Associate in Science Degree Program (Transfer-Oriented)

Hegis Code: 5004
NYSED Code:76203

Program Description
This two-year Business Administration Program leads to an Associate in Science degree and is recommended for students who have definite transfer plans and career aspirations that necessitate further study at four-year colleges and universities to attain the B.S. degree in one of the business-related fields, such as accounting or marketing.

Student Learning Outcomes
At the completion of the A.S. in Business Administration Degree Program, a student will be able to
• Communicate effectively both verbally and in writing to employees, customers, supervisors, co-workers, and others in the course of a business career;
• Use business computer applications to analyze data, make business decisions, and effectively convey information to others;
• Understand micro- and macroeconomic theories and apply them to explain and predict events in the environment in which business operates;
• Read and understand a legal contract;
• Demonstrate knowledge of financial statements and make managerial decisions based on financial data;
• Understand and apply the functions of management in business situations;
• Develop techniques of working productively with others.

Employment Potential
Upon completion of a baccalaureate degree in a related business field, students will be qualified for jobs, such as accountant, auditor, financial analyst, management consultant, or marketing consultant.

Requirements for Program Entry
• High school diploma or equivalent
• Satisfactory placement in Entering Student Assessment

Developmental Assistance Available
For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster's Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

For More Information
admissions@sunyulster.edu
1-800-724-0833 ext. 5018 or 5022
Dr. Anita Bleffert-Schmidt
Chairperson, Business & Professional Studies
Office: Hasbrouck Hall, HAS 212A
Phone: 800-724-0833, ext. 5195 or 845-687-5195
E-mail: schmidta@sunyulster.edu

Curriculum

First Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 161</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 171*</td>
<td>Computer Applications for Business</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>College English I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 115**</td>
<td>College Algebra and Trigonometry</td>
<td>4</td>
</tr>
<tr>
<td>Elective³</td>
<td>History Elective</td>
<td>3</td>
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</tbody>
</table>

Semester Credits 16

Second Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 205</td>
<td>Marketing Principles and Practices</td>
<td>3</td>
</tr>
<tr>
<td>COM 105</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>ECO 102</td>
<td>Introduction to Micro Economics</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>College English II</td>
<td>3</td>
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<tr>
<td>LIB 111</td>
<td>Information Literacy</td>
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<tr>
<td>MAT 160**</td>
<td>Precalculus</td>
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Semester Credits 17

Third Semester

<table>
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<th>Course Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>ACC 200***</td>
<td>Financial Accounting</td>
<td>4</td>
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<tr>
<td>BUS 201</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 203</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>ECO 101</td>
<td>Introduction to Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Elective²</td>
<td>Natural Science/Math Elective</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Semester Credits 16-17

Fourth Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 204</td>
<td>Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BUS 202</td>
<td>Business Law II</td>
<td>3</td>
</tr>
<tr>
<td>Elective¹</td>
<td>General Education Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective⁴</td>
<td>Natural Science Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>Elective⁴</td>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester Credits 16-17

Total Credits 65-67

* Keyboarding skills are required.
** Competency in mathematics through Precalculus (MAT 160) is required. Calculus (MAT 121 or MAT 170) and Statistics (MAT 211) are strongly recommended.
*** ACC 101 and ACC 102 may be substituted by advisement.

Continued on the next page

1. Choose from Western Civilization, American History, or Other World Civilizations
2. MAT 170 or MAT 211 is suggested.
3. If a History course is chosen, it must be from a different category than the History elective chosen in the first semester.
Recommended choices are Calculus (MAT 170), Statistics (MAT 211), Psychology (PSY 101), Professional Ethics (PHI 210), or Principles of Sociology (SOC 101).

NOTE: Through advisement, students will also fulfill General Education Requirements beginning on page 47.

Business & Entrepreneurial Studies

Associate in Applied Science Degree Program (Career-Oriented)

Hegis Code: 5004
NYSED Code: 01704

Program Description
Students who complete this program earn an Associate in Applied Science degree. The program is sufficiently comprehensive to qualify graduates for a variety of entry positions in business and industry. It also prepares students to begin the process of owning a small business. The business and entrepreneurship associate will be able to assist or manage in the areas of planning, organizing, leading, and fiscal management. The business associate will be able to use critical thinking processes incorporated with computer and communication skills while employing a teamwork approach to reach the goals of the organization. This program is not designed as a transfer program.

Student Learning Outcomes
At the completion of the A.A.S. Business and Entrepreneurial Studies Degree Program, a student will be able to

- Demonstrate proficiency in accounting procedures relevant to small business; master the basic functions of small business accounting/spreadsheet software in order to make informed business decisions;
- Demonstrate effective written, verbal, and nonverbal communication techniques in organizations, work teams, across cultures, and via technology;
- Articulate the importance and role of key small business success factors; describe the foundational principles of entrepreneurship and the entrepreneurial mindset;
- Understand and apply the basic principles of law and contracts as they relate to entrepreneurship and small business management;
- Understand and apply the concepts, theories, and terminology used in recruiting, selecting, placing, and developing employees;
- Research and plan a cohesive advertising campaign; articulate the role and planning of print, broadcast, direct, sales promotion, interactive and alternative advertising, as well as public relations;
- Develop a full business plan, ensuring environmental and societal responsibility in all aspects of the plan.

Employment Potential
Graduates of this program could fill entry-level management trainee positions in business and industry. Graduates are also equipped with the skills of small business management.

Requirements for Program Entry
- High school diploma or equivalent
- Satisfactory placement in Entering Student Assessment

Developmental Assistance Available
For students who do not meet basic reading and math requirement or who have other learning issues, extra assistance is readily available through SUNY Ulster’s Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

For More Information
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Chairperson, Business & Professional Studies
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Phone: 800:724-0833, ext. 5195 or 845:687-5195
E-mail: schmidt@sunyulster.edu

Curriculum

First Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 102</td>
<td>Mathematics for Business and Industry</td>
<td>3</td>
</tr>
<tr>
<td>BUS 115</td>
<td>Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>BUS 127</td>
<td>Human Relations Training</td>
<td>3</td>
</tr>
<tr>
<td>BUS 171*</td>
<td>Computer Applications in Business</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>College English I</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester Credits 15

Second Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 150</td>
<td>Business Economics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 272</td>
<td>Spreadsheets for Business</td>
<td>3</td>
</tr>
<tr>
<td>COM 103 or</td>
<td>Oral Communication or Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COM 105</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 104 or</td>
<td>Business Communications or Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 227</td>
<td>Information Literacy</td>
<td>3</td>
</tr>
<tr>
<td>LIB 111</td>
<td>Mathematics Elective (MAT 098 or higher**)</td>
<td>3-4</td>
</tr>
<tr>
<td>Elective**</td>
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Semester Credits 16-17

Third Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 101</td>
<td>Principles of Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>BUS 180****</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 203</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 209</td>
<td>Principles of Advertising</td>
<td>3</td>
</tr>
<tr>
<td>Elective*****</td>
<td>Social Science Elective</td>
<td>3</td>
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Semester Credits 16

Fourth Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 102***</td>
<td>Principles of Accounting II</td>
<td>3</td>
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</tbody>
</table>

Continued on the next page
BUS 235 | Contemporary Business Issues | 3
Elective | Open Elective | 3-4
Elective | Natural Science Elective | 3-4
Elective* | Social Science Elective | 3

Semester Credits 15-17
Total Credits 62-65

* Keyboarding skills are required.
** Higher level Mathematics course by advisement.
*** Prerequisite for ACC 102 is ACC 101 and MAT 100 with a grade of C or better. Prerequisite for ACT 215 is ACC 101 or ACC 200 with a grade of C- or higher.
**** BUS 180 is not intended for students who have already taken BUS 201 or BUS 202.
***** Prerequisite or corequisite for all history courses: ENG 101. Prerequisite or corequisite for all 200-level sociology courses: ENG 101.

NOTE: Through advisement, students will also fulfill General Education Requirements beginning on page 47.

Communications & Media Arts
Associate in Science Degree Program

Hegis Code: 5506.1
NYSED Code: 76218

Program Description
Students who complete the Communication and Media Arts Program will earn an Associate in Science degree. Students choose from four program options within the Communication and Media Arts major.

The four options are
• General
• Film
• Journalism
• Public Relations

Graduates of the program who wish to continue their education by pursuing a baccalaureate degree will find that they are able to transfer most of their credits to four-year institutions. Regardless of whether students plan to transfer or directly pursue employment, they should consult and work closely with their advisors regarding class selection, electives, and program emphasis desired.

Student Learning Outcomes
At the completion of the A.S. Degree in Communication and Media Arts, a student will be able to

• Demonstrate an understanding of the evolution of mass media and its relationship to American society;
• Demonstrate writing skills in a variety of media formats;
• Demonstrate technical skills relevant to the creation of products across the media;
• Demonstrate media literacy.

Employment Potential
Students with this degree will have a foundation of skills and knowledge necessary to pursue further education leading to placements in the fields of journalism, public relations, digital production, film, and Internet media.

Requirements for Program Entry
• High school diploma or equivalent
• Satisfactory placement in Entering Student Assessment

Developmental Assistance Available
For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster’s Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

For More Information
admissions@sunyulster.edu
1-800-724-0833 ext. 5018 or 5022
Robert Pucci
Coordinator, Communications
Office: Vanderlyn Hall, VAN 260C
Phone: 800:724-0833, ext. 4985 or 845:687-4985
E-mail: puccir@sunyulster.edu

Curriculum
General Option
First Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COM 103</td>
<td>Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 111</td>
<td>Media Literacy</td>
<td>3</td>
</tr>
<tr>
<td>COM 131</td>
<td>Scripting for the Electronic Media</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>College English I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 105</td>
<td>College Algebra or higher math course</td>
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</table>

Semester Credits 15

Second Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 110 or ART 130</td>
<td>Photography or 20th Century Art</td>
<td>3</td>
</tr>
<tr>
<td>COM 124</td>
<td>Media and Society</td>
<td>3</td>
</tr>
<tr>
<td>COM 127</td>
<td>Video Production</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>College English II</td>
<td>3</td>
</tr>
<tr>
<td>LIB 111</td>
<td>Information Literacy</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td>Social Science Elective</td>
<td>3</td>
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Semester Credits 16

Third Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 203</td>
<td>Oral Interpretation</td>
<td>3</td>
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Instructional Programs
<table>
<thead>
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<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COM 210</td>
<td>Introduction to Journalism</td>
<td>3</td>
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<tr>
<td>COM 222</td>
<td>Web-based Media Applications</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Foreign Language</td>
<td>3-4</td>
</tr>
<tr>
<td>Elective</td>
<td>HIS 101 Western Civilization I or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HIS 102 Western Civilization II or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History Elective or Other World Civilizations or</td>
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</tr>
<tr>
<td></td>
<td>ART 101 Introduction to Visual Arts I or</td>
<td></td>
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<tr>
<td></td>
<td>Other Art History Elective</td>
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**Fourth Semester Credits 15-16**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>COM 207</td>
<td>Introduction to Public Relations</td>
<td>3</td>
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<tr>
<td>COM 209</td>
<td>Art of the Film</td>
<td>3</td>
</tr>
<tr>
<td>Elective*</td>
<td>COM 280 or COM 293 or COM 201 or</td>
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</tr>
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<td></td>
<td>COM 200-level or ENG 200-level</td>
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<tr>
<td></td>
<td>Independent Study or Internship or</td>
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<tr>
<td></td>
<td>Feature Journalism or 200-level COM or</td>
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</tr>
<tr>
<td></td>
<td>200-level ENG.</td>
<td>3</td>
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<tr>
<td>HIS 103 or</td>
<td>American History I or</td>
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<tr>
<td>HIS 104 or</td>
<td>American History II</td>
<td>3</td>
</tr>
<tr>
<td>Elective*</td>
<td>Natural Science Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Credits 15**

**Total Credits 61-62**

* COM 280 or COM 293 or COM 201 or COM 200 level or ENG 200 level Independent Study or Internship or Feature Journalism or 200-level COM or 200-level ENG. Communications Internship requires permission of the Program Coordinator.

**NOTE:** Through advisement, students will also fulfill General Education Requirements beginning on page 47.
### Third Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 210</td>
<td>Introduction to Journalism</td>
<td>3</td>
</tr>
<tr>
<td>COM 222</td>
<td>Web-based Media Applications</td>
<td>3</td>
</tr>
<tr>
<td>COM 280* or</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>COM 293* or</td>
<td>H 101 or Western Civilization I or</td>
<td>3</td>
</tr>
<tr>
<td>COM 200 or EN 200</td>
<td>Independent Study or Internship or</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>200-level COM or 200-level ENG</td>
<td></td>
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<tr>
<td>HIS 101 or</td>
<td>Western Civilization I or</td>
<td>3</td>
</tr>
<tr>
<td>HIS 102</td>
<td>Western Civilization II or</td>
<td>3</td>
</tr>
<tr>
<td>ART 101 or</td>
<td>History Elective or Other World Civilizations</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Introduction to Visual Arts or Art History Elective</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
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Semester Credits 15-16

### Fourth Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>COM 201</td>
<td>Feature Journalism</td>
<td>3</td>
</tr>
<tr>
<td>COM 207</td>
<td>Introduction to Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>COM 209</td>
<td>Art of the Film</td>
<td>3</td>
</tr>
<tr>
<td>HIS 103 or</td>
<td>American History I or</td>
<td>3</td>
</tr>
<tr>
<td>HIS 104</td>
<td>American History II or</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Natural Science Elective</td>
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</tr>
</tbody>
</table>

Semester Credits 15

Total Credits 61-62

* Communications Internship requires permission of the Program Coordinator.

NOTE: Through advisement, students will also fulfill General Education Requirements beginning on page 47.

### Public Relations Option

#### First Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COM 103</td>
<td>Oral Communications</td>
<td>3</td>
</tr>
<tr>
<td>COM 111</td>
<td>Media Literacy</td>
<td>3</td>
</tr>
<tr>
<td>COM 131</td>
<td>Scripting for Electronic Media</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>College English I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 105</td>
<td>College Algebra or higher level math</td>
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Semester Credits 15

#### Second Semester

<table>
<thead>
<tr>
<th>Course Number</th>
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<tbody>
<tr>
<td>ART 130</td>
<td>Photography</td>
<td>3</td>
</tr>
<tr>
<td>COM 124</td>
<td>Media &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>COM 127</td>
<td>Video Production</td>
<td>3</td>
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<tr>
<td>ENG 102</td>
<td>College English II</td>
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</tr>
<tr>
<td>LIB 111</td>
<td>Information Literacy</td>
<td>1</td>
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<tr>
<td>Elective</td>
<td>Social Science Elective</td>
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Semester Credits 16

### Third Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
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</tr>
</thead>
<tbody>
<tr>
<td>BUS 209</td>
<td>Principles of Advertising</td>
<td>3</td>
</tr>
<tr>
<td>COM 210</td>
<td>Introduction to Journalism</td>
<td>3</td>
</tr>
<tr>
<td>COM 222</td>
<td>Web-based Media Applications</td>
<td>3</td>
</tr>
<tr>
<td>ART 101 or</td>
<td>Other Art History</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Introduction to Visual Arts or Art History Elective</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td></td>
<td>3-4</td>
</tr>
</tbody>
</table>

Semester Credits 15-16

Total Credits 61-62

* Communications Internship requires permission of the Program Coordinator.

NOTE: Through advisement, students will also fulfill General Education Requirements beginning on page 47.
Program Description

Students who complete this program earn an Associate in Science degree. This program is recommended for students planning careers in computer science. The program provides a strong programming and theoretical background for entry into the workplace or further study at a four-year institution.

Student Learning Outcomes

At the completion of the A.S. in Computer Science Degree Program, a student will be able to:

- Prepare for further study at the baccalaureate level, while providing electives to allow students to pursue personal or professional interests in the general field of computing;
- Prepare lab assignments, individual and group projects, and written and oral reports to develop technical, business, and critical thinking skills;
- Practice the fundamentals of software engineering techniques through the use of UML, the creation of requirement, design and test artifacts, and through an emphasis on OOP/OOD and re-use technologies during course delivery.

Employment Potential

This curriculum prepares graduates to transfer into baccalaureate computer science programs, but it also provides potential for employment. SUNY Ulster's core computer science courses are a JAVA sequence. Upon successful completion of the program, students have sufficient mastery of the material to become JAVA programmers.

Requirements for Program Entry

- High school diploma or equivalent
- Satisfactory placement in Entering Student Assessment
- MAT 115

Developmental Assistance Available

For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster’s Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

For More Information

admissions@sunyulster.edu
1-800-724-0833 ext. 5018 or 5022
Dr. Anita Bleffert-Schmidt

Chairperson, Business & Professional Studies
Office: Hasbrouck Hall, HAS 212A
Phone: 800:724-0833, ext. 5195 or 845:687-5195
E-mail: schmidt@sunyulster.edu

Curriculum

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COM 103 or COM 105</td>
<td>Oral Communication or Public Speaking</td>
<td>3</td>
<td></td>
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<tr>
<td>CSC 150</td>
<td>Introduction to Computer Science - CS1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ENG 101</td>
<td>College English I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MAT 170</td>
<td>Calculus I</td>
<td>4</td>
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Semester Credits 14

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<th>Second Semester</th>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CSC 201</td>
<td>Data Structures - CS2</td>
<td>4</td>
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<tr>
<td>ENG 102</td>
<td>College English II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LIB 111</td>
<td>Information Literacy</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MAT 180</td>
<td>Calculus II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MAT 206</td>
<td>Discrete Mathematics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective*</td>
<td>General Education Elective</td>
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Semester Credits 18

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 250</td>
<td>Computer Organization and Assembler Programming</td>
<td>3</td>
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<tr>
<td>Elective</td>
<td>Computer Science or Computer Information Systems Elective</td>
<td></td>
<td>2-3</td>
</tr>
<tr>
<td>Elective*</td>
<td>General Education Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective**</td>
<td>General Education Elective</td>
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<tr>
<td>Elective**</td>
<td>Elective</td>
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Semester Credits 15-16

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 260</td>
<td>Theory and Practice of Object-Oriented Programming</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>Computer Science or Computer Information Systems Elective</td>
<td></td>
<td>2-3</td>
</tr>
<tr>
<td>Elective*</td>
<td>General Education Elective</td>
<td>3</td>
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</tr>
<tr>
<td>Elective*</td>
<td>General Education Elective</td>
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</tr>
<tr>
<td>Elective**</td>
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<td></td>
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</table>

Semester Credits 15-16

Total Credits 62-64

* By advisement, a course that fills the SUNY general education requirements in at least three categories other than mathematics and communication, and no more than two courses from one category.

** By advisement, eight credits in any combination of:
- Lab Science
- Mathematics past Calculus II or at the 200 level
- Computer Science courses at the 200 level.

NOTE: Through advisement, students will also fulfill General Education Requirements beginning on page 47.
Computer Science Online

Associate in Science Degree Program

Hegis Code: 5101
NYSED Code: 80034

Program Description
This program is taken entirely online. Students who complete this program earn an Associate in Science degree. This program is recommended for students who plan careers in computer science. The program provides a strong programming and theoretical background for entry into the workplace or further study at a four-year institution.

Student Learning Outcomes
At the completion of the A.S. in Computer Science Online Degree Program a student will be able to
- Prepare for further study at the baccalaureate level, while providing electives to allow students to pursue personal or professional interests in the general field of computing;
- Prepare lab assignments, individual and group projects, and written and oral reports to develop technical, business, and critical thinking skills;
- Produce the fundamentals of software engineering techniques through the use of UML, the creation of requirement, design and test artifacts, and through an emphasis on OOP/OOD and re-use technologies during course delivery.

Employment Potential
This curriculum prepares graduates to transfer into baccalaureate computer science programs, but it also provides potential for employment. SUNY Ulster's core computer science courses are a JAVA sequence. Upon successful completion of the program, students have sufficient mastery of the material to become JAVA programmers.

Requirements for Program Entry
- High school diploma or equivalent
- Satisfactory placement in Entering Student Assessment
- MAT 115

Developmental Assistance Available
For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster's Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

Curriculum

First Semester

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<td>3</td>
</tr>
<tr>
<td>MAT 170</td>
<td>Calculus I</td>
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Semester Credits 14

Second Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 201</td>
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<td>College English II</td>
<td>3</td>
</tr>
<tr>
<td>LIB 111</td>
<td>Information Literacy</td>
<td>1</td>
</tr>
<tr>
<td>MAT 180</td>
<td>Calculus II</td>
<td>4</td>
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<td>MAT 206</td>
<td>Discrete Mathematics</td>
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<td>General Education Elective</td>
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Semester Credits 18

Third Semester

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<tr>
<th>Course Number</th>
<th>Description</th>
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<tr>
<td>CSC 250</td>
<td>Computer Organization and Assembler Programming</td>
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<td>Computer Science or Computer Information Systems Elective</td>
<td>2-3</td>
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<tr>
<td>Elective*</td>
<td>General Education Elective</td>
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<tr>
<td>Elective**</td>
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Semester Credits 16-17

Fourth Semester

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<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CSC 260</td>
<td>Theory and Practice of Object-Oriented Programming</td>
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</tr>
<tr>
<td>Elective</td>
<td>Computer Science or Computer Information Systems Elective</td>
<td>2-3</td>
</tr>
<tr>
<td>Elective*</td>
<td>General Education Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective**</td>
<td>General Education Elective</td>
<td>4</td>
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</table>

Semester Credits 15-16

Total Credits 62-64

* By advisement, a course that fills the SUNY general education requirements in at least three categories other than mathematics and communication, and no more than two courses from one category.

** By advisement, eight credits in any combination of
- Lab Science
- Mathematics past Calculus II or at the 200 level
- Computer Science courses at the 200 level.

NOTE: Through advisement, students will also fulfill General Education Requirements beginning on page 47.

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Phone: 800:724-0833, ext. 5195 or 845:687-5195
E-mail: schmidta@sunyulster.edu

SUNY ULSTER 69 Instructional Programs
Criminal Justice
Associate in Applied Science Degree Program

Hegis Code: 5505
NYSED Code: 32702

Program Description
Students who complete this program earn an Associate in Applied Science degree. The Criminal Justice A.A.S. degree program is designed to prepare graduates to enter immediately into a variety of criminal justice professions such as local and State law enforcement, corrections, and private sector investigative and public safety occupations. The A.A.S. degree program is also designed to benefit current criminal justice practitioners seeking to enhance their knowledge, skills, and abilities to better perform their respective public or private service responsibilities and increase promotion opportunities.

The A.A.S. degree program is comprised of an increased blend of job-specific criminal justice course offerings with a reduced concentration of general and liberal arts courses of study. This program offers an optional concentration of study in forensic investigations through elective course selection. Students who successfully complete the A.A.S. degree in criminal justice may also continue pursuing a baccalaureate degree; however, transfer policies vary, and students should be aware that additional coursework in the general and liberal arts education areas are likely to be required at a four-year college.

Student Learning Outcomes
At the completion of the A.A.S. in Criminal Justice Degree Program a student will be able to
• Demonstrate knowledge of the history and development of the American criminal justice system;
• Demonstrate basic knowledge and an understanding of the structures and operation of the criminal process and how each of the sub-systems operates individually and integrate as a whole system;
• Demonstrate knowledge of the different categories and classifications of laws and their sources within the criminal justice system;
• Identify major trends, basic concepts, and structures of both adult and juvenile corrections;
• Contrast a variety of perspectives on the critical relationship between the community and its protectors;
• Examine issues and strategies that will strengthen the relationship between citizens’ and public service professionals;
• Identify differing cultural perspectives on common issues facing community and public service professionals;
• Describe fundamental constitutional dimensions and be able to apply knowledge of the authority and limitations of criminal justice practitioners;

• Evaluate scientific and legal principles and procedures for identifying, gathering, examining, preserving, and presenting forensic evidence at various phases during the investigative process.

Employment Potential
Graduates of the program will be qualified to begin their careers in entry-level positions in law enforcement and many other criminal justice professions. SUNY Ulster’s Criminal Justice graduates are currently pursuing careers with the Secret Service, Federal Bureau of Investigation, U.S. Customs, Border Patrol, New York State Police, New York Department of Corrections Services, New York State University Police, New York /New Jersey Port Authority Police, Ulster County Sheriff’s Department, Ulster County District Attorney’s Office, New York State Attorney General’s Office, Ulster County Probation Department, and various local police departments, including New York City.

Requirements for Program Entry
• High school diploma or equivalent
• Satisfactory placement in Entering Student Assessment

Developmental Assistance Available
For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster’s Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

For More Information
admissions@sunyulster.edu
1-800-724-0833 ext. 5018 or 5022
James Truitt
Chairperson, Criminal Justice and Public Safety
Office: Hardenbergh Hall, HAR 120
Phone: 800:724-0833, ext. 5156 or 845:687-5156
E-mail: truittj@sunyulster.edu

Curriculum

First Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 101</td>
<td>Criminal Justice System</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 107</td>
<td>Essential Communications in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>College English I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 098 or higher or BUS 102</td>
<td>Basic Algebra or higher level mathematics elective or Math for Business and Industry</td>
<td>3-4</td>
</tr>
<tr>
<td>SOC 101</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>LIB 111</td>
<td>Information Literacy</td>
<td>1</td>
</tr>
</tbody>
</table>

Semester Credits 16-17

Second Semester

Continued on the next page
Criminal Justice

Associate in Science Degree Program

Hegis Code: 5505
NYSED Code: 79415

Program Description

Students who complete this program earn an Associate in Science degree. The Criminal Justice program is designed to offer an educational experience for criminal justice practitioners, individuals seeking employment in the field, and concerned citizens wishing to become better informed about the administration of justice. Graduates can expect their college studies to prepare them to go on to baccalaureate studies or to accept employment related to criminal justice.

Student Learning Outcomes

At the completion of the A.S. in Criminal Justice Degree Program a student will be able to

• Demonstrate an understanding of the overall criminal justice system in the United States, its history, development, organization, and procedures;
• Describe the development and sources of law in the United States;
• Define and explain the basic precepts of criminal law as it applies to the State of New York;
• Summarize theories of the nature of crime, the causes of criminal behavior and the methods of treating and preventing crime;
• Describe the problems associated with the major sources of crime data;
• Discuss the social, gender, age, and racial differences in crime rates;
• Explain the role and function of police, including police agencies relationships with their communities;
• Define and explain the major reform movements which have substantially impacted the policing profession in America;
• Demonstrate an understanding of the American judiciary by describing the dual court system and their respective levels;
• Demonstrate an understanding of the correctional system from its beginning through modern trends including the basic structures of adult and juvenile corrections;
• Demonstrate an understanding of the U.S. Constitution and the constitutional implications of criminal procedure in the United States as applied to arrest, use of force, and search and seizure;
• Demonstrate an understanding of the current trends, problems and concerns of contemporary criminal justice, including terrorism, hate crime, cyber crime, and societal violence;
• Demonstrate an understanding of and a commitment to the moral, ethical, and legal obligations of criminal justice professionals;

ENG 101 is a pre- or corequisite for all 200-level sociology and history courses.

NOTE: Students may elect to concentrate on forensic investigations through elective choice of **CHE 250 (Chemistry: A Forensic Science Perspective), and ***CRJ 245 (Forensic Photography & Videography) or PSY 209 (Introduction to Forensic Psychology) in conjunction with the required program course *CRJ 218 (Scientific and Legal Aspects of Investigation).

***Program Elective can be selected from CSC 101, SOC 203, PSY 203, PSY 209 and/or any CRJ, ESA, or HUS course.

NOTE: Through advisement, students will also fulfill General Education Requirements beginning on page 47.
• Research current criminal justice topics and issues and apply them to operational activities;
• Utilize critical thinking and problem-solving skills to formulate, present, and defend logical arguments;
• Demonstrate the ability to effectively communicate using multiple mediums (oral & written) individually and collectively;
• Develop techniques of working productively with others.

Employment Potential

Graduates of the program have obtained professional careers in the criminal justice system at the local, State, and federal levels. Although some graduates begin their careers immediately after completing this Associate in Science degree, most continue their academic studies at a four-year institution and embark on their careers after completing baccalaureate degree requirements. In addition, some graduates become lawyers after attending law school.

SUNY Ulster’s Criminal Justice graduates are currently pursuing careers with the Secret Service, Federal Bureau of Investigation, U.S. Customs, Border Patrol, New York State Police, New York Department of Corrections Services, New York State University Police, New York State Attorney General’s Office, New York/New Jersey Port Authority Police, Ulster County District Attorney’s Office, Ulster County Sheriff’s Department, Ulster County Probation Department, and various local police departments, including New York City.

Requirements for Program Entry

• High school diploma or equivalent
• Satisfactory placement in Entering Student Assessment

Developmental Assistance Available

For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster’s Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

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Curriculum

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<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
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<td>Criminal Justice System</td>
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</tr>
<tr>
<td>ENG 101</td>
<td>College English I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 105 or higher</td>
<td>College Algebra I or higher level mathematics</td>
<td>3-4</td>
</tr>
<tr>
<td>SOC 101</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Elective*</td>
<td>Program Elective</td>
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Semester Credits 15-17

Second Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>COM 105 or COM 103</td>
<td>Public Speaking or Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 218</td>
<td>Scientific and Legal Aspects of Investigation</td>
<td>4</td>
</tr>
<tr>
<td>ENG 102</td>
<td>College English II</td>
<td>3</td>
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<tr>
<td>LIB 111</td>
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<tr>
<td>PSY101</td>
<td>General Psychology</td>
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<td>Elective**</td>
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Semester Credits 17

Third Semester

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<tr>
<td>CRJ 201</td>
<td>Criminal Law</td>
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<td>CRJ 215</td>
<td>Constitutional Criminal Procedure</td>
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<tr>
<td>POS 201</td>
<td>American Government</td>
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<tr>
<td>SOC 203</td>
<td>Criminology</td>
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<tr>
<td>Elective*</td>
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Semester Credits 17

Fourth Semester

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<tr>
<td>CRJ 231</td>
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<tr>
<td>PHI 205 or CRJ 233</td>
<td>Ethics or Ethics in Criminal Justice</td>
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<tr>
<td>PSY 203 or PSY 209</td>
<td>Abnormal Psychology or Forensic Psychology</td>
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<td>Elective</td>
<td>Natural Science Elective</td>
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<tr>
<td>Elective**</td>
<td>General Elective</td>
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Semester Credits 15-17

Total Credits 62-67

* Selected from CSC 101 and/or any CRJ or HUS course.
** By advisement.

ENG 101 is a pre- or corequisite for all history courses and for all 200-level sociology courses.

NOTE: Through advisement, students will also fulfill General Education Requirements beginning on page 47.
Cyber Security

Associate in Applied Science Degree Program

Hegis Code: 5199
NYSED Code: 34526

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.

This program is offered through the Hudson Valley Educational Consortium (HVEC). SUNY Ulster, in partnership with SUNY Orange, SUNY Rockland and SUNY Sullivan is offering these degree programs together through a unique blended learning program of interactive video technology, online learning and traditional classroom instruction. See page 54.

Student Learning Outcomes
At the completion of the AAS Cyber Security Degree Program, a student will be able to
• Develop basic network administration skills;
• Perform computer forensic analysis;
• Demonstrate an understanding of network forensics;
• Develop an understanding of the legal issues associated with cyber security;
• Document an appropriate procedure of handling case evidence.

Employment Potential
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.

Requirements for Program Entry
• Admission to this program requires that students be high school graduates or have high school equivalency diplomas (GEDs).

Developmental Assistance Available
For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster’s Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

For More Information
Stacey Moegenburg
Associate VP for Business, Math, Science & Technology
Office: Orange County Community College
Phone: 845:341-4286
E-mail: stacey.moegenburg@sunyorange.edu

Curriculum

First Semester
Course Number Description Credits
CIS 100 Introduction to Computer Information Systems 3
CRJ 101 Criminal Justice System 3
ENG 101 College English I 3
MAT 105 College Algebra 3
NET 101 Networking Fundamentals I 3
Elective 1
Semester Credits 16

Second Semester
CIS 116 Operating Systems & Utilities 3
ENG 102 or College English II or ENG 227 Technical Writing 3
LIB 111 Information Literacy 1
NET 102 Networking Fundamentals II 3
SOC 101 Introduction to Sociology 3
Elective** General Elective 1
Semester Credits 14

Third Semester
CFR 221 Computer Forensics 3
CFR 223 Information Security 3
CIS 215 Microcomputer Hardware & Telecommunications 3
NET 103 Local Area Networks 3
PSY 101 General Psychology 3
Semester Credits 15

Fourth Semester
CFR 222 Network Forensics 3
CFR 224 Network Perimeter Security 3
CSS 226 Cyber Crime Investigations 3
SOC 203 Criminology 3
Elective Math or Liberal Arts Elective 3-4
Semester Credits 15-16
Total Credits 60-61

* ENG 101 is a pre- or corequisite for all history courses and 200-level sociology courses.
** Students can take a 1-credit physical education course to satisfy this elective.

Continued on the next page
*** Courses offered through the Hudson Valley Educational Consortium. Instruction takes place either via teleconferencing on the SUNY Ulster campus or at another location identified at time of registration.

NOTE: Through advisement, students will also fulfill General Education Requirements.

Direct Care Practice

18-Credit Certificate Program

Hegis Code: 5506
NYSED Code: 21738

Program Description

The Direct Care Practice Certificate Program trains practitioners to provide direct service and support to individuals, families, and groups in the community. Students learn multiple roles of direct care workers in public and private sectors.

Through academic courses and a practicum provided at a community organization, the program offers tangible ways to gain confidence and competence in specific skill areas identified by potential employers and codified by national performance standards. Skills obtained in the Direct Care Practice program can be applied to many populations. Graduates of the program will have skills that are of use in virtually any human services setting. The program incorporates skill standards established on a nationwide basis through the Community Support Skills Standards Project, thereby ensuring consistency in direct care service.

Student Learning Outcomes

At the completion of the Direct Care Practice Certificate program a student will be able to

• Understand and apply the theory and practice of skills in direct care practice;
• Provide direct support services to children, individuals, families, and groups in home or community settings;
• Meet the nationally set skill standards set by the Community Support Skills Standards Project;
• Critically think and effectively communicate with an ability to apply ethical knowledge and practices to a broad range of situations commonly faced by practitioners within the fields of direct care;
• Apply the strong foundation of knowledge to continued academic and professional education.

Employment Potential

Development of this program was prompted by requests from community agencies to meet their emerging employment needs for individuals trained in direct care practice. A summary of Ulster County direct care agencies and organizations reveals that more than 400 people are hired locally each year in this field.

The Direct Care Practitioner works with a variety of populations, depending on the agency. These may include home-based family preservation services, childcare centers, foster care placements, day treatment programs, residential treatment facilities, elder daycare/respite programs, group homes, jails and alternative correction programs, short and long-term rehabilitation centers, crisis hot lines and centers, sheltered workshops/day habilitation clinics, assisted living/skilled nursing facilities, and others.

With additional education and/or work experience, graduates of the program will be qualified for positions of increased scope and responsibility at these facilities.

Requirements for Program Entry

• High school diploma or equivalent
• Satisfactory placement in Entering Student Assessment
• Admission to the Human Services A.A.S. program

Developmental Assistance Available

For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster’s Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

For More Information

admissions@sunyulster.edu
1-800-724-0833 ext. 5018 or 5022
Deanne Schreiber
Coordinator, Human Services
Office: Vanderlyn Hall, VAN 239
Phone: 800:724-0833, ext. 5078 or 845:687-5078
E-mail: schreibd@sunyulster.edu

Curriculum

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
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<tr>
<td>ENG 101</td>
<td>College English I</td>
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<tr>
<td>HUS 103</td>
<td>Introduction to Human Services</td>
<td>3</td>
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<tr>
<td>HUS 202</td>
<td>Intellectual &amp; Developmental Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>HUS 205</td>
<td>Child Welfare</td>
<td>3</td>
</tr>
<tr>
<td>HUS 207</td>
<td>Aspects of Aging</td>
<td>3</td>
</tr>
<tr>
<td>HUS 212</td>
<td>Human Services Field Practicum &amp; Seminar in Generalist Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 18
Drafting

34-Credit Diploma Program

Hegis Code: 5303
NYSED Code: 01715

Program Description
This 34-credit diploma program combines a strong concentration in drafting procedures and techniques with attention to other skills important to successful draftsmanship. Students completing the program will be prepared for entry into industrial and commercial firms, municipal agencies, and other organizations employing drafters. Those who satisfactorily complete this program may also apply their credits to the two-year Associate in Applied Science degree program in Drafting and Design Technology.

Student Learning Outcomes
At the completion of the Drafting Diploma Program, a student will be able to:
- Effectively write grammatically correct essays with a focused main idea, logically developed with supporting details, including the incorporation of information from secondary sources, properly cited;
- Demonstrate the ability to conduct and document research, including gathering information, logically analyzing problems, drawing inferences, and proposing solutions;
- Critically present researched information in an organized and effective manner;
- Use the basic skills necessary to operate a personal computer and utilize Microsoft Office software;
- Apply appropriate mathematical procedures and quantitative methods to solve practical problems in mathematics and in industrial technology;
- Communicate accurately, clearly, and effectively in a drafting environment;
- Understand and apply orthographic projection, geometric construction, and auxiliary views;
- Create working and assembly drawings;
- Produce floor plans, elevations, perspectives, including detailing principles of foundations, walls, roofs and stairs;
- Produce a design in a home that will include construction documents, energy compliance certificate, and building code compliance;
- Become proficient at operating CAD-based software while applying drafting practices learned on the drawing board;
- Manage and organize drawing files;
- Apply drafting practices to AutoDesk Inventor and produce parametric models and working drawings.

Employment Potential
Graduates of the program will be qualified for such positions as junior drafter or junior designer.

Requirements for Program Entry
- High school diploma or equivalent
- Satisfactory placement in Entering Student Assessment
- Specified drafting equipment at an approximate cost of $50 to $100

Developmental Assistance Available
For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster's Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

For More Information
admissions@sunyulster.edu
1-800-724-0833 ext. 5018 or 5022
Salvatore Ligotino
Coordinator, Industrial Technology
Office: Hardenbergh Hall, HAR 214
Phone: 800:724-0833, ext. 5158 or 845:687-5158
E-mail: ligotins@sunyulster.edu

Curriculum

First Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CSC 101</td>
<td>Fundamentals of Computers</td>
<td>3</td>
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<tr>
<td>ENG 101</td>
<td>College English I</td>
<td>3</td>
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<tr>
<td>IND 125</td>
<td>Architectural Drafting I</td>
<td>3</td>
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<tr>
<td>IND 130</td>
<td>Drafting Fundamentals</td>
<td>3</td>
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<tr>
<td>LIB 111</td>
<td>Information Literacy</td>
<td>1</td>
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<tr>
<td>MAT 100</td>
<td>Intermediate Algebra (or by advisement)</td>
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Semester Credits 16

Second Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>ENG 227</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>IND 126</td>
<td>Architectural Drafting II</td>
<td>3</td>
</tr>
<tr>
<td>IND 135</td>
<td>Advanced Drafting</td>
<td>4</td>
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<tr>
<td>IND 201</td>
<td>Computer-Assisted Drafting I</td>
<td>4</td>
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<tr>
<td>MAT 115</td>
<td>College Algebra and Trigonometry (or by advisement)</td>
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</tbody>
</table>

Semester Credits 18

Total Credits 34
Engineering Science

Associate in Science Degree Program

Hegis Code: 5609
NYSED Code: 82427

Program Description
Students who complete this program earn an Associate in Science degree. The program provides basic preparation for students who plan to continue engineering studies at a four-year college. Applicants should have above-average grades in high school mathematics and chemistry. High school physics is recommended. Applicants with deficiencies in science or mathematics may be accepted and given an opportunity to complete appropriate courses to strengthen their background before acceptance into the program.

Students may choose from four concentrations:
• Aeronautical, Civil, Industrial, Mechanical and Nuclear Engineering
• Chemical Engineering
• Computer Engineering
• Electrical Engineering

The College’s Engineering Science program is affiliated with the Two-Year Engineering Science Association (TYESA) and the Association of Engineering Colleges of New York State (AECNYS).

Student Learning Outcomes
At the completion of the A.S. Engineering Science Degree Program, a student will be able to
• Effectively write grammatically correct essays with a focused main idea, logically developed with supporting details including the incorporation of information from secondary sources, properly cited;
• Critically read and orally present researched information in an organized, effective manner;
• Demonstrate the ability to conduct and document research, including gathering information, logically analyzing problems, drawing inferences, and proposing solutions;
• Apply appropriate mathematical procedures and quantitative methods to solve practical problems in mathematics and in engineering science;
• Demonstrate an understanding of scientific principles of inquiry including hypothesis formation, designing and conducting experiments, and formulating conclusions in chemistry and physics;
• Demonstrate an understanding of good laboratory practice;
• Understand and critically analyze human society, behavior, and our institutions;
• Demonstrate knowledge of the arts, such as literature, philosophy, music, visual arts and/or performing arts and their relationship with history, society and culture;
• Utilize the computer to analyze engineering problems

Employment Potential
Graduates of the program transferring to four-year institutions to pursue baccalaureate and higher degrees will easily find employment in the various fields of engineering represented in this curriculum, including aeronautical, civil, computer, electrical, industrial, mechanical, and nuclear.

Requirements for Program Entry
• High school diploma or equivalent
• Satisfactory placement in Entering Student Assessment

Developmental Assistance Available
For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster’s Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

For More Information
admissions@sunyulster.edu
1-800-724-0833 ext. 5018 or 5022
Stephen Plumb
Coordinator, Engineering
Office: Hardenbergh Hall, HAR 213
Phone: 800:724-0833, ext. 5161 or 845:687-5161
E-mail: plumbs@sunyulster.edu

Continued on the next page
First Year Courses for Most Engineering Programs

First Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>CHE 103</td>
<td>General Chemistry I</td>
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<tr>
<td>COM 105</td>
<td>Public Speaking</td>
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<tr>
<td>ENG 101</td>
<td>College English I</td>
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<td>ENR 103</td>
<td>Engineering Communications</td>
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<td>LIB 111</td>
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<td>MAT 170*</td>
<td>Calculus I</td>
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Second Semester

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<td>ENG 102</td>
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<tr>
<td>ENR 107</td>
<td>Engineering Graphic Analysis</td>
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<tr>
<td>ENR 110</td>
<td>Engineering Programming</td>
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<tr>
<td>MAT 180</td>
<td>Calculus II</td>
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<tr>
<td>PHY 109</td>
<td>General Physics I</td>
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Aeronautical, Civil, Industrial, Mechanical, and Nuclear Engineering

Third Semester

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<tr>
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<td>Introduction to Circuit Analysis</td>
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<tr>
<td>ENR 215</td>
<td>Engineering Mechanics: Statics</td>
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<tr>
<td>ENR 217</td>
<td>Strength of Materials</td>
<td>3</td>
</tr>
<tr>
<td>ENR 218</td>
<td>Introduction to Circuit Analysis Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>MAT 204</td>
<td>Differential Equations</td>
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<tr>
<td>PHY 110</td>
<td>General Physics II</td>
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Fourth Semester

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<tr>
<td>ENR 206</td>
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<td>ENR 213</td>
<td>Circuits and Electronics</td>
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<td>ENR 216</td>
<td>Engineering Mechanics: Dynamics</td>
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<td>MAT 203</td>
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<td>Social Science Elective</td>
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Electrical Engineering

Third Semester

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<td>Introduction to Circuit Analysis</td>
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<td>ENR 215</td>
<td>Engineering Mechanics: Statics</td>
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<td>ENR 217</td>
<td>Strength of Materials</td>
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<tr>
<td>ENR 218</td>
<td>Introduction to Circuit Analysis Laboratory</td>
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<td>MAT 204</td>
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<td>PHY 210</td>
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Fourth Semester

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<tr>
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<td>ENR 213</td>
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<td>ENR 216</td>
<td>Engineering Mechanics: Dynamics</td>
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<td>MAT 203</td>
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<td></td>
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Computer Engineering

First Semester

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<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHE 103</td>
<td>General Chemistry I</td>
<td>4</td>
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<tr>
<td>CSC 150</td>
<td>Introduction to Computer Sciences - CS1</td>
<td>4</td>
</tr>
<tr>
<td>ENG 101</td>
<td>College English I</td>
<td>3</td>
</tr>
<tr>
<td>ENR 103</td>
<td>Engineering Communications</td>
<td>1</td>
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<tr>
<td>LIB 111</td>
<td>Information Literacy</td>
<td>1</td>
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<tr>
<td>MAT 170*</td>
<td>Calculus I</td>
<td>4</td>
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<td><strong>Total Credits</strong></td>
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Second Semester

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<th>Description</th>
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<tbody>
<tr>
<td>CHE 104</td>
<td>General Chemistry II</td>
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<tr>
<td>CSC 201</td>
<td>Data Structures- CS2</td>
<td>4</td>
</tr>
<tr>
<td>ENG 102</td>
<td>College English II</td>
<td>3</td>
</tr>
<tr>
<td>ENR 107</td>
<td>Engineering Graphics</td>
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<tr>
<td>PHY 109</td>
<td>General Physics I</td>
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Chemical Engineering

Third Semester

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<th>Course Number</th>
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<tbody>
<tr>
<td>CHE 201</td>
<td>Organic Chemistry I</td>
<td>4</td>
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<tr>
<td>ENR 208</td>
<td>Introduction to Circuit Analysis</td>
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<tr>
<td>ENR 218</td>
<td>Introduction to Circuit Analysis Laboratory</td>
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<tr>
<td>MAT 204</td>
<td>Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>PHY 110</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

Fourth Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 202</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>ENR 206</td>
<td>Engineering Materials</td>
<td>3</td>
</tr>
<tr>
<td>MAT 203</td>
<td>Calculus III</td>
<td>4</td>
</tr>
</tbody>
</table>

Continued on the next page
Environmental Studies

Associate in Science Degree Program

Hegis Code: 5499.00
NYSED Code: 29579

Program Description
The Environmental Studies Program includes comprehensive courses in biology, environmental science, mathematics, and chemistry. It also provides optional hands-on training through available field-based internships. Students can prepare for a variety of careers in the environmental field. Students have the option of following one of two tracks. One is a transfer track for Environmental Science; the other is a transfer track for Geographic Information Science with GPS.

These tracks are designed to prepare students for transfer to baccalaureate programs. The program affords easy transfer to schools such as SUNY ESF, SUNY Plattsburgh, and SUNY New Paltz, as well as many private institutions of higher learning.

Student Learning Outcomes
At the completion of the A.S. Environmental Studies Degree Program, a student will be able to
• Master core concepts in biological, chemical, geological, and physical sciences;
• Function successfully in the laboratory and field settings including competency with the technical equipment and research methods;
• Apply the scientific method, both experimental and observational, to scientific problems;
• Access and evaluate the modern scientific literature base in order to address problems and issues in science;
• Achieve basic environmental literacy: understand complex environmental problems from various perspectives and understand the multidisciplinary nature of environmental studies;
• Effectively communicate ideas, both written and oral;
• Gain experience and apply knowledge and skills to jobs in the environmental arena.

Employment Potential
Environmental issues remain a growth area, and graduates of the Environmental Studies program at SUNY Ulster will leave the College well placed for an expanding job market. Demand for this expertise is particularly strong in the Hudson River Valley and the Catskills Watershed Region. Graduates have found employment with the New York City Department of Environmental Protection, the New York State Department of Environmental Conservation, the Ulster County Department of Health, and the New York State Department of Health, as well as private companies and local municipalities.

Graduates of the program will be qualified for such positions as environmental technicians, laboratory technicians, wetland field technicians, or environmental trainees. In addition, this program prepares students to pursue additional education in fields such as environmental law, environmental engineering, and marine biology.

Requirements for Program Entry
• High school diploma or equivalent
• Satisfactory placement in Entering Student Assessment

Developmental Assistance Available
For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster’s Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

For More Information
admissions@sunyulster.edu
1-800-724-0833 ext. 5018 or 5022
Monika Espinasa
Coordinator, Environmental Studies
Office: Hardenbergh Hall, HAR 227
Phone: 800-724-0833, ext. 5165
845:687-5165
E-mail: espinasm@sunyulster.edu

Continued on the next page
Curriculum

First Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 105</td>
<td>General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 103</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>ENG 101</td>
<td>College English I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 170*</td>
<td>Calculus I</td>
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</tbody>
</table>

Semester Credits 15

Second Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 106</td>
<td>General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>CHE 104</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>ENG 102</td>
<td>College English II</td>
<td>3</td>
</tr>
<tr>
<td>LIB 111</td>
<td>Information Literacy</td>
<td>1</td>
</tr>
<tr>
<td>SCI 104</td>
<td>Environmental Themes</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester Credits 15

Third Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 207</td>
<td>General Ecology</td>
<td>4</td>
</tr>
<tr>
<td>COM 103 or COM 105</td>
<td>Oral Communication or Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>ESC 104</td>
<td>Physical Geology</td>
<td>3</td>
</tr>
<tr>
<td>HIS 101 or HIS 102</td>
<td>Western Civilization I or Western Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>PHY 101</td>
<td>Physics I</td>
<td>4</td>
</tr>
</tbody>
</table>

Semester Credits 17

Fourth Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 206 or 215</td>
<td>Genetics or General Botany</td>
<td>4</td>
</tr>
<tr>
<td>ECO 101 or ECO 102</td>
<td>Introduction to Macroeconomics or Introduction to Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ESC 140</td>
<td>Earth's Environment</td>
<td>3</td>
</tr>
<tr>
<td>HIS 103 or HIS 104</td>
<td>American History I or American History II</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>General Education Requirement (Arts)</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Semester Credits 16-17

Total Credits 63-64

* Prerequisite: MAT 160 with a grade C or better or high school equivalent. In order to participate in field work experience, students must earn at least a 2.0 grade-point average in the program the first year. Each case will be considered separately by program faculty.

NOTE: Through advisement, students will also fulfill General Education Requirements beginning on page 47.

Student Learning Outcomes
At the completion of the A.S. Fine Arts Degree Program, a student will be able to
- Identify and analyze a variety of visual problems, create and evaluate solutions;
- Demonstrate a good knowledge of art history and artistic traditions;
- Utilize a variety of creative problem-solving and critical thinking strategies and skills, and apply them with originality and imagination to a series of related visual problems;
- Analyze, assess, and critique their own and others’ art projects in class discussions and critiques;
- Produce a portfolio of high quality studio projects that demonstrate significant growth in hands-on technical skills, conceptual and critical-thinking skills.

Employment Potential
Through a portfolio of their creative work, graduates of this program will demonstrate an understanding of the fundamentals of two- and three-dimensional visual communication through the disciplines of design, drawing, painting, and photography, and an awareness of the role of art in the development of cultural history. Above all, students will leave with a strong foundation in visual literacy that will prepare them for further study leading to a baccalaureate degree in the visual arts. The sophistication of visual communication that this degree ultimately bestows is highly sought after in the contemporary fields of advertising, design, fine art studios, art gallery and museum design, and the film, television, and video industries.

Requirements for Program Entry
- High school diploma or equivalent
- Satisfactory placement in Entering Student Assessment

Developmental Assistance Available
For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster’s Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

For More Information
admissions@sunyulster.edu
1-800-724-0833 ext. 5018 or 5022
Iain Machell
Chairperson, Art, Design, Music, Theater, and Communications
Office: Vanderlyn Hall, VAN 260 C
Phone: 800:724-0833, ext. 5066 or 845:687-5066
E-mail: machelli@sunyulster.edu

Fine Arts: Visual Arts
Associate in Science Degree Program

Hegis Code: 5610
NYSED Code: 26642

Program Description
This program is intended as a core curriculum to provide a foundation in the visual arts and a complementary selection of general education courses. It is recommended for students planning to transfer to four-year colleges and universities for further study in the visual arts. Students who complete the Visual Arts Program will earn an Associate in Arts degree. This program is available for both part-time and full-time students.
## Curriculum

### First Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 103</td>
<td>Drawing and Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ART 107</td>
<td>Art History I</td>
<td>3</td>
</tr>
<tr>
<td>ART 150</td>
<td>Two-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>College English I</td>
<td>3</td>
</tr>
<tr>
<td>ART Elective</td>
<td>(see Fourth Semester)</td>
<td>3</td>
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</table>

**Semester Credits 15**

### Second Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>ART 104</td>
<td>Drawing and Composition II</td>
<td>3</td>
</tr>
<tr>
<td>ART 108</td>
<td>Art History II</td>
<td>3</td>
</tr>
<tr>
<td>ART 110</td>
<td>20th Century Art History</td>
<td>3</td>
</tr>
<tr>
<td>ART 151</td>
<td>Three-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>College English II</td>
<td>3</td>
</tr>
<tr>
<td>LIB 111</td>
<td>Information Literacy</td>
<td>1</td>
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</table>

**Semester Credits 16**

### Third Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ART 209</td>
<td>Life Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 214</td>
<td>Advanced Studio I</td>
<td>3</td>
</tr>
<tr>
<td>COM 103 or</td>
<td>Oral Communication or Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>MAT 105 or higher</td>
<td>College Algebra or higher math</td>
<td>3-4</td>
</tr>
<tr>
<td>Elective</td>
<td>Natural Science Elective</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Semester Credits 15-17**

### Fourth Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 215</td>
<td>Advanced Studio II</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>General Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

- ART 105: Painting I
- ART 106: Painting II
- ART 130: Photography I
- ART 131: Photography II
- ART 138: Introduction to Interior Design & Drafting
- ART 180: Introduction to Web Page Design
- ART 210: Life Drawing II
- ART 210: Life Drawing II
- ART 212: Fashion Design & Drawing I
- ART 212: Fashion Design & Drawing II
- ART 293: Art Internship

**Semester Credits 15**

**Total Credits 61-63**

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Note: Through advisement, students will also fulfill General Education Requirements beginning on page 47.

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## Fire Protection Technology

### Associate in Applied Science Degree Program

- Hegis Code: 5507
- NYSED Code: 33950

### Program Description

Students who complete this program earn an Associate in Applied Science degree. The goal of the Fire Protection Technology A.A.S. program at SUNY Ulster is to prepare students for a career as a firefighter, fire and emergency service practitioner or engineer specialist, who identifies fire hazards in homes and workplaces.

The role of firefighter has become more complicated in recent years due to the use of increasingly sophisticated equipment and unforeseen circumstances. The responsibility of the firefighter has been enhanced and now includes emergency medical treatment, assisting in the recovery from natural disasters, and managing cleanup of hazardous materials. The program is designed to prepare the students to perform as a firefighter or an effective member of a Critical Incident Management team. The program will meet or exceed the guidelines established by the New York Emergency Management System and the National Interagency Integrated Management System (NIIMS) under the Department of Homeland Security.

This program is offered through the Hudson Valley Educational Consortium (HVEC). SUNY Ulster, in partnership with SUNY Orange, SUNY Rockland and SUNY Sullivan are offering these degree programs together through a unique blended learning program of interactive video technology, online learning and traditional classroom instruction. See page 54.

Through the Hudson Valley Educational Consortium, Rockland will offer 30 credits in Fire Protection Technology via Interactive Video at SUNY Ulster and online. The remaining 33-34 credits of general education and liberal art courses will be offered by SUNY Ulster.

### Student Learning Outcomes

At the completion of the A.A.S. Fire Protection Technology Degree Program, a student will be able to:

- Discover the entire process for the requirements of becoming a firefighter;
- Effectively communicate knowledge of Fire Science content areas, including fire safety, critical incident command system, emergency planning, fire science operations, fire exercise planning, fire and emergency

Continued on the next page
operations center organization and management, leadership, resource planning, and utilization of national fire science operation guidelines;

• Demonstrate critical thinking, communications and management skills by analyzing situations, determining proper actions, understanding the costs and benefits of actions, evaluating possible alternatives and unforeseen circumstances, and then taking appropriate actions as an incident responder or manager;
• Possess the technical and general education courses needed to be able to pursue a baccalaureate degree in fire science or emergency management.

Employment Potential
Graduates of the program will be qualified to begin their careers in entry level positions.

Requirements for Program Entry
• High school diploma or equivalent
• Satisfactory placement in Entering Student Assessment
• Prior experience in public service is recommended. This can be an EMT by working with the following types of agencies:
  o Public Safety
    • Fire
    • EMS
    • Law Enforcement
    • Hazardous Materials Responders
  o Public and Private Sector Safety and Security

SUNY Ulster recognizes that there are many people and agencies, public and private, that could benefit from this program. Please contact the coordinator if you wish to discuss your experience to determine eligibility. The experience requirement ensures that students have basic understanding of fire technology/emergency services.

Developmental Assistance Available
For students who do not meet basic reading and math requirements, or who have other learning issues, extra assistance is readily available through SUNY Ulster’s Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

For More Information
Clifford Ader, Department Chair
Office: Rockland County Community College
Phone: 845.574-4298
E-mail: cader@sunyrockland.edu

Curriculum
First Semester
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>College English I</td>
<td>3</td>
</tr>
<tr>
<td>FIR 101</td>
<td>Introduction to Fire Technology</td>
<td>3</td>
</tr>
<tr>
<td>FIR 102</td>
<td>Introduction to Fire Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

Second Semester
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102</td>
<td>College English II</td>
<td>3</td>
</tr>
<tr>
<td>FIR 103</td>
<td>Principles of Building Construction</td>
<td>3</td>
</tr>
<tr>
<td>Elective**</td>
<td>Fire Protection Technology Elective</td>
<td>3</td>
</tr>
<tr>
<td>LIB 111</td>
<td>Information Literacy</td>
<td>1</td>
</tr>
<tr>
<td>SOC 101</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 213</td>
<td>Cultural Diversity</td>
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Third Semester
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
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<tr>
<td>COM 105</td>
<td>Presentational Speaking</td>
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<td>Fire Protection Technology Elective</td>
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</tr>
<tr>
<td>Elective**</td>
<td>Fire Protection Technology Elective</td>
<td>3</td>
</tr>
<tr>
<td>HIS 103 * or</td>
<td>American History I or</td>
<td>3</td>
</tr>
<tr>
<td>HIS 104 * or</td>
<td>American History II or</td>
<td>3</td>
</tr>
<tr>
<td>Elective*</td>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>POS 201</td>
<td>American Government</td>
<td>3</td>
</tr>
</tbody>
</table>

Fourth Semester
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 101</td>
<td>Fundamentals of Computers</td>
<td>3</td>
</tr>
<tr>
<td>Elective**</td>
<td>Fire Protection Technology Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective**</td>
<td>Fire Protection Technology Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective**</td>
<td>Fire Protection Technology Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective**</td>
<td>Natural Science Elective</td>
<td>3-4</td>
</tr>
</tbody>
</table>

NOTE: Through advisement, students will also fulfill General Education Requirements beginning on page 47.

ENG 101 is a pre- or corequisite for all history courses and 200-level sociology courses.

* The Fire Protection Technology program is offered jointly through the Hudson Valley Educational Consortium. Since Ulster does not require Physical Education as a requirement for graduation, students will be required to take either American History I or II unless the student has scored 84 or above on the NYS Regents in American History. If the score was achieved, the student will take a Liberal Arts Elective for 3 credits.

** Elective requirements (21 credits required) FIR 104, FIR 111, FIR 201, FIR 202, FIR 203, FIR 207, FIR 211, FIR 273, FIR 601-606, MGT 150
General Education

33-35 Credit Certificate Program

Hegis Code: 5649.00
NYSED Code: 29256

Program Description
The General Education Certificate Program allows a student who is undecided about his or her eventual degree program or transfer campus to complete all the required State University of New York courses in General Education. This program will satisfy the liberal arts core of an A.A. or A.S. degree and facilitate transfer to any four-year SUNY institution.

Student Learning Outcomes
At the completion of the General Education Certificate Program, a student will be able to
• Attest to the completion of all ten SUNY General Education requirements and facilitate transfer within the SUNY System;
• Employ quantitative methods to solve problems, interpret and draw inferences and recognize the limits of mathematical models;
• Understand and apply the methods scientists use to explore natural phenomena;
• Understand and apply the methods social scientists use to explore social phenomena;
• Demonstrate knowledge of a basic narrative of American history and common institutions in American society and an understanding of America’s evolving relationship with the rest of the world;
• Demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization; and relate the development of Western civilization to that of other regions of the world;
• Demonstrate knowledge of either a broad outline of world history or the distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization;
• Demonstrate knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education Program;
• Understand at least one principal form of artistic expression and the creative process inherent therein;
• Demonstrate basic proficiency in the understanding and use of a foreign language; and knowledge of the distinctive features of culture;
• Produce, revise, and improve coherent texts and oral discourse and apply to subject research;
• Develop, identify, analyze, and evaluate arguments as they occur in their own or others’ work;
• Understand and use basic computer information for research for use in research.

Requirements for Program Entry
• High School diploma or equivalent
• Satisfactory placement in Entering Student Assessment

Developmental Assistance Available
For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster’s Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

For More Information
admissions@sunyulster.edu
1-800-724-0833 ext. 5018 or 5022
Cornelia Denvir, Associate Dean of Academic Affairs
Office: Vanderlyn Hall, VAN 250
Phone: 800: 724-0833, ext 5024 or 845: 687-5024
E-mail: denvirc@sunyulster.edu

Curriculum
The curriculum consists of SUNY approved General Education courses.

Specific courses offered by SUNY Ulster that satisfy the areas listed below can be seen on page 47.

<table>
<thead>
<tr>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>3-4</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3-4</td>
</tr>
<tr>
<td>Social Sciences*</td>
<td>3</td>
</tr>
<tr>
<td>American History*</td>
<td>3</td>
</tr>
<tr>
<td>Western Civilization*</td>
<td>3</td>
</tr>
<tr>
<td>Other World Civilizations*</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>The Arts</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>Basic Communications</td>
<td></td>
</tr>
<tr>
<td>• Written Skills - ENG 101</td>
<td>3</td>
</tr>
<tr>
<td>• Oral Skills - COM 103 or COM 105</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 33-35

* ENG 101 is a pre- or corequisite for all history courses and for all 200-level sociology courses.
Green Building Maintenance & Management

Associate in Applied Science Degree Program

Hegis Code: 5317.00
NYSED Code: 35049

Program Description
The Associate in Applied Science degree in Green Building Maintenance and Management provides students with the skills and knowledge needed to maintain and manage high-performance commercial buildings. New construction and existing buildings that have upgraded energy systems rely on sustainable technology. Recent emphasis on green technologies and LEED-certified (Leadership in Energy and Environmental Design) building standards support the use of alternative forms of energy as well as the use of sustainable products for construction, interior design and building maintenance. In addition to learning the most current theories, students will acquire the hands-on training needed to work with rapidly evolving technologies, including photovoltaic cells, wind generators and geothermal heating, ventilation and air condition (HVAC) systems.

This program is offered through the Hudson Valley Educational Consortium (HVEC). SUNY Ulster, in partnership with SUNY Orange, SUNY Rockland and SUNY Sullivan is offering these degree programs together through a unique blended learning program of interactive video technology, online learning and traditional classroom instruction. See page 54.

Student Learning Outcomes
At the completion of the A.A.S. Green Building Maintenance & Management Degree Program, a student will be able to
- Make decisions about the management and maintenance of building systems;
- Maintain both conventional and green building technologies and systems that are used to produce energy, heat, light, and ventilation as well as those that consume energy;
- Calculate energy efficiency and recommend changes for better outcomes;
- Assume responsibility for maintenance of the essential components of building wiring, heating, cooling, and ventilation systems;
- Utilize the basic principles for the positioning and use of wind turbines, photovoltaic cells, passive solar systems and other green building systems;
- Manage projects and communicate effectively with building owners, utility companies, planners, and contractors to assure effective and efficient building maintenance and management.

Employment Potential
Potential career options include energy and indoor air quality auditor, HVAC operations and maintenance technician, solar and wind energy technician, and green building, renewable energy and energy efficiency consultant.

Requirements for Program Entry
- High school diploma or equivalent
- Satisfactory placement in Entering Student Assessment

Developmental Assistance Available
For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster’s Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

For More Information
Helena La Roux
Director, Sustainability Projects & Initiatives
Office: SUNY Sullivan
Phone: 845-334-5750 x4455
E-mail: hlaroux@sullivan.suny.edu

Curriculum

First Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 101</td>
<td>Fundamentals of Computers</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101*</td>
<td>College English I</td>
<td>3</td>
</tr>
<tr>
<td>GRB 110</td>
<td>Introduction to Green Building</td>
<td>3</td>
</tr>
<tr>
<td>GRB 120</td>
<td>Introduction to Renewable Energy</td>
<td>3</td>
</tr>
<tr>
<td>MAT 105</td>
<td>MAT 105 or higher</td>
<td>3-4</td>
</tr>
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</table>

Semester Credits 15-16

Second Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
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<tr>
<td>COM 103 or</td>
<td>Oral Communication or</td>
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</tr>
<tr>
<td>COM 105</td>
<td>Public Speaking</td>
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<tr>
<td>GRB 130</td>
<td>Energy Management</td>
<td>3</td>
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<tr>
<td>GRB 140</td>
<td>Green Building Materials</td>
<td>3</td>
</tr>
<tr>
<td>LIB 111</td>
<td>Information Literacy</td>
<td>1</td>
</tr>
<tr>
<td>PHI 205</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>SCI 104</td>
<td>Environmental Themes</td>
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Semester Credits 16

Third Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
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<tr>
<td>ECO 102</td>
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</tr>
<tr>
<td>GRB 210</td>
<td>Building Automation and Controls</td>
<td>3</td>
</tr>
<tr>
<td>GRB 220</td>
<td>Solar and Wind Systems</td>
<td>3</td>
</tr>
<tr>
<td>GRB 230</td>
<td>Commercial Electrical</td>
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<tr>
<td>Elective**</td>
<td>Liberal Arts Elective</td>
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Semester Credits 15-16

Fourth Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>GRB 240</td>
<td>Care of Green Spaces</td>
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<tr>
<td>BUS 101</td>
<td>Business Principles &amp; Practices</td>
<td>3</td>
</tr>
<tr>
<td>GRB 250</td>
<td>Troubleshooting Building Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECO 210</td>
<td>Environmental Economics</td>
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</tr>
<tr>
<td>GRB 260</td>
<td>Green HVAC</td>
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</table>

Semester Credits 15

Total Credits 61-63

Continued on the next page
Human Services

Associate in Applied Science Degree Program (Career-Oriented)

Hegis Code: 5501
NYSED Code: 27389

Program Description
Students who complete this program earn an Associate in Applied Science degree as well as the certificate in Direct Care Practice. The program is sufficiently comprehensive to qualify graduates for a variety of entry-level positions in public and private sector human service agencies. Depending on personal interests and career plans, students in this program may elect specialized courses and supervised field work in the areas of family and children's services, developmental disabilities, mental health treatment, crisis intervention, and gerontology.

Student Learning Outcomes
At the completion of the A.A.S. Human Services Degree Program, a student will be able to
• Use critical thinking and problem solving skills to assess the needs of individuals, families and groups within the community;
• Demonstrate understanding of and the ability to meet the entry-level Community Support Skills Standards;
• Interact professionally and ethically with a variety of human service populations, providers and agencies;
• Describe the influence of one’s own values and beliefs in the role of the human services worker;
• Explain the importance of life-long learning and professional development.

Employment Potential
Successful graduates of the program are qualified for positions such as case aide in family and children's services, probation assistant, social welfare examiner, teacher’s aide, and child care worker in residential facilities. Graduates may also assist in nursery schools, child and adult daycare centers, and after-school programs. Other possible positions may be as group leaders and recreational counselors in mental health agencies, elder care, family planning HIV and AIDS prevention services, and residential treatment programs for youth.

Graduates of this program who then earn a baccalaureate or higher degree will be qualified for positions of increased scope and responsibility, including supervisory and admin-
Human Services

Associate in Science Degree Program (Transfer-Oriented)

Hegis Code: 5501
NYSED Code: 85139

Program Description
Students who complete this program earn an Associate in Science degree, with a strong academic foundation for future study in the fields of human services, psychology, and social work. Students who select this curriculum will gain knowledge and competence in both liberal arts and pre-professional studies in preparation for entry into baccalaureate degree programs. An optional field-work internship (HUS 214) is recommended and preferred by some transfer institutions.

Student Learning Outcomes
At the completion of the A.S. Human Services Degree Program, a student will be able to
• Demonstrate a general understanding of the foundations of the theories and methodology of the social sciences;
• Apply critical thinking, ethical standards and effective communication skills to collaborative problem solving in groups;
• Identify, explain and demonstrate the ability to meet the entry-level national Community Support Skills Standards;
• Describe the influence of one's own values and beliefs in the role of the human services professional;
• Successfully transfer to a 4-year institution to study social work, psychology, human services, sociology or other related areas;
• Assess one's strengths and limitations as a potential helping professional and demonstrate a commitment to life-long learning and professional development.

Employment Potential
A graduate of this program who then earns a baccalaureate or higher degree will be qualified for direct service, supervisory, and administrative positions in fields such as social work, human services counseling, education, and mental health.

Requirements for Program Entry
• High school diploma or equivalent
• Satisfactory placement in Entering Student Assessment

Developmental Assistance Available
For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster's Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.
Individual Studies

Associate in Science Degree Program

Hegis Code: 5699
NYSED Code: 80327

Program Description
Students who complete this program earn an Associate in Science degree. Individual Studies is a multi-purpose liberal arts and sciences program that enables students to plan a sequence of courses according to their individual needs and interests. The program is appropriate for students who want to combine career, professional, or technical courses with liberal arts courses; who want to concentrate in a particular area of the liberal arts; who are uncertain about their academic or career goals; or who want to expand a one-year certificate or diploma program into an associate's degree program.

In addition to the classroom-based program, the College offers a complete Individual Studies program online through the SUNY Learning Network. Known as OASIS (Online Associate in Science Degree in Individual Studies), the program provides the opportunity for students to pursue this degree from remote locations and within flexible schedules. Complete information on OASIS may be found on page 88.

Student Learning Outcomes
At the completion of the A.S. Individual Studies Degree Program, a student will be able to

• Produce college-level papers/essays and oral presentations and demonstrate the ability to research a topic and develop cogent, well-supported arguments;
• Apply quantitative reasoning skills and analyze data, and apply algebra, arithmetic, and geometry to problem solving;
• Understand hypothesis development, evaluation of evidence, data collection, and experimentation and apply scientific data, concepts, and models in one of the natural sciences;
• Analyze and develop arguments in their own or others’ work and use basic research techniques to locate, evaluate, and synthesize information from a variety of sources;
• Demonstrate knowledge of the conventions and methods of at least four of the humanities or social science areas of the SUNY General Education requirements;
• In addition all graduates will use the 24-30 credits of open electives in the Individual Studies component to customize a specialized career or transfer track or to sample various disciplines in order to discover the career or transfer program best suited to their interests and abilities.

Continued on the next page
Employment Potential
An Associate's Degree in Individual Studies provides a wide range of employment potential. Depending on the focus of the major, graduates are eligible for a number of entry-level positions. Transfer options make career choices even broader.

Requirements for Program Entry
• High school diploma or equivalent
• Satisfactory placement in Entering Student Assessment

Developmental Assistance Available
For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster’s Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

For More Information
Kathleen Bruegging
Coordinator, Individual Studies
Office: Vanderlyn Hall, VAN 229
Phone: 800:724-0833, ext 5128 or 845:687-5128
E-mail: brueggik@sunyulster.edu

Curriculum
Liberal Arts Distribution

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101*</td>
<td>College English I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>College English II</td>
<td>3</td>
</tr>
<tr>
<td>COM 103 or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 105**</td>
<td>Oral Communication or Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>LIB 111</td>
<td>Information Literacy</td>
<td>1</td>
</tr>
<tr>
<td>MAT 105 or</td>
<td>College Algebra or higher-level math course</td>
<td>3-4</td>
</tr>
<tr>
<td>Elective*</td>
<td>Natural Science Elective</td>
<td>3-4</td>
</tr>
</tbody>
</table>

General Education Electives*
Chosen from these categories:
American History, Western Civilization,
Other World Civilizations, Foreign Language,
the Arts, Humanities, Mathematics,
Natural Science or Social Sciences.

All courses must be selected from the SUNY General Education Course List.

No more than two courses per category may count as General Education Courses. (However, in the case of one or two credit courses such as courses in applied music, the limit is a total of six credits.)

The minimum number of credits required for graduation: 60

* ENG 101 is a pre- or corequisite for all history and 200-level sociology courses.
** Students who have already fulfilled the SUNY Communications General Education Requirement at another institution have already met this requirement.
*** Students will select 24-30 credits of electives to customize a specialized career for transfer or to sample various disciplines in order to discover the career or transfer program best suited to their interests and abilities.

NOTE: Through advisement, students will also fulfill General Education Requirements beginning on page 47.
Individual Studies Online (OASIS)

Associate in Science Degree Program

Hegis Code: 5699
NYSED Code: 80327

Program Description

OASIS (Online Associate in Science in Individual Studies) provides students with the opportunity to earn a degree completely online through the SUNY Learning Network (SLN). The flexibility of the program allows students to select courses that meet their educational and professional goals. The Individual Studies Program combines classes in natural science, mathematics, humanities, and social sciences with a series of classes that are selected to fulfill individual goals.

In addition to the convenience of taking classes from a home or office computer, this unique degree program may allow students to transfer as many as 30 applicable credits from accredited institutions. Students must complete the remaining 30 credits of college-level coursework either at SUNY Ulster or by taking courses offered through the SUNY Learning Network. Within those 30 credits, at least 15 must be offered by SUNY Ulster.

Students enrolled in this program can choose from more than 900 courses offered through the SUNY colleges and universities that make up the SUNY Learning Network (SLN).

Student Learning Outcomes

At the completion of the A.S. Individual Studies Degree Program, a student will be able to

• Produce college-level papers/essays and oral presentations, demonstrate the ability to research a topic and develop cogent, well-supported arguments;
• Apply quantitative reasoning skills, and analyze data, and apply algebra, arithmetic, and geometry to problem solving;
• Understand hypothesis development, evaluation of evidence, data collection, and experimentation and apply scientific data, concepts, and models in one of the natural sciences;
• Analyze and develop arguments in their own or others’ work and use basic research techniques to locate, evaluate, and synthesize information from a variety of sources;
• Demonstrate knowledge of the conventions and methods of at least four of the humanities or social science areas of the SUNY General Education requirements;
• Use the 24-30 credits of open electives in the Individual Studies component to customize a specialized career or transfer track or to sample various disciplines in order to discover the career or transfer program best suited to their interests and abilities.

Employment Potential

An Associate’s Degree in Individual Studies provides a wide range of employment potential. Depending on the focus of the major, graduates are eligible for a number of entry-level positions. Transfer options make career choices even broader.

Additional Information

The OASIS program is unique, and by following links on the SUNY Ulster website, students will find additional information, such as how to apply; information on tuition, financial aid, degree requirements, computer equipment they will need; frequently asked questions; the current SUNY Ulster Online Class Schedule; and a link to the SUNY Learning Network.

Requirements for Program Entry

• High school diploma or equivalent
• Applications: Candidates for admission to the online degree program should complete the SUNY application listing SUNY Ulster as their choice and indicating the academic major code 0688. The application is free if mailed to SUNY Ulster Online Degree Program, c/o Admissions Office, Stone Ridge, NY 12484. The application may be completed on the Internet for a thirty-dollar ($30) fee. The address is: http://www.suny.edu/Student/apply_online.cfm.
• Transcripts and GEDs: Candidates should have their high school guidance office send official copies of their high school transcripts directly to SUNY Ulster, Admissions Office, Stone Ridge, NY 12484. Applicants who graduated from high school ten or more years ago may substitute a copy of their high school diploma to meet these requirements. If candidates possess a General Equivalency Diploma (GED), they should have official copies of their Transcript of Scores sent directly to the Admissions Office.

Advisement and Registration

Academic advisement for matriculated students is available online. Each student will be assigned an advisor to assist with registration and program planning.

For More Information

admissions@sunyulster.edu
1-800-724-0833 ext. 5018 or 5022
Kathleen Bruegging
Coordinator, Individual Studies
Office: Vanderlyn Hall, VAN 229
Phone: 800: 724-0833 ext 5128 or 845: 687-5128
E-mail: brueggik@sunyulster.edu

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Curriculum

The OASIS Program has two components: the Liberal Arts Distribution and the Individual Studies Distribution.

Liberal Arts Distribution

<table>
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<tr>
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<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101*</td>
<td>College English I</td>
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</tr>
<tr>
<td>ENG 102</td>
<td>College English II</td>
<td>3</td>
</tr>
<tr>
<td>COM 103 or COM 105**</td>
<td>Oral Communication or Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>LIB 111</td>
<td>Information Literacy</td>
<td>1</td>
</tr>
<tr>
<td>MAT 105 or higher</td>
<td>College Algebra or higher-level math course</td>
<td>3-4</td>
</tr>
<tr>
<td>Elective*</td>
<td>Natural Science Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>General Education Electives*</td>
<td>Chosen from these categories: American History, Western Civilization, Other World Civilizations, Foreign Language, the Arts, Humanities, Mathematics, Natural Science or Social Sciences.</td>
<td></td>
</tr>
</tbody>
</table>

All courses must be selected from the SUNY General Education Course List.

No more than two courses per category may count as General Education Courses. (However, in the case of one or two credit courses such as courses in applied music, the limit is a total of six credits.)

| Elective | General Education Elective | 3 |
| Elective | General Education Elective | 3 |
| Elective | General Education Elective | 3 |
| Elective | General Education Elective | 3 |
| Elective | General Education or Liberal Arts Elective | 3-4 |
| Elective | General Education or Liberal Arts Elective | 3-4 |
| Electives** | Individual Studies Electives | 3 |

The minimum number of credits required for graduation 60

* ENG 101 is a pre- or corequisite for all history and 200-level sociology courses.
** Students who have already fulfilled the SUNY Communications General Education Requirement at another institution have already met this requirement.
*** Students will select 24-30 credits of electives to customize a specialized career for transfer or to sample various disciplines in order to discover the career or transfer program best suited to their interests and abilities.

NOTE: Through advisement, students will also fulfill General Education Requirements beginning on page 47.

Individual Studies/Paralegal

Associate in Science Degree/Certificate Program

Hegis Code: 5699
NYSED Code: 80327 (Individual Studies)
Hegis Code: 5099
NYSED Code: 24756 (Paralegal)

Program Description

The purpose of the Individual Studies/Paralegal Jointly Registered Program with Marist College is to prepare students for employment and for transfer into a bachelor's degree program. Students complete the liberal arts requirements in two semesters at SUNY Ulster and their paralegal requirements in their third and fourth semesters at Marist College. Graduates of this program earn an Associate in Science in Individual Studies from SUNY Ulster and a Paralegal Certificate from Marist. They are qualified to enter the workforce as paralegals while pursuing higher education.

The curriculum is designed to provide students with a minimum of 36 credits in core liberal arts courses and 24 credits in law courses. The Marist Program is accredited by the American Bar Association, with courses offered through a flexible evening or weekend program.

Student Learning Outcomes

At the completion of the A.S. Individual Studies Degree Program, a student will be able to

- Produce college-level papers/essays and oral presentations, demonstrate the ability to research a topic and develop cogent, well-supported arguments;
- Apply quantitative reasoning skills, and analyze data. Apply algebra, arithmetic, and geometry to problem solving;
- Understand hypothesis development, evaluation of evidence, data collection, and experimentation and apply scientific data, concepts, and models in one of the natural sciences;
- Analyze and develop arguments in their own or others work and use basic research techniques to locate, evaluate, and synthesize information from a variety of sources;
- Demonstrate knowledge of the conventions and methods of at least four of the humanities or social science areas of the SUNY General Education requirements;
- Use the 24-30 credits of open electives in the Individual Studies component to customize a specialized career or transfer track or to sample various disciplines in order to discover the career or transfer program best suited to their interests and abilities.

Continued on the next page
Employment Potential
According to the United States Bureau of Labor Statistics, paralegal is expected to be among the 20 fastest growing professions in the U.S. economy. In addition to private law firms, corporate legal departments, insurance companies, real estate and title insurance firms, banks also hire paralegals. In the public sector, employment opportunities are expected to expand for paralegals in community legal service programs, consumer organizations, courts and other federal, State, and local government agencies.

Requirements for Program Entry
• High school diploma or equivalent
• Satisfactory placement in Entering Student Assessment

Developmental Assistance Available
For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster’s Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

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</tr>
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</tr>
<tr>
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All courses must be selected from the SUNY General Education Course List.

No more than two courses per category may count as General Education Courses. (However, in the case of one or two credit courses, such as courses in applied music, the limit is a total of six credits.)

| Elective | General Education Elective | 3 |

Marist College
Paralegal Courses taken at Marist College total credits 24.

The minimum number of total credits (SUNY Ulster & Marist College) required for graduation is 60.

* Students should see page 47 to determine which courses fulfill General Education Requirements.
* ENG 101 is a pre- or corequisite for all history and 200-level sociology courses.
**Students who have already fulfilled the SUNY Communications General Education Requirement at another institution have already met this requirement.
Industrial Technology: Drafting & Design Technology

Associate in Applied Science Degree Program (Career-Oriented)

Hegis Code: 5303
NYSED Code: 19347

Program Description
Students who complete this program earn an Associate in Applied Science degree. The program is designed for students who wish to enter the profession of drafting and design or related fields. Students are given an opportunity to participate in a design drafting field experience. There are also several articulation agreements for graduates who decide to pursue a baccalaureate degree.

Student Learning Outcomes
At the completion of the A.A.S. Industrial Technology: Drafting & Design Technology Program, a student will be able to
• Effectively write grammatically correct essays with a focused main idea, logically developed with supporting details, including the incorporation of information from secondary sources, properly cited;
• Critically read and orally present researched information in an organized, effective manner;
• Demonstrate the ability to conduct and document research, including gathering information, logically analyzing problems, drawing inferences, and proposing solutions;
• Be introduced to the basic skills necessary to operate a personal computer and utilize Microsoft Office software;
• Apply appropriate mathematical procedures and quantitative methods to solve practical problems in mathematics and in industrial technology;
• Understand and critically analyze human society, behavior, and our institutions;
• Communicate accurately, clearly, and effectively in a drafting environment;
• Understand and apply orthographic projections, geometric construction, and auxiliary views;
• Create working and assembly drawings;
• Produce floor plans, elevations, perspectives, including detailing principles of foundations, walls, roofs and stairs;
• Produce a design of a home that will include construction documents, energy compliance certificate, and building code compliance;
• Demonstrate knowledge of surveying practices required in the industry today;
• Be proficient at operating CAD based software while applying drafting practices learned on the drawing board;
• Manage and organize drawing files;
• Apply drafting practices to AutoDesk Inventor and produce parametric models and working drawings;
• Be able to produce a set of construction documents for a residential building using AutoDesk Revit;
• Be able to produce a set of construction documents for a commercial building using AutoDesk Revit;
• Design commercial buildings with energy and code compliance as a guide;
• Be comfortable with clients and presentation of designs;
• Produce a drafting and design project from real-world field experience.

Employment Potential
Graduates of the program will be qualified for such positions as mechanical draftsperson, mechanical designer, layout specialist, packaging designer, architectural draftsperson, civil/surveying draftsperson, technical sales, or industrial representative.

Requirements for Program Entry
• High school diploma or equivalent
• Satisfactory placement in Entering Student Assessment

Developmental Assistance Available
For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster’s Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

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1-800-724-0833 ext. 5018 or 5022
Salvatore Ligotino
Coordinator, Industrial Technology
Office: Hardenbergh Hall, HAR 214
Phone: 800:724-0833, ext. 5158 or 845:687-5158
E-mail: ligotins@sunyulster.edu

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<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>College English I</td>
<td>3</td>
</tr>
<tr>
<td>IND 125</td>
<td>Architectural Drafting I</td>
<td>3</td>
</tr>
<tr>
<td>IND 130</td>
<td>Drafting Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>LIB 111</td>
<td>Information Literacy</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td>Social Science Elective</td>
<td>3</td>
</tr>
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Semester Credits 16

Second Semester

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<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>IND 126</td>
<td>Architectural Drafting II</td>
<td>3</td>
</tr>
<tr>
<td>IND 135</td>
<td>Advanced Drafting</td>
<td>4</td>
</tr>
<tr>
<td>IND 201</td>
<td>Computer-Assisted Drafting I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 115</td>
<td>College Algebra and Trigonometry</td>
<td>4</td>
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Semester Credits 15

Third Semester

<table>
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<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>IIND 202</td>
<td>Computer-Assisted Drafting II</td>
<td>4</td>
</tr>
<tr>
<td>IND 207</td>
<td>Commercial Architecture I</td>
<td>3</td>
</tr>
<tr>
<td>IND 210</td>
<td>Materials and Manufacturing Processes</td>
<td>4</td>
</tr>
<tr>
<td>IND 251</td>
<td>Introduction to Surveying</td>
<td>3</td>
</tr>
<tr>
<td>PHY 101</td>
<td>Physics I</td>
<td>4</td>
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</table>

Semester Credits 18

Fourth Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM 103 or 105</td>
<td>Oral Communication or Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>ENG 227</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>IND 208</td>
<td>Commercial Architecture II</td>
<td>3</td>
</tr>
<tr>
<td>IND 218</td>
<td>CAD Applications</td>
<td>3</td>
</tr>
<tr>
<td>IND 293</td>
<td>Field Experience</td>
<td>1-3</td>
</tr>
<tr>
<td>Elective*</td>
<td>IND Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester Credits 16-18

Total Credits 65-67

ENG 101 is a pre- or corequisite for all history courses and for all 200-level sociology courses.

NOTE: Through advisement, students will also fulfill General Education Requirements beginning on page 47.

Industrial Technology: Drafting & Design Technology

Associate in Science Degree Program (Transfer-Oriented)

Hegis Code: 5303
NYSED Code: 22325

Program Description

Students who complete this program earn an Associate in Science degree. The program is designed for those students who are committed to pursuing a baccalaureate degree. The program provides for a seamless transfer into the junior year.

Student Learning Outcomes

At the completion of the A.S. Industrial Technology: Drafting & Design Technology Degree Program, a student will be able to:

- Effectively write grammatically correct essays with a focused main idea, logically developed with supporting details, including the incorporation of information from secondary sources, properly cited;
- Critically read and orally present researched information in an organized, effective manner;
- Demonstrate the ability to conduct and document research, including gathering information, logically and analyzing problems, drawing inferences, and proposing solutions;
- Be introduced to the basic skills necessary to operate a personal computer and utilize Microsoft Office software;
- Apply appropriate mathematical procedures and quantitative methods to solve practical problems in mathematics and in industrial technology;
- Understand and critically analyze human society, behavior, and our institutions;
- Demonstrate knowledge of the arts, such as literature, philosophy, music, visual arts and/or performing arts and their relationship with history, society and culture;
- Communicate accurately, clearly, and effectively in a drafting environment;
- Understand and apply orthographic projection, geometric construction, and auxiliary views;
- Create working and assembly drawings;
- Produce floor plans, elevations, perspectives, including detailing principles of foundations, walls, roofs and stairs;
- Produce a design of a home that will include construction documents, energy compliance certificate, and building code compliance;
- Be proficient at operating CAD based software while applying drafting practices learned on the drawing board;
- Manage and organize drawing files;

Continued on the next page
• Apply drafting practices to AutoDesk Inventor and produce parametric models and working drawings;
• Produce a set of construction documents for a residential building using AutoDesk Revit;
• Demonstrate knowledge of materials as they apply to parts or finishes based on environment, application, machinability, and properties;
• Demonstrate knowledge of manufacturing processes as they apply to the design of parts.

Employment Potential
Although this is intended to be a transfer program, graduates of this program are qualified to enter the labor market as junior industrial designers.

Requirements for Program Entry
• High school diploma or equivalent
• Satisfactory placement in Entering Student Assessment

Developmental Assistance Available
For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster's Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

For More Information
admissions@sunyulster.edu
1-800-724-0833 ext. 5018 or 5022
Salvatore Ligotino
Coordinator, Industrial Technology
Office: Hardenbergh Hall, HAR 214
Phone: 800:724-0833, ext. 5158 or 845:687-5158
E-mail: ligotins@sunyulster.edu

Curriculum

First Semester
Course Number Description Credits
CSC 101 Fundamentals of Computers 3
ENG 101 College English I 3
IND 125 Architectural Drafting I 3
IND 130 Drafting Fundamentals 3
LIB 111 Information Literacy 1
MAT 115 College Algebra and Trigonometry 4

Semester Credits 17

Second Semester
ENG 102 College English II 3
IND 126 Architectural Drafting II 3
IND 135 Advanced Drafting 4
IND 201 Computer-Assisted Drafting I 4
MAT 160 Precalculus 4

Semester Credits 18

Third Semester
IND 210 Materials and Manufacturing Processes 4
IND 202 Computer-Assisted Drafting II 4
MAT 170 Calculus I 4
Elective Humanities Elective 3
Elective** Social Science Elective 3

Semester Credits 18

Fourth Semester
COM 103 or 105 Oral Communication or Public Speaking 3
IND 218 CAD Applications 3
Elective General Education Elective 3
Elective* IND Elective or Field Experience 3
Elective Physics Elective 4

Semester Credits 16
Total Credits 69

NOTE: Through advisement, students will also fulfill General Education Requirements beginning on page 47.
Industrial Technology: Manufacturing Technology

34-Credit Certificate Program

Hegis Code: 5312
NYSED Code: 22327

Program Description
The Industrial Technology: Manufacturing Technology Certificate Program prepares individuals to enter the work force in the area of manufacturing by teaching basic skills needed in the use of lathes and milling machines. Attention will also focus on the proper use of precision measuring hand tools as they relate to lathes and milling machines and provide a basis upon which skills for additional precision hand tools could be developed.

The program will also provide an educational background for those students who choose to pursue a second year of study in industrial technology: Manufacturing or Industrial Technology: Drafting and Design.

This certificate program consists of two 15-week semesters, each of which carries 16 college credits for a total of 34 college credits. Emphasis is placed upon acquiring collegiate level manufacturing/machine skills that are supported by related classes in mathematics, manufacturing processes, computers, drafting/blueprint reading, communication skills, and liberal arts. The two machining classes are offered at the Ulster County Board of Cooperative Educational Services (BOCES) in the BOCES machine shop. Taught by the machining instructor(s) at BOCES, the classes will be under the supervision of SUNY Ulster.

Designed for either full-time or part-time study, some of the required classes will be offered on Saturdays.

Student Learning Outcomes
At the completion of the Certificate in Manufacturing Technology Program, a student will be able to

- Effectively write grammatically correct essays with a focused main idea, logically developed with supporting details including the incorporation of information from secondary sources, properly cited;
- Demonstrate the ability to conduct and document research, including gathering information, logically analyzing problems, drawing inferences, and proposing solutions;
- Present critically researched information in an organized and effective manner;
- Be introduced to the basic skills necessary to operate a personal computer and utilize Microsoft Office software;
- Apply appropriate mathematical procedures and quantitative methods to solve practical problems in mathematics and in industrial technology;
- Communicate accurately, clearly, and effectively in a drafting environment;
- Understand and apply orthographic projection, geometric construction, and auxiliary views;
- Create working and assembly drawings;
- Operate standard machine shop equipment while producing actual parts in a machine shop environment;
- Produce parts with a higher degree of accuracy and quality control skills;
- Be proficient at operating CAD based software while applying drafting practices learned on the drawing board;
- Manage and organize drawing files;
- Apply drafting practices to AutoDesk Inventor and produce parametric models and working drawings.

Employment Potential
Students who complete the Industrial Technology: Manufacturing Technology Certificate Program will have the training needed for employment as machine specialists in the manufacturing field. A number of local industries have expressed interest in employing individuals with skills similar to those obtained from this program. In addition, certificate program graduates may seek to continue their studies toward an associate’s or baccalaureate degree in the field, qualifying for higher-level management positions in the work force.

Requirements for Program Entry
- High school diploma or equivalent
- Satisfactory placement in Entering Student Assessment

Developmental Assistance Available
For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster’s Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

For More Information
admissions@sunyulster.edu
1-800-724-0833 ext. 5018 or 5022
Salvatore Ligotino
Coordinator, Industrial Technology
Office: Hardenbergh Hall, HAR 214
Phone: 800:724-0833, ext. 5158 or 845:687-5158
E-mail: ligotins@sunyulster.edu

Continued on the next page
# Liberal Arts & Sciences: Humanities & Social Science

## Associate in Arts Degree Program

**Hegis Code:** 5649  
**NYSED Code:** 01699

### Program Description

Students who complete this program earn an Associate in Arts degree in Humanities and Social Science. Students who plan to transfer to four-year institutions for the baccalaureate degree normally enroll in this program. Appropriate class sequences can be arranged for students who contemplate further study in art, teacher education, and other professional areas. The program also offers ample opportunity for exploration for those who want to acquire a broad cultural background but may be uncertain about their career goals.

Heavy emphasis is placed on both humanities electives and social science electives. Humanities electives include courses in the following disciplines: art, 200-level English, foreign languages, journalism, music, philosophy, speech, and theater. Social science electives include courses in the following disciplines: economics, history, political science, psychology, social science, and sociology.

### Student Learning Outcomes

At the completion of the A.A. Liberal Arts & Sciences: Humanities & Social Science Degree Program, a student will be able to:

- Attest to the completion of all five or more SUNY General Education requirements and facilitate transfer within the SUNY System;
- Understand and apply the methods social scientists use to explore social phenomena;
- Demonstrate knowledge of a basic narrative of American, Western or Other World history and their relationship with the rest of the world;
- Demonstrate knowledge of the conventions and methods of at least one of the humanities;
- Produce, revise and improve coherent texts and oral discourse, and apply to subject research;
- Employ quantitative methods to solve problems;
- Understand and apply the methods scientists use to explore natural phenomena;
- Understand and use basic computer information for use in research.

### Curriculum

#### First Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 101</td>
<td>Fundamentals of Computers</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>College English I</td>
<td>3</td>
</tr>
<tr>
<td>IND 130</td>
<td>Drafting Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>IND 141</td>
<td>Machine Design and Production I</td>
<td>3</td>
</tr>
<tr>
<td>LIB 111</td>
<td>Information Literacy</td>
<td>1</td>
</tr>
<tr>
<td>MAT 100</td>
<td>Intermediate Algebra</td>
<td>3</td>
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</tbody>
</table>

**Semester Credits 16**

#### Second Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 227</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>IND 135</td>
<td>Advanced Drafting</td>
<td>4</td>
</tr>
<tr>
<td>IND 142</td>
<td>Machine Design and Production II</td>
<td>3</td>
</tr>
<tr>
<td>IND 201</td>
<td>Computer-Assisted Drafting I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 115</td>
<td>College Algebra and Trigonometry</td>
<td>4</td>
</tr>
</tbody>
</table>

**Semester Credits 18**  
**Total Credits 34**
Employment Potential
Graduates of the program who then go on to earn a baccalaureate or higher degree will be qualified for professional positions in their fields of concentration.

Requirements for Program Entry
• High school diploma or equivalent
• Satisfactory placement in Entering Student Assessment

Developmental Assistance Available
For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster’s Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

For More Information
admissions@sunyulster.edu
1-800-724-0833 ext. 5018 or 5022
John Ganio
Coordinator, Liberal Arts: Humanities and Social Science
Office: Vanderlyn Hall, VAN 224
Phone: 800:724-0833, ext. 5092 or 845:687-5092
E-mail: ganijo@sunyulster.edu

Curriculum

First Semester
Course Number  Description                  Credits
ENG 101        College English I             3  
COM 103 or COM 105  Oral Communication or Public Speaking  3
HIS 101* or HIS 103*  Western Civilization I or American History I  3
MAT 105** or MAT 115** or higher level Math Elective
MAT 105** or MAT 115**  College Algebra or College Algebra & Trigonometry
or higher level Math Elective  3-4
Elective  Open Elective  3

Semester Credits 15-16

Second Semester
ENG 102 College English II  3  
LIB 111*** Information Literacy  1  
HIS 102* or HIS 104*  Western Civilization II or American History II  3
Elective  Natural Science Elective  3-4
Elective  Social Science Elective  3
Elective  Humanities Elective  3

Semester Credits 16-17

Third Semester
Elective  Natural Science Elective  3-4
Electives (3) Humanities / Social Science Electives  9
Elective***  Open Elective  3

Semester Credits 15-16

Fourth Semester
Electives (3) Humanities / Social Science Electives  9

NOTE: Through advisement, students will also fulfill General Education Requirements beginning on page 47.
Liberal Arts & Sciences: Humanities & Social Science - Adolescence Education 7-12

Associate in Arts Degree Program

Hegis Code: 5649
NYSED Code: 27229/ 27230/ 27231/ 29232/ 27234

Program Description
Students who complete this program earn an Associate in Arts degree in Humanities and Social Science: Adolescence Education 7-12, with a concentration in English, Social Studies, or Spanish. This program should be followed by students who plan to transfer to a four-year college to study adolescence education. The program is a jointly-registered program with SUNY New Paltz. A student who completes the program and meets transfer requirements will be admitted into the adolescence education program at New Paltz. Students planning to transfer to a college other than SUNY New Paltz will receive individual advisement to facilitate their transfer.

Student Learning Outcomes
At the completion of the Liberal Arts & Sciences: Humanities & Social Science-Adolescence Education 7-12 Degree Program, a student will be able to

• Acquire a broad base of knowledge in their concentration: English, Social Studies or Spanish;
• Decide if teaching junior high or high school is a realistic career for them;
• Practice writing relevant and innovative lesson plans incorporating multicultural education using New York State Learning Standards;
• Develop a personal philosophy based on readings, research, and class assignments;
• Integrate critical thinking, problem solving, and creative skills with information and theories about education;
• Develop a strong liberal arts background to aid in passing the New York State teacher certification tests.

Employment Potential
Graduates of the program who go on to earn a baccalaureate degree from SUNY New Paltz or another four-year institution and a New York State teaching certificate will be qualified to teach at the secondary school level.

Requirements for Program Entry
• High school diploma or equivalent
• Satisfactory placement in Entering Student Assessment

Developmental Assistance Available
For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster's Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

For More Information
admissions@sunyulster.edu
1-800-724-0833 ext. 5018 or 5022
Marilyn McHugh
Coordinator, Early Childhood and Childhood Education, and Adolescence Education
Office: Vanderlyn Hall, VAN 220
Phone: 800:724-0833, ext. 5130 or 845:687-5130
E-mail: mchughm@sunyulster.edu

NOTE: All Liberal Arts and Sciences: Humanities and Social Science concentrations continue with the fifth through eighth semester sequence at SUNY New Paltz. The New Paltz curriculum follows the SUNY Ulster concentrations curriculum below.

All students in the Adolescence Education Program must be fingerprinted before they register for their field placement course, which is taken in the second semester: EDU 206: Applied Adolescent Development for Education majors. The results will be valid for SUNY Ulster, SUNY New Paltz, and for New York State teacher licensing.

Continued on the next page
## Curriculum

### English Concentration

#### First Semester - SUNY Ulster

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 103 or COM 105</td>
<td>Oral Communication or Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>College English I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 105 or higher</td>
<td>College Algebra or higher level mathematics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Elective*</td>
<td>Foreign Language Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Credits</strong></td>
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<td><strong>15</strong></td>
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#### Second Semester - SUNY Ulster

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 206</td>
<td>Applied Adolescent Development for Education Majors</td>
<td>1</td>
</tr>
<tr>
<td>ENG 102</td>
<td>College English II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 103 or HIS 104</td>
<td>American History I or American History II</td>
<td>3</td>
</tr>
<tr>
<td>LIB 111</td>
<td>Information Literacy</td>
<td>1</td>
</tr>
<tr>
<td>PSY 206</td>
<td>Psychology of Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Foreign Language Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Natural Science Elective</td>
<td>3</td>
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#### Third Semester - SUNY Ulster

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<th>Course Number</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>COM 203</td>
<td>Oral Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>EDU 203</td>
<td>Social and Philosophical Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>HIS 101 or HIS 102</td>
<td>Western Civilization I or Western Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>English Electives</td>
<td>6</td>
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<tr>
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#### Fourth Semester - SUNY Ulster

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDU 202</td>
<td>Introduction to Secondary Education and Teaching</td>
<td>3</td>
</tr>
<tr>
<td>ENG 205 or ENG 209</td>
<td>Advanced Composition Workshop or Practical Grammar</td>
<td>3</td>
</tr>
<tr>
<td>Elective**</td>
<td>English Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>English Elective <em>(recommend ENG 218 Classics of Children's Literature)</em></td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Other World Civilizations Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Credits</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>Total Credits – SUNY Ulster</strong></td>
<td></td>
<td><strong>62</strong></td>
</tr>
</tbody>
</table>

* Students who take one 200 intermediate level foreign language satisfy their foreign language requirement. They may then substitute any humanities course in place of the second foreign language.

** English electives: choose from ENG 201, 202, 203, 204, 205, 206, 207, 208, 212, 214, 215, 216, 220, 222, 223, 225, 240, 245. Students should not take a sequence in ENG 201 or 203.

Minimum grades for New Paltz: C in PSY 206, EDU 203, and foreign languages; B in ENG 101 and ENG 102.

## Liberal Arts & Sciences: Humanities & Social Science - Adolescence Education 7-12

### Social Studies Concentration

#### First Semester - SUNY Ulster

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>College English I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 103</td>
<td>American History I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 105 or higher</td>
<td>College Algebra or higher level mathematics</td>
<td>3</td>
</tr>
<tr>
<td>PSY101</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Elective*</td>
<td>Foreign Language Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Credits</strong></td>
<td></td>
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#### Second Semester - SUNY Ulster

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECO 101</td>
<td>Introduction to Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>EDU 206</td>
<td>Applied Adolescent Development for Education Majors</td>
<td>1</td>
</tr>
<tr>
<td>HIS 104</td>
<td>American History II</td>
<td>3</td>
</tr>
<tr>
<td>LIB 111</td>
<td>Information Literacy</td>
<td>1</td>
</tr>
<tr>
<td>PSY 206</td>
<td>Psychology of Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>Elective*</td>
<td>Foreign Language Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Credits</strong></td>
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<td><strong>17</strong></td>
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#### Third Semester - SUNY Ulster

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 103 or COM 105</td>
<td>Oral Communications or Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>ECO 102</td>
<td>Introduction to Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>EDU 203</td>
<td>Social and Philosophical Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>HIS 101 or HIS 102</td>
<td>Western Civilization I or Western Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>Elective**</td>
<td>English Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Natural Science Elective</td>
<td>3</td>
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<tr>
<td><strong>Semester Credits</strong></td>
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#### Fourth Semester - SUNY Ulster

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>EDU 202</td>
<td>Introduction to Secondary Education and Teaching</td>
<td>3</td>
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<tr>
<td>POS 201</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>History or Political Science Elective (200 level)</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Other World Civilizations Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Arts Elective</td>
<td>3</td>
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<tr>
<td><strong>Semester Credits</strong></td>
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</tr>
<tr>
<td><strong>Total Credits - SUNY Ulster</strong></td>
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<td><strong>62</strong></td>
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</tbody>
</table>

* Students who take one 200 intermediate level foreign language satisfy their foreign language requirement. They may then substitute any humanities course in place of the second foreign language.

Minimum grades for New Paltz: C in PSY 206, EDU 203, and foreign languages; B in ENG 101 and ENG 102.
Spanish Concentration

First Semester - SUNY Ulster

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 103 or COM 105</td>
<td>Oral Communication or Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>College English I</td>
<td>3</td>
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<tr>
<td>MAT 105 or higher level math</td>
<td>College Algebra or higher level mathematics</td>
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</tr>
<tr>
<td>SPA 201</td>
<td>Intermediate Spanish I</td>
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</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
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</table>

Total Credits - SUNY Ulster 16

Second Semester - SUNY Ulster

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<tbody>
<tr>
<td>EDU 206</td>
<td>Applied Adolescent Development for Education Majors</td>
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<td>ENG 102</td>
<td>College English II</td>
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<td>HIS 103 or HIS 104</td>
<td>American History I or American History II</td>
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<td>Information Literacy</td>
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<tr>
<td>PSY 206</td>
<td>Psychology of Adolescence</td>
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</tr>
<tr>
<td>SPA 202</td>
<td>Intermediate Spanish II</td>
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Total Credits - SUNY Ulster 15

Third Semester - SUNY Ulster

<table>
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<tbody>
<tr>
<td>EDU 203</td>
<td>Social and Philosophical Foundations of Education</td>
<td>3</td>
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<tr>
<td>HIS 101 or HIS 102</td>
<td>Western Civilization I or Western Civilization II</td>
<td>3</td>
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<tr>
<td>SPA 207</td>
<td>Advanced Conversational Spanish I</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td>Natural Science Elective</td>
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</tr>
<tr>
<td>Elective***</td>
<td>General Elective</td>
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Total Credits - SUNY Ulster 16

Fourth Semester - SUNY Ulster

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<tr>
<th>Course Number</th>
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<tbody>
<tr>
<td>EDU 202</td>
<td>Introduction to Secondary Education and Teaching</td>
<td>3</td>
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<tr>
<td>SPA 208</td>
<td>Advanced Spanish Grammar and Composition</td>
<td>3</td>
</tr>
<tr>
<td>SPA*</td>
<td>Spanish Elective</td>
<td>3</td>
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<tr>
<td>Elective</td>
<td>Arts Elective</td>
<td>3</td>
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<tr>
<td>Elective***</td>
<td>Other World Civilizations or Latin America Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits - SUNY Ulster 16

NOTE: Through advisement, students will also fulfill General Education Requirements beginning on page 47.

After completing any of these concentrations at SUNY New Paltz, students must successfully pass the Liberal Arts and Sciences Test (LAST) and the Assessment of Teaching Skills/Written (ATS/W) of the New York State Certification Examination in order to be eligible for provisional certification. Additional testing, which includes the Content Specialty Test (CST) and the Assessment of Teaching Skills/Performance (ATS/P), is required for permanent certification.

Minimum grades for New Paltz: C in PSY 206, EDU 203, and foreign languages; B in ENG 101 and ENG 102.
Liberal Arts & Sciences: Humanities & Social Science - Early Childhood and Childhood Education B-6

Associate in Arts Degree Program

Hegis Code: 5649
NYSED Code: 27046

Program Description
Students who complete this program earn an Associate in Arts degree in Humanities and Social Science: Early Childhood and Childhood Education B-6, with a concentration in English, French, History, or Spanish. This program should be followed by students who plan to transfer to a four-year college to study elementary education. The program is a jointly-registered program with SUNY New Paltz. A student who completes the program and meets transfer requirements will be admitted into the elementary education program at New Paltz. Students planning to transfer to a college other than SUNY New Paltz will receive individual advisement to facilitate their transfer.

Student Learning Outcomes
At the completion of the Liberal Arts & Sciences: Humanities & Social Science-Early Childhood & Childhood Education B-6 Degree program, a student will be able to

• Acquire a broad base of knowledge in French, Spanish, and History;
• Decide if teaching early childhood or childhood education is a realistic career for them;
• Interpret developmental theories to understand the learning, behavior, culture, and ability of children in the diverse classroom through observations in kindergarten through grade 6;
• Practice writing relevant and innovative lesson plans using the New York State Learning Standards;
• Recognize the importance of children's literature at the elementary level;
• Develop a personal philosophy based on reading, research, and class assignments;
• Integrate critical thinking, problem solving, and creative skills with information and theories about education;
• Develop a strong liberal arts background to aid in passing the New York State teacher certification tests.

Employment Potential
Graduates of the program who go on to earn a baccalaureate degree from SUNY New Paltz or another four-year institution and a New York State teaching certificate will be qualified to teach one of the specialty areas at the elementary school level.

Requirements for Program Entry
• High school diploma or equivalent
• Satisfactory placement in Entering Student Assessment

Developmental Assistance Available
For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster's Learning Center, Times Squared Math Lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

For More Information
admissions@sunyulster.edu
1-800-724-0833 ext. 5018 or 5022
Marilyn McHugh
Coordinator, Early Childhood and Childhood Education, and Adolescence Education
Office: Vanderlyn Hall, VAN 220
Phone: 800:724-0833, ext. 5130 or 845:687-5130
E-mail: mchughm@sunyulster.edu

NOTE: All Liberal Arts and Sciences: Humanities and Social Science concentrations continue with the fifth through eighth semester sequence at SUNY New Paltz. The New Paltz curriculum follows the SUNY Ulster concentrations curricula below.

All students in the Early Childhood Education Programs must be fingerprinted before they register for their field placement course, which is taken in the second semester: EDU 200: Applied Child Development for Education majors. The results will be valid for SUNY Ulster, SUNY New Paltz, and for New York State teacher licensing.

Curriculum

English Concentration

First Semester - SUNY Ulster

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM 103 or COM 105</td>
<td>Oral Communication or Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>College English I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 105 or MAT 115 or higher level</td>
<td>College Algebra or College Algebra &amp; Trigonometry or higher level Mathematics</td>
<td>3-4</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Elective*</td>
<td>Foreign Language Elective</td>
<td>3</td>
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</table>

Semester Credits 15-16

Second Semester - SUNY Ulster

Continued on the next page
### Linearized Text

**EDU 200**  
Applied Child Development for Education Majors  1

**ENG 102**  
College English II 3

**LIB 111**  
Information Literacy 1

**MAT 140**  
Foundations of Elementary School Mathematics 3

**PSY 200**  
Psychology of Child Development 3

Elective**  
Arts Elective 3

Elective*  
Foreign Language Elective 3

**Semester Credits 17**

**Third Semester - SUNY Ulster**

EDU 203  
Social and Philosophical Foundations of Education 3

ENG 209  
Practical Grammar 3

ENG 217 or ENG 218  
Children's Literature (for Early Childhood students preferably) or Classics of Children's Literature (for Childhood students preferably) 3

GEG 101****  
Physical Geography 3

HIS 101 or 102  
Western Civilization I or Western Civilization II 3

**Semester Credits 15**

**Fourth Semester - SUNY Ulster**

EDU 201  
Introduction to Elementary Schools and Teaching 3

HIS 103 or HIS 104  
American History I or American History II 3

Electives***  
English Electives 6

Elective ****  
Natural Science Elective 3

**Semester Credits 15**

**Total Credits - SUNY Ulster 62-63**

* Students who take one 200-intermediate level foreign language satisfy their foreign language requirement. They may then substitute any humanities elective in place of the second foreign language.

** Recommended COM 204 Oral Interpretation of Children's Literature for ARTS general education.

*** English electives include the following: ENG 201, 202, 203, 204, 205, 206, 207, 208, 212, 214, 215, 216, 220, 222, 223, 225, 240 and 245.

If you are transferring to New Paltz, it is recommended that you do not take a sequence in 201 or 203.

**** Students who take GEG 101 may not take ESC 101 as their natural science elective because of overlapping course content.

Minimum grades for New Paltz: B in ENG 101 & 102; B in EDU 201; C in PSY 200, MAT 140, MAT 240, GEG 101, EDU 200, EDU 203, and foreign languages.

### Liberal Arts & Sciences: Humanities & Social Science - Early Childhood and Childhood Education B-6

#### French Concentration

**First Semester - SUNY Ulster**

<table>
<thead>
<tr>
<th>Course Number</th>
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<td>ENG 101</td>
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<td>3</td>
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<tr>
<td>FRE 201*</td>
<td>Intermediate French I</td>
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<tr>
<td>HIS 101 or HIS 102</td>
<td>Western Civilization I or Western Civilization II</td>
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<tr>
<td>MAT 105 or MAT 115</td>
<td>College Algebra or College Algebra</td>
<td>3</td>
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<tr>
<td>or higher level</td>
<td>&amp; Trigonometry or higher level mathematics</td>
<td>3-4</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
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</table>

**Semester Credits 16-17**

**Second Semester - SUNY Ulster**

EDU 200  
Applied Child Development for Education Majors 3

ENG 102  
College English II 3

FRE 202  
Intermediate French II 4

LIB 111  
Information Literacy 1

MAT 140  
Foundations of Elementary School Mathematics 3

PSY 200  
Psychology of Child Development 3

Elective**  
Arts Elective 3

**Semester Credits 18**

**Third Semester - SUNY Ulster**

EDU 203  
Social and Philosophical Foundations of Education 3

FRE 207  
Advanced Conversational French 4

GEG 101  
Physical Geography 3

HIS 103 or HIS 104  
American History I or American History II 3

**Semester Credits 16**

**Fourth Semester - SUNY Ulster**

EDU 201  
Introduction to Elementary Schools and Teaching 3

FRE 208  
Advanced French Grammar and Composition 3

Elective  
Humanities Elective 3

Elective  
Other World Civilizations Elective 3

Elective***  
Natural Science Elective 3

**Semester Credits 15**

**Total Credits - SUNY Ulster 65-66**

* FRE 201 (or higher) is recommended because New Paltz will only count intermediate level courses or higher in French concentration.

** Recommended COM 204 Oral Interpretation of Children's Literature for ARTS general education.

*** Students who take GEG 101 may not take ESC 101 as their Natural Science elective because of overlapping course content.

Minimum grades for New Paltz: B in ENG 101 & 102; B- in EDU 201; C in PSY 200, MAT 140, MAT 240, GEG 101, EDU 200, EDU 203, and foreign languages.

#### History Concentration
First Semester - SUNY Ulster
Course Number Description Credits
COM 103 or COM 105 Oral Communication or Public Speaking 3
ENG 101 College English I 3
MAT 105 or MAT 115 or higher level College Algebra or College Algebra & Trigonometry or higher level mathematics 3-4
PSY 101 General Psychology 3
Elective* Foreign Language Elective 3

Semester Credits 15-16

Second Semester - SUNY Ulster
EDU 200 Applied Child Development for Education Majors 1
ENG 102 College English II 3
HIS 103 or HIS 104 American History I or American History II 3
LIB 111 Information Literacy 1
MAT 140 Foundations of Elementary School Mathematics 3
PSY 200 Psychology of Child Development 3
Elective* Foreign Language Elective 3-4

Semester Credits 17-18

Third Semester - SUNY Ulster
EDU 203 Social and Philosophical Foundations of Education 3
GEG 101 Physical Geography 3
HIS 103 or HIS 104 American History I or American History II 3
POS 201 American Government 3
Elective** Arts Elective 3

Semester Credits 15

Fourth Semester - SUNY Ulster
EDU 201 Introduction to Elementary Schools and Teaching 3
HIS 101 or HIS 102 Western Civilization I or Western Civilization II 3
HIS 206 Immigration and Ethnicity in American History 3
Elective Other World Civilizations Elective 3
Elective**** Natural Science Elective 3

Semester Credits 15

Total Credits - SUNY Ulster 62-

* Students who take one 200-intermediate level foreign language satisfy their foreign language requirement. They may then substitute any Humanities course in place of the second foreign language.

** Recommended COM 204 Oral Interpretation of Children's Literature for ARTS general education.

*** Student should take only one Western Civilization, either HIS 101 or 102, not both.

**** Students who take GEG 101 may not take ESC 101 as their Natural Science elective because of overlapping course content.

Minimum grades for New Paltz: B in ENG 101 & 102; B- in EDU 201; C in PSY 200, MAT 140, MAT 240, GEG 101, EDU 200, EDU 203, and foreign languages.

Liberal Arts & Sciences: Humanities & Social Science - Early Childhood and Childhood Education B-6

Spanish Concentration

First Semester - SUNY Ulster
Course Number Description Credits
ENG 101 College English I 3
HIS 101 or HIS 102 Western Civilization I or Western Civilization II 3
MAT 105 or MAT 115 or higher level College Algebra or College Algebra & Trigonometry or higher level mathematics 3-4
PSY 101 General Psychology 3
SPA 101 or SPA 201* Elementary Spanish I or Intermediate Spanish I 4

Semester Credits 16-17

Second Semester - SUNY Ulster
EDU 200 Applied Child Development for Education Majors 1
ENG 102 College English II 3
LIB 111 Information Literacy 1
MAT 140 Foundations of Elementary School Mathematics 3
PSY 200 Psychology of Child Development 3
SPA 102 or SPA 202 Elementary Spanish II or Intermediate Spanish II 4
Elective** Arts Elective 3

Semester Credits 18

Third Semester - SUNY Ulster
EDU 203 Social and Philosophical Foundations of Education 3
GEG 101 Physical Geography 3
HIS 103 or HIS 104 American History I or American History II 3
SPA 201 or SPA 207 Intermediate Spanish I or Advanced Conversational Spanish I 4

Semester Credits 16

Fourth Semester - SUNY Ulster
EDU 201 Introduction to Elementary Schools and Teaching 3
SPA 202 or SPA 208 Intermediate Spanish II or Advanced Spanish Grammar & Composition 3-4
Elective General Elective 3
Elective Other World Civilizations Elective 3
Elective*** Natural Science Elective 3

Semester Credits 15-16

Total Credits - SUNY Ulster 65-67

* SPA 201 (or higher) is recommended because New Paltz will only count intermediate level courses or higher in Spanish concentration.

** Recommended COM 204 Oral Interpretation of Children's Literature for ARTS general education.

Continued on the next page
*** Students who take GEG 101 may not take ESC 101 as their Natural Science elective because of overlapping course content.

Minimum grades for New Paltz: B in ENG 101 & 102; B- in EDU 201; C in PSY 200, MAT 140, MAT 240, GEG 101, EDU 200, EDU 203, and foreign languages.

**SUNY New Paltz Curriculum**

**Fifth Semester - SUNY New Paltz**

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<tr>
<td>EED 301</td>
<td>Fieldwork (40 hrs.)</td>
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<tr>
<td>EED 371</td>
<td>Developmentally Appropriate Practices</td>
<td>3</td>
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<tr>
<td>EED 375</td>
<td>Teaching Reading Part I</td>
<td>3</td>
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<tr>
<td>EED 412</td>
<td>Curriculum II (Pre-K – K)</td>
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**Sixth Semester - SUNY New Paltz**

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<tr>
<td>EED 302</td>
<td>Fieldwork 2 (20 hrs.)</td>
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<td>EED 380</td>
<td>Teaching Mathematics, Science and Technology in the Elementary School</td>
<td>6</td>
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<tr>
<td>SPE 350</td>
<td>Inclusive Classrooms</td>
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**Seventh Semester - SUNY New Paltz**

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<tr>
<td>EED 303</td>
<td>Fieldwork 3 (full day - 60 hrs.)</td>
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<tr>
<td>EED 376</td>
<td>Teaching, Reading / Language Arts Methods</td>
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</tr>
<tr>
<td>EED 379</td>
<td>Social Studies Methods</td>
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**Eighth Semester - SUNY New Paltz**

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<tr>
<td>EED 404</td>
<td>Student Teaching, Pre-K – 2</td>
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<td>EED 405</td>
<td>Student Teaching, 3-6</td>
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<tr>
<td>EED 406</td>
<td>Student Teaching Seminar</td>
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* You must complete your liberal arts major and any general education courses not already met before graduating.

**NOTE:** After completing any of these concentrations at SUNY New Paltz, students must successfully pass the Liberal Arts and Sciences Test (LAST) and the Assessment of Teaching Skills/Written (ATS/W) of the New York State Certification Examination in order to be eligible for provisional certification. Additional testing, which includes the Content Specialty Test (CST) and the Assessment of Teaching Skills/Performance (ATS/P), is required for permanent certification.

**NOTE:** Through advisement, students will also fulfill General Education Requirements beginning on page 47.

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**Liberal Arts & Sciences: Mathematics & Science**

**Associate in Arts Degree Program**

Hegis Code: 5649  
NYSED Code: 00120

**Program Description**

Students who complete this program earn an Associate in Arts degree. Generally, students in this program intend to transfer to colleges granting the baccalaureate degree in biology, chemistry, earth science, mathematics, or physics. Though the minimum requirements for the degree are listed, students are urged to seek advice regarding specific electives from faculty advisors in order to ensure smooth transfer to a four-year school.

**Student Learning Outcomes**

At the completion of the A.A. Liberal Arts & Sciences: Mathematics & Science Degree Program, a student will be able to:

- Effectively write grammatically correct essays with a focused main idea, logically developed with supporting details including the incorporation of information from secondary sources, properly cited;
- Critically read and orally present researched information in an organized, effective manner;
- Demonstrate the ability to conduct and document research, including gathering information, logically analyzing problems, drawing inferences, and proposing solutions;
- Apply appropriate mathematical procedures and quantitative methods to solve practical problems in mathematics and the natural or physical sciences;
- Demonstrate an understanding of scientific principles of inquiry including hypothesis formation, designing and conducting experiments, and formulating conclusions;
- Demonstrate an understanding of good laboratory practice;
- Recognize and interpret major historical events of Western and non-Western cultures and their impact on contemporary society;
- Understand and critically analyze human society, behavior, and our institutions;
- Demonstrate knowledge of the arts, such as literature, philosophy, music, visual arts and/or performing arts and their relationship with history, society and culture.

Continued on the next page
Employment Potential
Students earning a baccalaureate degree from a four-year transferring institution have many professional opportunities in the world of teaching, research, field work, and business and industry upon graduation.

Requirements for Program Entry
• High school diploma or equivalent
• Satisfactory placement in Entering Student Assessment

Developmental Assistance Available
For students who do not meet basic reading and math requirement or who have other learning issues, extra assistance is readily available through SUNY Ulster’s Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

For More Information
admissions@sunyulster.edu
1-800-724-0833 ext. 5018 or 5022
Steven Schimmrich
Chairperson, Physical Sciences
Office: Burroughs Hall, BUR 105
Phone: 800:724-0833, ext. 7683 or 845:687-7683
E-mail: schimmrs@sunyulster.edu
or
Maureen Nicholson
Coordinator, Mathematics
Office: Burroughs Hall, BUR 107
Phone: 800:724-0833, ext. 1574 or 845:688-1574
E-mail: nicholsm@sunyulster.edu

Curriculum

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>College English I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 101 or HIS 102</td>
<td>Western Civilization I or Western Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>BIO 105 or CHE 103 or ESC 104 or PHY 109*</td>
<td>General Biology I or General Chemistry I or General Geology or General Physics I</td>
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</tr>
<tr>
<td>MAT 170</td>
<td>Calculus I</td>
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Semester Credits 17

<table>
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<tr>
<th>Second Semester</th>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 102</td>
<td>College English II</td>
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<tr>
<td>LIB 111</td>
<td>Information Literacy</td>
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<td>HIS 103 or HIS 104</td>
<td>American History I or American History II</td>
<td>3</td>
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<tr>
<td>BIO 106 or CHE 104 or ESC 105 or PHY 110*</td>
<td>General Biology II or General Chemistry II or Earth History II or General Physics II</td>
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<tr>
<td>MAT 160 or MAT 211 or MAT Elective Pre-Calculus or Elementary Statistics or Math Elective above MAT 170</td>
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<td>Open Elective</td>
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Semester Credits 17-18

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<th>Description</th>
<th>Credits</th>
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<tr>
<td>COM 103 or COM 105</td>
<td>Oral Communication or Public Speaking</td>
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<tr>
<td>Elective**</td>
<td>Math or Natural Science Elective</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>Humanities Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>Social Science Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>Open Elective</td>
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Semester Credits 15-16

<table>
<thead>
<tr>
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<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Electives Math or Natural Science Electives</td>
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<tr>
<td>Electives Math or Natural Science Electives</td>
<td>3-4</td>
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<tr>
<td>Elective Humanities Elective</td>
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<tr>
<td>Elective Social Science Elective</td>
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</tr>
<tr>
<td>Elective Open Elective</td>
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Semester Credits 15-17
Total Credits 64-68

* A two-semester sequence must be taken.
** Select one additional laboratory science course or a mathematics course for which MAT 170 is a prerequisite, or PHY 101.

ENG 101 is a pre- or corequisite for all history courses and sociology courses.

NOTE: Through advisement, students will also fulfill General Education Requirements beginning on page 47.
Liberal Arts & Sciences: Mathematics & Science - Adolescence Education 7-12

Associate in Arts Degree Program

Hegis Code: 5649
NYSED Code: 27221/ 27222/ 27223/ 27224/ 27225/ 27226/ 27227/ 27228

Program Description
Students who complete this program earn an Associate in Arts degree in Liberal Arts and Sciences: Mathematics and Science Adolescence Education 7-12, with a concentration in Biology, Chemistry, Environmental Geology, Geology, or Mathematics. This program should be followed by students who plan to transfer to a four-year college to study adolescence education. The program is a jointly-registered program with SUNY New Paltz. A student who completes the program and meets transfer requirements will be admitted into the adolescence education program at SUNY New Paltz. Students planning to transfer to a college other than SUNY New Paltz will receive individual advisement to facilitate their transfer.

Student Learning Outcomes
At the completion of the Liberal Arts & Sciences: Mathematics & Science-Adolescence Education 7-12 Degree program, a student will be able to

(Concentrations in Biology, Chemistry, Environmental Geology and Mathematics)

• Acquire a broad base of knowledge in their concentration: biology, geology, chemistry, environmental geology or mathematics;
• Decide if teaching junior high or high school is a realistic career for them;
• Practice writing relevant and innovative lesson plans incorporating multicultural education using the New York State Learning Standards;
• Develop a personal philosophy based on readings, research, and class assignments;
• Integrate critical thinking, problem solving, and creative skills with information and theories about education;
• Develop a strong liberal arts background to aid in passing the New York State teacher certification tests.

Employment Potential
Graduates of the program who go on to earn a baccalaureate degree from SUNY New Paltz or another four-year institution and a New York State teaching certificate will be qualified to teach at the secondary school level.

Requirements for Program Entry
• High school diploma or equivalent
• Satisfactory placement in Entering Student Assessment

Developmental Assistance Available
For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster’s Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

For More Information
admissions@sunyulster.edu
1-800-724-0833 ext. 5018 or 5022
Marilyn McHugh
Coordinator, Early Childhood and Childhood Education, and Adolescence Education
Office: Vanderlyn Hall, VAN 220
Phone: 800:724-0833, ext. 5130 or 845:687-5130
E-mail: mchughm@sunyulster.edu

NOTE: All Liberal Arts and Sciences: Mathematics and Science concentrations continue with the fifth through eighth semester sequence at SUNY New Paltz. The New Paltz curriculum follows the SUNY Ulster concentrations curricula below.

All students in the Adolescence Education Program must be fingerprinted before they register for their field placement course, which is taken in the second semester: EDU 206: Applied Adolescent Development for Education majors. The results will be valid for SUNY Ulster, SUNY New Paltz, and for New York State teacher licensing.

Continued on the next page
## Curriculum

### Biology Concentration

**First Semester - SUNY Ulster**

<table>
<thead>
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<tr>
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<td>General Biology I</td>
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<td>CHE 103</td>
<td>General Chemistry I</td>
<td>4</td>
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<td>ENG 101</td>
<td>College English I</td>
<td>3</td>
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<tr>
<td>MAT 170</td>
<td>Calculus I</td>
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**Second Semester - SUNY Ulster**

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<td>CHE 104</td>
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<td>Applied Adolescent Development for Education Majors</td>
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<td>ENG 102</td>
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<td>LIB 111</td>
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<td>Microbiology or General Ecology</td>
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<td>Oral Communication or Public Speaking</td>
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<td>EDU 203</td>
<td>Social and Philosophical Foundations of Education</td>
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<td>HIS 103 or HIS 104</td>
<td>American History I or American History II</td>
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<td>PSY 206</td>
<td>Psychology of Adolescence</td>
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**Fourth Semester - SUNY Ulster**

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<td>BIO 206</td>
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<td>Elective</td>
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<td>Elective</td>
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**Total Credits - SUNY Ulster 69**

---

### Liberal Arts & Sciences:

**Mathematics & Science - Adolescence Education 7-12**

### Chemistry Concentration

**First Semester - SUNY Ulster**

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<td>ESC 104</td>
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<td>Calculus I</td>
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<td>General Chemistry II</td>
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<td>EDU 206</td>
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<td>ENG 102</td>
<td>College English II</td>
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<td>MAT 180</td>
<td>Calculus II</td>
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**Third Semester - SUNY Ulster**

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<td>Social and Philosophical Foundations of Education</td>
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<td>HIS 103 or HIS 104</td>
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<td>Elective</td>
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**Fourth Semester - SUNY Ulster**

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<td>EDU 202</td>
<td>Introduction to Secondary Education and Teaching</td>
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<td>HIS 101 or HIS 102</td>
<td>Western Civilization I or Western Civilization II</td>
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**Total Credits - SUNY Ulster 69**

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Continued on the next page
Environmental Geology Concentration

First Semester - SUNY Ulster

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<td>ESC 104</td>
<td>General Physical Geology</td>
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<td>MAT 170</td>
<td>Calculus I</td>
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Semester Credits 18

Second Semester - SUNY Ulster

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<td>ENG 102</td>
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<td>Earth History</td>
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<td>LIB 111</td>
<td>Information Literacy</td>
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<td>Psychology of Adolescence</td>
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Semester Credits 19

Third Semester - SUNY Ulster

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<td>COM 103 or COM 105</td>
<td>Oral Communication or Public Speaking</td>
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<td>EDU 203</td>
<td>Social and Philosophical Foundations of Education</td>
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<tr>
<td>ESC 109</td>
<td>Intro to Meteorology</td>
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<tr>
<td>HIS 103 or HIS 104</td>
<td>American History I or American History II</td>
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<td>Elective*</td>
<td>Foreign Language Elective</td>
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Semester Credits 16

Fourth Semester - SUNY Ulster

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<tbody>
<tr>
<td>AST 101 or AST 102</td>
<td>Astronomy of Stars &amp; Galaxies or Solar System Astronomy</td>
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<td>EDU 202</td>
<td>Introduction to Secondary Education and Teaching</td>
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<tr>
<td>HIS 101 or HIS 102</td>
<td>Western Civilization I or Western Civilization II</td>
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Semester Credits 15

Total Credits - SUNY Ulster 68

Liberal Arts & Sciences: Mathematics & Science - Adolescence Education 7-12

Geology Concentration

First Semester - SUNY Ulster

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<th>Course Number</th>
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<tr>
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<tr>
<td>ESC 104</td>
<td>Physical Geology</td>
<td>4</td>
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<tr>
<td>MAT 170</td>
<td>Calculus I</td>
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<tr>
<td>PSY 101</td>
<td>General Psychology</td>
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Semester Credits 18

Second Semester - SUNY Ulster

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<th>Course Number</th>
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<tbody>
<tr>
<td>CHE 104</td>
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<tr>
<td>EDU 206</td>
<td>Applied Adolescent Development for Education Majors</td>
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<tr>
<td>ENG 102</td>
<td>College English II</td>
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<tr>
<td>ESC 105</td>
<td>Earth History</td>
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<td>LIB 111</td>
<td>Information Literacy</td>
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<td>PSY 206</td>
<td>Psychology of Adolescence</td>
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Semester Credits 19

Third Semester - SUNY Ulster

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<th>Course Number</th>
<th>Description</th>
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<tr>
<td>COM 103 or COM 105</td>
<td>Oral Communication or Public Speaking</td>
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<td>EDU 203</td>
<td>Social and Philosophical Foundations of Education</td>
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<td>ESC 109</td>
<td>Intro to Meteorology</td>
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<td>American History I or American History II</td>
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Semester Credits 19

Fourth Semester - SUNY Ulster

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<th>Course Number</th>
<th>Description</th>
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<tr>
<td>AST 101 or AST 102</td>
<td>Astronomy of Stars &amp; Galaxies or Solar System Astronomy</td>
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<td>EDU 202</td>
<td>Introduction to Secondary Education and Teaching</td>
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<td>HIS 101 or HIS 102</td>
<td>Western Civilization I or Western Civilization II</td>
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Semester Credits 15

Total Credits - SUNY Ulster 68

Continued on the next page
Mathematics Concentration

First Semester - SUNY Ulster

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Semester Credits 16

Second Semester - SUNY Ulster

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<td>MAT 180</td>
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<td>General Physics I</td>
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Semester Credits 16

Third Semester - SUNY Ulster

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<th>Course Number</th>
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<tbody>
<tr>
<td>COM 103 or COM 105</td>
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<td>Social and Philosophical Foundations of Education</td>
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Semester Credits 19

Fourth Semester - SUNY Ulster

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<tr>
<td>MAT 205 or CSC 150</td>
<td>Linear Algebra or Introduction to Computer Science</td>
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Semester Credits 16

67 Total Credits - SUNY Ulster

* Students who take one 200-intermediate level foreign language satisfy their foreign language requirement. They may then substitute any humanities course in place of the second foreign language.

** MAT 206 may be substituted by advisement.

Minimum grades for SUNY New Paltz: C in PSY 206, EDU 203, foreign languages; B- in MAT 170 and 180; B in ENG 101 and 102.

Liberal Arts & Sciences: Mathematics & Science - Adolescence Education 7-12

SUNY New Paltz Curriculum

Fifth Semester - SUNY New Paltz

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<td>Introduction to Literacy for Diverse Learners</td>
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<td>SPE 385</td>
<td>Differentiating Instruction in the Secondary School</td>
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Sixth Semester - SUNY New Paltz

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<td>SED 353</td>
<td>Field Work # 1</td>
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<td>SED 453</td>
<td>Introduction to Curriculum and Assessment</td>
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Seventh Semester - SUNY New Paltz

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<td>SED 350</td>
<td>Field Work # 2</td>
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<td>SED 356</td>
<td>Teaching &amp; Learning in the Digital Environment</td>
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<td>Discipline-Specific Methods Course</td>
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Eighth Semester - SUNY New Paltz

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<td>SED 405</td>
<td>Student Teaching in the Senior High School</td>
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<tr>
<td>SED 406</td>
<td>Student Teaching Seminar</td>
<td>1</td>
</tr>
<tr>
<td>SED 407</td>
<td>Field Work # 3</td>
<td>1</td>
</tr>
</tbody>
</table>

NOTE: After completing any of these concentrations at SUNY New Paltz, students must successfully pass the Liberal Arts and Sciences Test (LAST) and the Assessment of Teaching Skills/Written (ATS/W) of the New York State Certification Examination in order to be eligible for provisional certification. Additional testing, which includes the Content Specialty Test (CST) is required for permanent certification.

NOTE: Through advisement, students will also fulfill General Education Requirements beginning on page 47.
Liberal Arts & Sciences: Mathematics & Science – Early Childhood & Childhood Education B-6

Associate in Arts Degree Program

Hegis Code: 5649
NYSED Code: 27047

Program Description
Students who complete this program earn an Associate in Arts degree in Mathematics and Science: Early Childhood and Childhood Education B-6, with a concentration in Biology, Earth Science, or Mathematics. This program should be followed by students who plan to transfer to a four-year college to study elementary education. The program is a jointly-registered program with SUNY New Paltz. A student who completes the program and meets transfer requirements will be admitted into the elementary education program at New Paltz. Students planning to transfer to a college other than SUNY New Paltz will receive individual advisement to facilitate their transfer.

Student Learning Outcomes
At the completion of the A.A. Liberal Arts & Sciences: Mathematics & Science-Early Childhood & Childhood Education B-6 Degree Program, a student will be able to

- Acquire a broad base of knowledge in their concentration: biology, earth science or mathematics;
- Decide if teaching early childhood or childhood education is a realistic career for them;
- Practice writing relevant and innovative lesson plans using the New York State Learning Standards;
- Develop a personal philosophy based on readings, research, and class assignments;
- Integrate critical thinking, problem solving, and creative skills with information and theories about education;
- Develop a strong liberal arts background to aid in passing the New York State teacher certification tests.

Employment Potential
Graduates of the program who then go on to earn a baccalaureate degree at SUNY New Paltz or another four-year college and a New York State teaching certificate will be qualified to teach one of the specialty areas at the elementary school level.

Requirements for Program Entry
- High school diploma or equivalent
- Satisfactory placement in Entering Student Assessment

Developmental Assistance Available
For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster’s Learning Center, Times Squared Math Lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

For More Information
admissions@sunyulster.edu
1-800-724-0833 ext. 5018 or 5022
Marilyn McHugh
Coordinator, Early Childhood and Childhood Education and Adolescence Education
Office: Vanderlyn Hall, VAN 220
Phone: 800:724-0833, ext. 5130 or 845:687-5130
E-mail: mchughm@sunyulster.edu

NOTE: All Liberal Arts and Sciences: Mathematics and Science concentrations continue with the fifth through eighth semester sequence at SUNY New Paltz. The New Paltz curriculum follows the SUNY Ulster concentrations curricula below.

All students in the Early Childhood and Childhood Education Program must be fingerprinted before they register for their field placement course, which is taken in the second semester: EDU 200: Applied Child Development for Education majors. The results will be valid for SUNY Ulster, SUNY New Paltz, and for New York State teacher licensing.

Continued on the next page
## Curriculum

### Biology Concentration

#### First Semester - SUNY Ulster

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIO 105</td>
<td>General Biology I</td>
<td>4</td>
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<tr>
<td>ENG 101</td>
<td>College English I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 170</td>
<td>Calculus I or higher level Math</td>
<td>4</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Elective*</td>
<td>Foreign Language Elective</td>
<td>3-4</td>
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Semester Credits 17-18

#### Second Semester - SUNY Ulster

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 106</td>
<td>General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>EDU 200</td>
<td>Applied Child Development for Education Majors</td>
<td>1</td>
</tr>
<tr>
<td>ENG 102</td>
<td>College English II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 103 or HIS 104</td>
<td>American History I or American History II</td>
<td>3</td>
</tr>
<tr>
<td>LIB 111</td>
<td>Information Literacy</td>
<td>1</td>
</tr>
<tr>
<td>PSY 200</td>
<td>Psychology of Child Development</td>
<td>3</td>
</tr>
<tr>
<td>Elective*</td>
<td>Foreign Language Elective</td>
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Semester Credits 18-19

#### Third Semester - SUNY Ulster

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>BIO 207</td>
<td>General Ecology</td>
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<tr>
<td>EDU 203</td>
<td>Social and Philosophical Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>GEG 101</td>
<td>Physical Geography</td>
<td>3</td>
</tr>
<tr>
<td>HIS 101 or HIS 102</td>
<td>Western Civilization I or Western Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 140</td>
<td>Foundations of Elementary School Mathematics</td>
<td>3</td>
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</table>

Semester Credits 16

#### Fourth Semester - SUNY Ulster

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>BIO 206</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>COM 103 or COM 105</td>
<td>Oral Communication or Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>EDU 201</td>
<td>Introduction to Elementary Schools and Teaching</td>
<td>3</td>
</tr>
<tr>
<td>Elective**</td>
<td>Arts Electives</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Other World Civilizations Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester Credits 16

Total Credits - SUNY Ulster 67-69

* Students who take one 200-intermediate level foreign language satisfy their foreign language requirement. They may then substitute any other Humanities course in place of the second foreign language.

** Recommend COM 204 Oral Interpretation of Children's Literature for ARTS general education requirement.

Minimum grades for New Paltz: C in PSY 200, MAT 140, MAT 240, GEG 101, EDU 200, EDU 203 and foreign languages; B- in EDU 201, B in ENG 101 & 102.

### Liberal Arts & Sciences:

#### Mathematics & Science - Early Childhood & Childhood Education B-6

#### Earth Science Concentration

#### First Semester - SUNY Ulster

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 101</td>
<td>College English I</td>
<td>3</td>
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<tr>
<td>ESC 104</td>
<td>Physical Geology</td>
<td>4</td>
</tr>
<tr>
<td>MAT Elective</td>
<td>MAT 160 or higher</td>
<td>3-4</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Elective*</td>
<td>Foreign Language Elective</td>
<td>3-4</td>
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</table>

Semester Credits 16-18

#### Second Semester - SUNY Ulster

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 200</td>
<td>Applied Child Development for Education Majors</td>
<td>1</td>
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<tr>
<td>ENG 102</td>
<td>College English II</td>
<td>3</td>
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<tr>
<td>ESC 105</td>
<td>Earth History</td>
<td>4</td>
</tr>
<tr>
<td>LIB 111</td>
<td>Information Literacy</td>
<td>1</td>
</tr>
<tr>
<td>MAT 170</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>PSY 200</td>
<td>Psychology of Child Development</td>
<td>3</td>
</tr>
<tr>
<td>Elective*</td>
<td>Foreign Language Elective</td>
<td>3-4</td>
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Semester Credits 19-20

#### Third Semester - SUNY Ulster

<table>
<thead>
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<th>Course Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>CHE 103</td>
<td>General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>EDU 203</td>
<td>Social and Philosophical Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>HIS 101 or HIS 102</td>
<td>Western Civilization I or Western Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 140</td>
<td>Foundations of Elementary School Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Elective**</td>
<td>Earth Science Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester Credits 16

#### Fourth Semester - SUNY Ulster

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM 103 or COM 105</td>
<td>Oral Communication or Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>EDU 201</td>
<td>Introduction to Elementary Schools and Teaching</td>
<td>3</td>
</tr>
<tr>
<td>GEG 101</td>
<td>Physical Geography</td>
<td>3</td>
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<tr>
<td>HIS 103 or HIS 104</td>
<td>American History I or American History II</td>
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<tr>
<td>Elective***</td>
<td>Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Other World Civilizations Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester Credits 18

Total Credits - SUNY Ulster 69-72

* Students who take one 200-intermediate level foreign language satisfy their foreign language requirement. They may then substitute any humanities course in place of the second foreign language.

** Students may not select ESC 101.

*** Recommend COM 204 Oral Interpretation of Children's Literature for ARTS general education requirement.


### Mathematics Concentration

#### First Semester - SUNY Ulster

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
</table>

BIO 105 or CHE 103 or
ESC 104 or PHY 109* General Biology I or General Chemistry I or
Physical Geology or General Physics I  4
ENG 101  College English I  3
HIS 101 or HIS 102  Western Civilization I or Western Civilization II  3
MAT 170  Calculus I  4
PSY 101  General Psychology  3

Semester Credits 17

Second Semester - SUNY Ulster
BIO 106 or CHE 104 or
ESC 105 or PHY 110 General Biology II or General Chemistry II or
Earth History or General Physics II  4
EDU 200  Applied Child Development for Education Majors  1
ENG 102  College English II  3
LIB 111  Information Literacy  1
MAT 180  Calculus II  4
PSY 200  Psychology of Child Development  3

Semester Credits 16

Third Semester - SUNY Ulster
EDU 203  Social and Philosophical Foundations of Education  3
GEG 101  Physical Geography  3
HIS 103 or HIS 104 American History I or American History II  3
MAT 140  Foundations of Elementary School Mathematics  3
MAT 211  Elementary Statistics  3
Elective**  Foreign Language Elective  3-4

Semester Credits 18-19

Fourth Semester - SUNY Ulster
COM 103 or COM 105 Oral Communication or Public Speaking  3
EDU 201  Introduction to Elementary Schools and Teaching  3
MAT 207*** Fundamentals of Mathematical Proof  3
Elective**** Arts Elective  3
Elective  Foreign Language Elective  3-4
Elective  Other World Civilizations Elective  3

Semester Credits 18-19

Total Credits - SUNY Ulster 69-

72

*  MAT 170 is a prerequisite for PHY 109.
** Students who take one 200-intermediate level foreign language satisfy their foreign language requirement. They may then substitute any Humanities course in place of the second foreign language.
*** MAT206 may be substituted by advisement.
**** Recommend COM 204 Oral Interpretation of Children's Literature for ARTS General Education requirement.

Minimum grades for New Paltz: C in PSY 200, MAT 140 & 240, GEG 101, EDU 200 & 203 and foreign languages; B- in EDU 201, MAT 170 & 180; B in ENG 101 & 102.

Liberal Arts & Sciences: Mathematics & Science - Early Childhood & Childhood Education B-6

SUNY New Paltz Curriculum*

Fifth Semester - SUNY New Paltz
Course Number  Description  Credits
EED 301  Fieldwork K1 (40 hrs.)  1
EED 371  Developmentally Appropriate Practices  3
EED 375  Teaching Reading I  3
EED 412  Curriculum II (Pre-K – K)  3

Sixth Semester - SUNY New Paltz
EED 302  Fieldwork 2 (20 hrs.)  1
EED 380  Teaching Mathematics, Science and Technology in the Elementary School  6
SPE 350  Inclusive Classrooms  3

Seventh Semester - SUNY New Paltz
EED 303  Fieldwork 3 (full day - 60 hrs.)  1
EED 376  Reading / ELA Methods Part 2  3
EED 379  Social Studies Methods  3

Eighth Semester - SUNY New Paltz
EED 404  Student Teaching, Pre-K – 2  6
EED 405  Student Teaching, 3-6  6
EED 406  Student Teaching Seminar  1

* You must complete your liberal arts major and any general education courses not already met before graduating.

NOTE: After completing any of these concentrations at SUNY New Paltz, students must successfully pass the Liberal Arts and Sciences Test (LAST) and the Assessment of Teaching Skills/Written (ATS/W) of the New York State Certification Examination in order to be eligible for provisional certification. Additional testing, which includes the Content Specialty Test (CST) and the Assessment of Teaching Skills/Performance (ATS/P), is required for permanent certification.

NOTE: Through advisement, students will also fulfill General Education Requirements beginning on page 47.
Music

Associate in Science Program

Hegis Code: 5610
NYSED Code: 32032

Program Description
The Music program is designed to provide students with foundation courses in music theory, music history, and applied music that will prepare them for transfer to bachelor's degree programs for further study in music. The program is a core curriculum with a complementary selection of general education courses. This program is available for both part-time and full-time students.

Student Learning Outcomes
At the completion of the A.S. Music Degree Program, a student will be able to
• Demonstrate competency on their major instrument;
• Demonstrate an understanding of the history of western music;
• Demonstrate an understanding of music theory and ear training;
• Demonstrate the ability to perform solo and within ensembles.

Employment Potential
Students in the Music program will develop technical, practical, aural, and theoretical skills. This training will provide the foundation for future study in a four-year college or conservatory, and could lead to careers in music performance, music education, or music therapy.

Requirements for Program Entry
• High school diploma or equivalent
• Satisfactory placement in Entering Student Assessment
• Placement testing in music theory

Developmental Assistance Available
For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster’s Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

For More Information
admissions@sunyulster.edu
1-800-724-0833 ext. 5018 or 5022
Christopher Earley
Coordinator, Music
Office: Vanderlyn Hall, VAN 140
Phone: 800-724-0833, ext. 1949 or 845-688-1949
Email: earleyc@sunyulster.edu

Curriculum

First Semester
Course Number Description Credits
ENG 101 College English I 3
Elective Foreign Language Elective 3-4
Major* Music Course(s) by Advisement 2
MUS 101 Music Theory I 3
MUS 122 Aural Skills I 1
MUS 151 History of Music I 3

Second Semester
ENG 102 College English II 3
HIS 101 or 102 Western Civilization I or II 3
LIB 111 Information Literacy 1
Major* Music Course(s) by Advisement 2
MUS 102 Music Theory II 3
MUS 123 Aural Skills II 1
MUS 152 History of Music II 3

Third Semester
COM 103 or COM 105 Oral Communication or Public Speaking 3
HIS 103 or 104 American History I or II 3
Major* Music Course(s) by Advisement 2
MAT 105 or higher College Algebra or higher level math 3-4
MUS 201 Music Theory III 3
MUS 222 Aural Skills III 1
Elective Social Science Elective 3

Fourth Semester
MUS 202 Music Theory IV 3
MUS 223 Aural Skills IV 1
MUS 256 Computer and Midi Keyboard 3
Major* Music Course(s) by Advisement 2
Elective Other World Civilization 3
Elective Natural Science 3-4

Total Credits 64-67

*To achieve the objectives of the program, students will be advised to select from the following listing of music courses:

Continued on the next page
## Music Continued

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUS 107</td>
<td>College Chorus</td>
<td>2</td>
</tr>
<tr>
<td>MUS 111</td>
<td>Vocal Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MUS 114</td>
<td>Jazz Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MUS 116</td>
<td>Small Instrumental Music Groups</td>
<td>1</td>
</tr>
<tr>
<td>MUS 117</td>
<td>Multiple Small Music Groups</td>
<td>2</td>
</tr>
<tr>
<td>MUS 118</td>
<td>College-Community Concert Band</td>
<td>1</td>
</tr>
<tr>
<td>MUS 119</td>
<td>Wind Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MUS 126</td>
<td>Applied Music</td>
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<tr>
<td>MUS 127</td>
<td>Applied Music</td>
<td>1</td>
</tr>
<tr>
<td>MUS 128</td>
<td>Applied Music</td>
<td>2</td>
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<tr>
<td>MUS 129</td>
<td>Applied Music</td>
<td>2</td>
</tr>
<tr>
<td>MUS 134</td>
<td>Jazz Theory and Improvisation</td>
<td>2</td>
</tr>
<tr>
<td>MUS 136</td>
<td>Introduction to Guitar</td>
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<tr>
<td>MUS 138</td>
<td>String Ensemble</td>
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<tr>
<td>MUS 141</td>
<td>Class Piano I</td>
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<td>MUS 142</td>
<td>Class Piano II</td>
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<tr>
<td>MUS 145</td>
<td>Class Voice I</td>
<td>2</td>
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<tr>
<td>MUS 146</td>
<td>Class Voice II</td>
<td>2</td>
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<tr>
<td>MUS 171</td>
<td>History of Jazz</td>
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<tr>
<td>MUS 175</td>
<td>History of Rock Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 280</td>
<td>Independent Study in Music</td>
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</tr>
<tr>
<td>MUS 293</td>
<td>Internship in Music</td>
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</tbody>
</table>

**NOTE:** Through advisement, students will also fulfill General Education Requirements beginning on page 47.
Network Administrator

Associate in Applied Science Degree Program

Hegis Code: 5104
NYSED Code: 24388

Program Description
SUNY Ulster is a Cisco Regional Academy and is also a member of the Microsoft IT Academy program.

This program is designed to include the Cisco Certified Network Associate (CCNA), the Cisco Certified Network Professional (CCNP) sequence, and the Microsoft Certified System Engineer (MCSE) sequence. Program graduates will be prepared for the CCNA, CCNP, and MCSE examinations. The College has fully networked classrooms, including a laboratory on the Stone Ridge campus dedicated to the Network Administrator curriculum.

Graduates of the program can earn the following additional certificates: Cisco Certified Network Associate (CCNA), Cisco Certified Network Professional (CCNP) from Cisco, Microsoft Certified System Engineer (MCSE) and Microsoft Certified Professional from Microsoft; A+ Certification in hardware, and Net+ from COMPTIA.

Student Learning Outcomes
At the completion of the A.A.S Network Administrator Degree Program, a student will be able to
• Understand the fundamentals of computer networking;
• Successfully undertake the CISCO CCNA examination;
• Successfully undertake the CISCO CCNP examination;
• Successfully undertake the Microsoft MCSE examination;
• Be qualified for employment in the field as helpdesk/repair depot technicians.

Employment Potential
Upon completion of this program, students will have earned an Associate in Applied Science degree. They will be qualified for such positions as entry level network administrator, intermediate help desk, and personal computer or network support personnel.

Requirements for Program Entry
• High school diploma or equivalent
• Satisfactory placement in Entering Student Assessment
• MAT 098 Basic Algebra, CIS 100 Introduction to Computer Information Systems (or equivalent computer experience)

Developmental Assistance Available
For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster’s Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

For More Information
admissions@sunyulster.edu
1-800-724-0833 ext. 5018 or 5022
Karl Wick
Coordinator, Network Administration
Office: Hardenbergh Hall, HAR 109
Phone: 800:724-0833, ext. 5177 or 845:687-5177
E-mail: wickk@sunyulster.edu

Curriculum

First Semester

Course Number  Description  Credits
NET 101  Networking Fundamentals I  3
NET 102  Networking Fundamentals II  3
CIS 116  Operating Systems and Utilities  3
ENG 101  College English I  3
MAT 120  Computer Mathematics  3

Semester Credits 15

Second Semester

NET 103  Local Area Networks  3
NET 104  Wide Area Networks  3
NET 170*  Installing, Configuring, and Administering MS Windows Server and Professional  3
CIS 215  Microcomputer Hardware and Telecommunications  3
Elective**  Liberal Arts Elective  3

Semester Credits 15

Cisco Option

Third Semester

NET 202  Advanced Router Configuration  3
NET 204  Building Remote Access Networks  3
Elective*  NET/CIS/CSC Elective  3
Elective  Social Science Elective  3
Elective  Science Elective  3-4

Semester Credits 15-16

Fourth Semester

NET 206  Configuring LAN Switches  3
NET 209  Optimizing Converged Networks  3
ENG 227  Technical Writing  3
LIB 111  Information Literacy  1
Elective*  NET/CIS/CSC Elective  3-4
PHI 210  Professional Ethics  3

Semester Credits 16-17

Cisco Option Total Credits 61-63

Continued on the next page
Network Administrator

continued

Microsoft Option

Third Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NET 222</td>
<td>Implementing, Configuring, and Administering MS Windows Network Infrastructure</td>
<td>3</td>
</tr>
<tr>
<td>NET 224</td>
<td>Implementing and Administering MS Windows Directory Services Infrastructure</td>
<td>3</td>
</tr>
<tr>
<td>Elective*</td>
<td>NET/CIS/CSC Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective***</td>
<td>Social Science Elective</td>
<td>3</td>
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<tr>
<td>Elective</td>
<td>Natural Science Elective</td>
<td>3-4</td>
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Semester Credits 15-16

Fourth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NET 234</td>
<td>Managing a Windows Networking Environment</td>
<td>3</td>
</tr>
<tr>
<td>NET 236</td>
<td>Active Directory Design and Internet Security and Acceleration Server (AD Design &amp; ISA)</td>
<td>4</td>
</tr>
<tr>
<td>ENG 227</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>LIB 111</td>
<td>Information Literacy</td>
<td>1</td>
</tr>
<tr>
<td>PHI 210</td>
<td>Professional Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Elective*</td>
<td>NET/CIS/CSC Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester Credits 17

Microsoft Option Total Credits 62-63

NOTE: First and second semesters are the same for the Microsoft and the Cisco options. The third and fourth semester for each option is listed above.

* Prerequisite sequences: NET 101, 102, 103, 104. NET 102 and CIS 116 are the prerequisites for NET 170. For the Cisco option third and fourth semester: NET 202, 204, 206, 209. For the Microsoft option third and fourth semester: NET 222, 224, 234, 236.

** Oral Communication, Public Speaking, or Desktop Publishing is recommended.

*** ENG 101 is a pre- or corequisite for all history courses and 200 level sociology courses.

NOTE: Through advisement, students will also fulfill General Education requirements beginning on page 47.
Network Administrator

18-Credit Certificate Program

Hegis Code: 5104
NYSED Code: 22107

Program Description
This certificate program answers the need for people with the basic skills to effectively manage microcomputer networks. Educational and financial institutions and small businesses of all types have expressed this need.

The 18-credit program is designed to fit within SUNY Ulster's Network Administrator Associate in Applied Science degree program. The program curriculum is made up of six courses in microcomputer applications and network design. Graduates of the program will be capable of recognizing, evaluating, and controlling microcomputer networks.

SUNY Ulster is designated as a Regional Academy for Cisco Systems training and is a member of the Microsoft IT Academy Program. SUNY Ulster has two networked classrooms/labs on the Stone Ridge campus dedicated to the Network Administrator curriculum.

Student Learning Outcomes
At the completion of the Network Administrator Certificate program, a student will be able to
• Learn the fundamentals of computer networking;
• Successfully undertake the CISCO CCNA examination;
• Successfully undertake the Microsoft MCP examination;
• Qualify for employment in the field as helpdesk/repair depot technician.

Employment Potential
Graduates will be prepared for employment as entry-level technicians in a PC networking environment.

Requirements for Program Entry
• High school diploma or equivalent
• Satisfactory placement in Entering Student Assessment
• MAT 098 Basic Algebra

Developmental Assistance Available
For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster's Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

Curriculum
Students' course work will be adapted according to the CISCO Networking Academies Curriculum.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 116</td>
<td>Operating Systems and Utilities</td>
<td>3</td>
</tr>
<tr>
<td>CIS 215</td>
<td>Microcomputer Hardware and Telecommunications</td>
<td>3</td>
</tr>
<tr>
<td>NET 101</td>
<td>Networking Fundamentals I</td>
<td>3</td>
</tr>
<tr>
<td>NET 102</td>
<td>Networking Fundamentals II</td>
<td>3</td>
</tr>
<tr>
<td>NET 103</td>
<td>Local Area Networks</td>
<td>3</td>
</tr>
<tr>
<td>NET 104</td>
<td>Wide Area Networks</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 18

For More Information
admissions@sunyulster.edu
1-800-724-0833 ext. 5018 or 5022
Karl Wick
Coordinator, Network Administration
Office: Hardenbergh Hall, HAR 109
Phone: 800.724-0833, ext. 5177 or 845.687-5177
E-mail: wickk@sunyulster.edu
Nursing

Associate in Science Degree Program

Hegis Code: 5208.1
NYSED Code: 01616

Program Description
Students who complete the Nursing program earn an Associate in Science degree. SUNY Ulster's Nursing program is accredited by the National League of Nursing Accrediting Commission (NLNAC), 3343 Peachtree Road NE, Suite 500, Atlanta, Georgia 30326. Phone: (404) 975-5000; fax: (404) 975-5020; www.nlnac.org.

The program can be completed in two academic years or extended and pursued on a part-time basis. Nursing courses, however, must be taken consecutively, and it is recommended that they be taken without interruption. Local hospitals and health agencies are utilized as an extension of the College laboratory, providing on-site experience in various medical settings. Although some nursing courses and laboratories are offered during the day and evening, SUNY Ulster's Nursing program cannot be completed totally during the evening.

It is recommended that a student who has a felony conviction on his or her record discuss it with the Nursing Department chairperson prior to enrolling in the program. He or she may complete the program and take the licensing examination (NCLEX-RN). However, licensure determination is made by the New York State Board for Professional Licensure. Pending investigation by the State, the graduate may or may not be licensed.

Student Learning Outcomes
At the completion of the A.S. Nursing Degree Program, a student will be able to

• Describe, analyze, apply and practice the role of leadership in nursing.

Employment Potential
Upon satisfactory completion of the program, graduates are eligible to take the National Council Licensure Examination for Registered Nurse licensure (NCLEX-RN). This opens up local and nationwide employment opportunities for graduates in many settings with diverse populations.

Requirements for Program Entry
Visit our website and find the information on

• Fall 2012 Nursing Admissions Requirements
• 2012 Nursing Program Application
• TEAS Pre-Entrance Examination FAQ
• Additional information about the TEAS exam and how to register to take it can be found at www.atitesting.com
• Nursing Curriculum Map

Students selected to begin Nursing courses will be required to have the following in place by the beginning of the fall semester:

• Satisfactory physical examination, including immunizations, titers, and TB testing
• Proof of hepatitis B vaccination (available at cost through College Health Services) or a signed declination with admissions credentials
• Basic Life Support Certification for the healthcare professional
• Compliance with established dress code - estimated cost of uniforms and supplies is initially about $400
• Professional liability insurance available through the College for approximately $20 annually

Developmental Assistance Available
For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster's Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

For More Information
admissions@sunyulster.edu
1-800-724-0833 ext. 5018 or 5022
Jody Mesches
Chairperson, Nursing
Office: Hardenbergh Hall, HAR 130
Phone: 800:724-0833, ext. 5235 or 845:687-5235
E-mail: meschesj@sunyulster.edu

Continued on the next page
Curriculum

Nursing students must achieve a minimum grade of C in all required Nursing (NUR) and Biology (BIO) courses in order to progress in the Nursing program or to be eligible for graduation. Students may only repeat two Nursing courses. If unsuccessful the second time, they may not continue in the Nursing program. Students must supply their own transportation to off-campus labs and learning sites. The Nursing program course sequence must be completed within four years. If a Nursing major is dismissed from the College for academic reasons, the student may not re-enter the Nursing program unless approved by the Nursing Department.

First Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 107*</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>ENG 101</td>
<td>College English I</td>
<td>3</td>
</tr>
<tr>
<td>NUR 152</td>
<td>Nursing One (1)—Fundamentals of Nursing</td>
<td>9</td>
</tr>
<tr>
<td>NUR 153</td>
<td>Nursing Dosage Calculations</td>
<td>1</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
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</table>

Semester Credits 20

Second Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 108*</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>ENG 102</td>
<td>College English II</td>
<td>3</td>
</tr>
<tr>
<td>LIB 111</td>
<td>Information Literacy</td>
<td>1</td>
</tr>
<tr>
<td>NUR 154</td>
<td>Nursing II (2)—Medical Surgical Nursing (A)/Psychiatric Mental Health Nursing (B)</td>
<td>9</td>
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<tr>
<td>PSY 210</td>
<td>Life Span Development</td>
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Semester Credits 20

Third Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 201*</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>NUR 252</td>
<td>Nursing III (3)—Maternal/Child and Reproductive Health Nursing (A)/Medical Surgical Nursing (B)</td>
<td>10</td>
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<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
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</tbody>
</table>

Semester Credits 17

Fourth Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MAT 105</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>NUR 254</td>
<td>Nursing IV (4)—Advanced Medical Surgical Nursing</td>
<td>12</td>
</tr>
</tbody>
</table>

Semester Credits 15

Total Credits 72

* These courses require prerequisites. ENG 101 is a pre- or corequisite for all history and 200 level sociology courses.

NOTE: Through advisement, students will also fulfill General Education Requirements beginning on page 47.
Police Basic Training

30-Credit Certificate Program

Hegis Code: 5505
NYSED Code: 29497

Program Description
The Police Basic Training certificate program is organized to include the learning objectives mandated by the New York State Division of Criminal Justice Services (DCJS) state-approved police academy curriculum. These courses must be completed by full-time study, taken together in sequences. Classes may be given during the days, evenings, or weekends.

Student Learning Outcomes
At the completion of the Police Basic Training Certificate program, a student will be able to:
• Demonstrate working knowledge of New York State penal law and family law, including juvenile, vehicle and traffic law and criminal procedure law;
• Apply various laws, officer safety and response techniques;
• Demonstrate knowledge, actions and procedures required of police officers;
• Qualify for law enforcement careers with appreciation and understanding of legal, physical and mental demands of the profession.

Employment Potential
According to the U.S. Department of Labor, “Employment of police and detectives is expected to increase faster than the average for all occupations through 2010.” It also states that “layoffs, on the other hand, are rare because retirements enable most staffing cuts to be handled through attrition.” Successful completion of these courses does not guarantee employment.

Potential earnings range from $30,460 to $50,230 at the 50 per cent mark. These numbers increase if employment is found with state or federal entities.

Requirements for Program Entry
• No felony convictions
• Voluntary acceptance of police academy rules and procedures
• High school diploma or equivalent
• Satisfactory medical exam
• Compliance with established dress codes and supplies
• Must meet physical standards established by Division of Criminal Justice Systems
• Valid New York State driver’s license

SUNY Ulster recognizes that there are many people and agencies, public and private, which could benefit from this certificate program. Please contact the Admissions Office to discuss your experience to determine eligibility.

For More Information
admissions@sunyulster.edu
1-800-724-0833 ext. 5018 or 5022

James Truitt
Chairperson, Criminal Justice and Public Safety
Office: Hardenbergh Hall, HAR 120
Phone: 800:724-0833, ext. 5156 or 845:687-5156
E-mail: truittj@sunyulster.edu

Course Sequence
Police Basic Training students must maintain a C+ in all required PBT courses to be eligible for graduation. Students will be required to supply their own transportation to off-campus labs and learning sites. PBT courses must be completed in sequence during one approved training session. Participation is required in all phases of the educational process.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBT 103</td>
<td>Principles of Law for Police Officers</td>
<td>7</td>
</tr>
<tr>
<td>PBT 105</td>
<td>Police Procedures</td>
<td>4</td>
</tr>
<tr>
<td>PBT 106</td>
<td>Police Procedures - Proficient</td>
<td>8</td>
</tr>
<tr>
<td>PBT 109</td>
<td>Police Investigative Techniques</td>
<td>6</td>
</tr>
<tr>
<td>PBT 111</td>
<td>Community Relations for Police Officers</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total Credits 30**
Sign Language Interpreting

36-Credit Certificate Program

Hegis Code: 5599
NYSED Code: 24243

Program Description
This 36-credit certificate program is a response to society’s need to accommodate the special requirements of a disadvantaged population. The program will provide students with a basis upon which to build additional interpretation skills. Four classes in Sign Language, together with the Introduction to Deaf Culture and a field placement in sign language interpreting, are the key components of the program. Also required are courses in communications, English, psychology, and early childhood education.

The program can be completed in three semesters; it may also be pursued on a part-time basis. Students who have completed some of the liberal arts classes for another program will qualify for the certificate by taking the additional components of the Sign Language Interpreting program.

This certificate program is designed to fit within SUNY Ulster’s Associate in Arts degree program in Liberal Arts and Sciences: Humanities and Social Science. The program can also serve as a foundation for further educational pursuits.

Student Learning Outcomes
At the completion of the Certificate in Sign Language Interpreting, a student will be able to
• Develop a comprehensive sign language vocabulary;
• Develop fluency in finger spelling;
• Develop fluency in signing skills;
• Demonstrate knowledge of a variety of ASL grammar forms;
• Develop and refine conversational ASL skills;
• Develop an understanding of Deaf Culture and the history of ASL;
• Utilize facial expression as an integral part of communication in ASL.

Employment Potential
The National Institute on Deafness and Other Communication Disorders reports that more than 28 million Americans have a hearing loss, and 80% of those affected have irreversible and permanent hearing damage. At least one million children are deaf or have a communication disorder. Many local community agencies and school systems are hiring sign language interpreters or contracting with agencies for interpreters. In addition, the skill of sign language interpreting adds to the credentials of job seekers in a number of fields that involve work with a diverse population.

Requirements for Program Entry
• High school diploma or equivalent
• Satisfactory placement in Entering Student Assessment

Developmental Assistance Available
For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster’s Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

For More Information
admissions@sunyulster.edu
1-800-724-0833 ext. 5018 or 5022
Deborah Mannello
Coordinator, Sign Language Interpreting
Office: Vanderly Hall, VAN 216
Phone: 800.724-0833 ext. 5068
845.687-5068
E-mail: mannelld@sunyulster.edu

Curriculum

First Semester
Course Number Description Credits
ENG 101 College English I 3
PSY 101 General Psychology 3
SGN 113 Beginning Sign Language I 3
SGN 114 Beginning Sign Language II 3
Semester Credits 12

Second Semester
COM 121 Interpersonal Communication 3
SGN 115 Intermediate Sign Language I 3
SGN 213 Intermediate Conversational Sign Language 3
SOS 107 Introduction to Deaf Culture 3
Semester Credits 12

Third Semester
COM 123 Resolving Conflict Through Communication 3
LIB 111 Information Literacy 1
PSY 200 Psychology of Child Development 3
SGN 116 Intermediate Sign Language II 3
SGN 230 Communications Internship 2
Semester Credits 12
Total Credits 36
Surveying Technology

Associate in Applied Science Degree Program

Hegis Code: 5309
NYSED Code: 35249

Program Description
Surveyors are involved in land surveying, route surveying, construction surveying, photogrammetry, mapping, global positioning systems, geographical information systems, and other areas of property description and measurements.

Student Learning Outcomes
At the completion of the A.A.S. in Surveying Technology, a student will be able to
• Effectively write grammatically correct essays with a focused main idea, logically developed with supporting details including the incorporation of information from secondary sources, properly cited;
• Critically read and orally present researched information in an organized, effective manner;
• Demonstrate the ability to conduct and document research, including gathering information, logically analyzing problems, drawing inferences, and proposing solutions;
• Apply appropriate mathematical procedures and quantitative methods to solve practical problems in mathematics and in the field of surveying technology;
• Be introduced to the basic skills necessary to operate a personal computer and utilize Microsoft Office software;
• Produce a draft business plan for starting and operating a small business in surveying;
• Develop the skills necessary for performing manual drafting by hand and computer-assisted drafting utilizing the AutoCAD platform;
• Develop the skills necessary for drafting and editing maps utilizing GPS data and the ArcView GIS platform;
• Demonstrate knowledge of surveying practices required in the industry today by developing a proficiency in the use of surveying tools and techniques leading to drafted maps of surveyed properties;
• Demonstrate knowledge of the legal aspects of land surveying and how a land-use projects are given approval by local, State, and federal agencies;
• Develop the legal knowledge and necessary skills for the surveying of highway routes;
• Demonstrate a knowledge of tree identification and the science of dendrology;
• Gain field experience by working in the surveying industry.

Employment Potential
Students successfully completing this program will be prepared to work in the field of surveying, eventually leading to professional land surveyor licensure. This program was also designed to seamlessly transfer to a four-year institution for Surveying Engineering Technology.

Requirements for Program Entry
• High School diploma or equivalent
• Satisfactory placement in Entering Student Assessment

Developmental Assistance Available
For students who do not meet basic reading and math requirements, or who have other learning issues, extra assistance is readily available through SUNY Ulster’s Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

For More Information
Salvatore Ligotino
Coordinator, Industrial Technology
Office: Hardenbergh Hall, HAR 214
Phone: 800:724-0833, ext 5158 or 845:687-5158
E-mail: ligotins@sunyulster.edu

Continued on the next page
Curriculum

First Semester
Course Number Description Credits
CSC 101 Fundamentals of Computers 3
ENG 101 College English I 3
IND 130 Drafting Fundamentals 3
LIB 111 Information Literacy 1
MAT 115 College Algebra and Trigonometry 4
SVY 101 Introduction to Surveying 3

Semester Credits 17

Second Semester
ENG 102 College English II 3
IND 201 Computer-Assisted Drafting I 4
MAT 160 Pre-Calculus 4
SVY 102 Surveying I 3
SVY 110 Legal Aspects of Land Surveying 3

Semester Credits 17

Third Semester
BIO 217 Dendrology Field Experience 3
BUS 115 Entrepreneurship 3
ENG 227 Technical Writing 3
PSY 101 General Psychology 3
SVY 201 Surveying II 3
SVY 210 Land Management 3

Semester Credits 18

Fourth Semester
COM 103 or COM 105 Oral Communications or Public Speaking 3
GEG 122 Introduction to Geographic Information Science 3
IND 218 CAD Applications 3
SVY 212 Surveying Problems 3
SVY 215 Route Surveying 3
SVY 293 Field Experience Surveying 3

Semester Credits 18
Total Credits 70

NOTE: Through advisement, students will also fulfill * General Education Requirements. Beginning on page 47.

Teaching Assistants and Teacher Aides

9-Credit Course Sequence

Sequence Description
Ulster County Community College, in collaboration with NYSUT’s Education and Learning Trust, is offering a 9-credit sequence for teacher aides and teaching assistants. The courses are designed to address both new State certification requirements for teaching assistants hired as of February 1, 2004, and federal legislation for paraprofessionals under Title I of the No Child Left Behind Act.

The sequence of courses listed below provides knowledge and skills to enhance competence and confidence in working with a diverse population of children and youth in schools.

Student Learning Outcomes
At the completion of the Teaching Assistants and Teacher Aides 9-credit course sequence, students will be able to
• Fulfill New York State certification requirements for teaching assistants, teacher aides, and paraprofessionals;
• Provide knowledge and skills to enhance competence and confidence in working with a diverse population of students.

Requirement for Program Entry
• High school diploma or equivalent

For More Information
admissions@sunyulster.edu
1-800-724-0833 ext. 5018 or 5022
Marilyn McHugh
Coordinator, Early Childhood and Childhood Education and Adolescence Education
Office: Vanderlyn Hall, VAN 220
Phone: 800:724-0833, ext. 5130 or 845:687-5130
E-mail: mchughm@sunyulster.edu

Course Sequence
Course Number Description Credits
EDU 160 Introduction to Education 3
EDU 170 Introduction to Exceptional Children 3
EDU 171 Supporting Students in Reading and Writing 3

Total Credits 9
Theater Arts

Associate in Arts Degree Program

Hegis Code: 5610
NYSED Code: 30558

Program Description
The Theater Arts program is designed to provide students with the knowledge and skills necessary to prepare for a career in the theater, with its related performance, design, and technical fields, through an integrated combination of academic and production experience. While serving students through career preparation and enrichment through a diversity of courses and productions, the Theater Arts program is also dedicated to enhancing the cultural life of the campus and the larger community. Students who complete the Theater Arts program earn an Associate in Arts degree, which prepares students for transfer to programs at four-year institutions.

Student Learning Outcomes
At the completion of the A.A. degree in Theater Arts Program, a student will be able to
• Demonstrate an understanding of the process of theater design, including set, costume, and lighting as they pertain to the dramatic text;
• Demonstrate an awareness of how theater artists collaborate in creating productions which capture the playwright's and director's intentions;
• Demonstrate personal discipline, responsibility, and cooperation while working with others during the rehearsal and performance process;
• Understand the evolution of theater arts from a historical, cultural and social perspective;
• Analyze the progression of the craft of acting as it relates to performance and discovery of character;
• Understand the expectations and demands of the profession from a business perspective: resumes, headshots, auditioning and monologue work for actors and portfolio for designers.

Employment Potential
Actors, directors, theater technicians, stage managers, designers of costumes, scenery, lights, and sound, and over 60 additional creative and managerial job opportunities are to be found in the theater and the entertainment industry of television and film. Students completing a Theater Arts degree will be well prepared for entry-level positions in the field or for continued study in any four-year undergraduate program.

Requirements for Program Entry
• High school diploma or equivalent
• Satisfactory placement in Entering Student Assessment

Developmental Assistance Available
For students who do not meet basic reading and math requirements or who have other learning issues, extra assistance is readily available through SUNY Ulster’s Learning Center, Times Square math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

For More Information
admissions@sunyulster.edu
1-800-724-0833 ext. 5018 or 5022
Stephen Balantzian
Coordinator, Theater Department
Office: Vanderlyn Hall, VAN 212D
Phone: 800:724-0833, ext. 1589 or 845:687-1589
E-mail: balantzs@sunyulster.edu

Curriculum

First Semester / Fall

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 107*</td>
<td>Art History I or</td>
<td>3</td>
</tr>
<tr>
<td>ART 108*</td>
<td>Art History II or</td>
<td>3</td>
</tr>
<tr>
<td>HIS 101*</td>
<td>Western Civilization I or</td>
<td>3</td>
</tr>
<tr>
<td>HIS 102*</td>
<td>Western Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>College English I</td>
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<tr>
<td>MAT 105 or higher</td>
<td>College Algebra or higher level math course</td>
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<tr>
<td>THE 101</td>
<td>Introduction to Theater</td>
<td>3</td>
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<tr>
<td>THE 121</td>
<td>Acting I</td>
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Semester Credits 15-16

Second Semester / Spring

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<th>Course Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>COM 103 or COM 105</td>
<td>Oral Communication or Public Speaking</td>
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<tr>
<td>ENG 102</td>
<td>College English II</td>
<td>3</td>
</tr>
<tr>
<td>LIB 111</td>
<td>Information Literacy</td>
<td>1</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>THE 105</td>
<td>Introduction to Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>THE 125</td>
<td>Voice and Diction</td>
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Semester Credits 16

Summer

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<td>THE 109**</td>
<td>Production Participation</td>
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<tr>
<td>THE 241**</td>
<td>American Musical Theater</td>
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Semester Credits 4

Third Semester / Fall

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<tr>
<td>Elective</td>
<td>Natural Science Elective</td>
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</tr>
<tr>
<td>Elective</td>
<td>Foreign Language Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>THE 205</td>
<td>Elements of Design for the Theater</td>
<td>3</td>
</tr>
<tr>
<td>THE 210</td>
<td>Acting II</td>
<td>3</td>
</tr>
<tr>
<td>Major Course**</td>
<td>Major Course by Advisement</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester Credits 15-17

Fourth Semester / Spring

ENG 208 or ENG 215  Twentieth Century American Drama or Shakespeare 3
HIS 103 or HIS 104  American History I or American History II 3
THE 240      Theater Workshop 3
Major Courses**  Major Courses (2 required) by Advisement 6

Semester Credits 15
Total Credits 61-64

* ENG 101 is a pre- or corequisite for all history courses.
** Production Participation (THE 109), available to
students 1 credit per semester (up to 4 credits), and
Summer Musical Theater Participation are optional, but
Theater Arts majors may, by advisement, select these
courses as well as courses offered as part of SUNY Ulster's
Artist-in-Residence Program, which brings artists of
renown to teach credit courses, a major course elective or
select a course from the major elective courses listed
below:

Theater Arts

<table>
<thead>
<tr>
<th>Course Code and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101 Introduction to Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 107 or 108 Art History I or II</td>
<td>3</td>
</tr>
<tr>
<td>ART 117 Introduction to Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 138 Introduction to Interior Design &amp; Drafting</td>
<td>3</td>
</tr>
<tr>
<td>ART 220 History of 20th Century Design (by permission)</td>
<td>3</td>
</tr>
<tr>
<td>COM 203 Oral Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>COM 209 The Art of Film</td>
<td>3</td>
</tr>
<tr>
<td>ENG 208 20th Century American Drama</td>
<td>3</td>
</tr>
<tr>
<td>ENG 215 Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>MUS 100 Fundamentals of Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 107 College Chorus</td>
<td>2</td>
</tr>
<tr>
<td>MUS 111 Vocal Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MUS 126-129 Applied Music</td>
<td>1</td>
</tr>
<tr>
<td>MUS 145 Voice Class I</td>
<td>2</td>
</tr>
<tr>
<td>MUS 146 Voice Class II</td>
<td>2</td>
</tr>
<tr>
<td>THE 108 Theater Arts Production</td>
<td>3</td>
</tr>
<tr>
<td>THE 109 Production Participation</td>
<td>1 (up to 4 cr)</td>
</tr>
<tr>
<td>THE 135 Movement for the Stage I</td>
<td>3</td>
</tr>
<tr>
<td>THE 241 Musical Theater</td>
<td>3</td>
</tr>
<tr>
<td>THE 270 Special Topics in Theater</td>
<td>3</td>
</tr>
<tr>
<td>THE 280 Independent Study in Theater</td>
<td>3</td>
</tr>
<tr>
<td>THE 293 Internship in Theater</td>
<td>3</td>
</tr>
</tbody>
</table>

NOTE: Through advisement, students will also fulfill General Education
Requirements beginning on page 47.
Veterinary Technology

Associate in Applied Science Degree Program

Hegis Code: 5402
NYSED Code: 28134

Program Description
The Veterinary Technology program is designed to meet the training needs of the veterinary community. The program provides students with field and classroom instruction and advisement and meets current standards for veterinary technicians. The 71-credit program consists of general education; foundation courses in animal nutrition, animal anatomy and physiology; and courses that develop practical computer, communication, and human relations skills. It also provides practice-based courses in radiology, anesthesia, large and small animal handling, pathology, pharmacology, microbiology, parasitology, and behavioral medicine. In addition, the program provides laboratory experience in a clinical setting.

*Students in this program must attend a 10-day Farm Camp at SUNY Delhi as their Large Animal laboratory experience.

Combining theory with practical skills, the Veterinary Technology program will prepare students for careers as veterinary technicians by completing courses that have been developed according to nationally recognized skill standards. Students will develop technical skills that will allow them to work in large or small animal veterinary practices as well as in research facilities.

This program is accredited by the American Veterinary Medical Association and graduates are eligible to take the New York State licensing examination.

NOTE: Those interested in pursuing the Animal Science Office Assistant Certificate should inquire about the 27-credit certificate program.

Student Learning Outcomes
At the completion of the A.A.S. in Veterinary Technology Degree Program, a student will be able to

• Successfully complete the Veterinary Technician National Exam;
• Perform animal nursing and critical care for all common domestic animals including: restraint, administering medications, diagnostic sampling for laboratory evaluation, maintaining fluid therapy, applying and removing bandages and splints, and applying emergency protocols;
• Assist with animal surgery including knowledge of routine procedures and operating room equipment; prepare the patient, veterinary personnel, and equipment for sterile surgical procedures; function effectively as a surgical assistant to the veterinary surgeon during surgical procedures;
• Induce, stabilize, monitor and maintain anesthesia under the supervision of the veterinarian; recognize and report anesthetic emergencies; apply resuscitation techniques and CPR;
• Provide competent assistance with office procedures; telephone contacts, making appointments, admitting and discharging patients, maintaining medical and financial records, and establishing/maintaining a clean and orderly veterinary facility;
• Communicate with the public, clients, and colleagues through both verbal and written communication skills, including effective listening;
• Demonstrate skills and knowledge associated with cleaning, sanitizing, and sterilizing equipment and facilities, including knowledge of products, equipment, procedures, and techniques routinely used in reducing, eliminating or preventing contamination of the animal-care institutions;
• Correctly perform the clinical skills required of Veterinary Technicians by the AVMA in large, small, avian and exotic medicine.

Employment Potential
In response to a survey of veterinarians in Ulster County and surrounding counties, a large majority of respondents indicated a strong desire and need for highly trained veterinary technicians. Many responded that they currently experience or might possibly experience a shortage of licensed veterinary technicians and stated that this program will help them fill their future employment needs.

Requirements for Program Entry
• High school diploma or equivalent
• Satisfactory placement in Entering Student Assessment

Developmental Assistance Available
For students who do not meet basic reading and math requirements, or who need other learning assistance, extra help is readily available through SUNY Ulster's Learning Center, Times Squared math lab, the Writing Center, the Peer and Friend Tutor Program, and English as a Second Language (ESL) tutors.

For More Information
admissions@sunyulster.edu
1-800-724-0833 ext. 5018 or 5022
Beth Alden
Coordinator, Veterinary Programs
Office: Hardenbergh Hall, HAR 218
Phone: 800:724-0833, ext. 5233 or 845:687-5233
E-mail: aldenb@sunyulster.edu

Continued on the next page


Curriculum

Veterinary Technology students must achieve a minimum grade of C in all required Veterinary Technology Science (VTS), Biology (BIO) and Science (SCI) courses in order to progress in the Veterinary Technology program or to be eligible for graduation. Students may attempt a Veterinary Technology Science (VTS), Biology (BIO), or Science (SCI) course twice. If unsuccessful the second time, they may not continue in the Veterinary Technology Program. Withdrawal from a course with a grade below C is considered an “attempt.” Students must supply their own transportation to off-campus labs and learning sites.

First Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 100</td>
<td>Fundamental Concepts in Biology</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>College English I</td>
<td>3</td>
</tr>
<tr>
<td>LIB 111</td>
<td>Information Literacy</td>
<td>1</td>
</tr>
<tr>
<td>VTS 111</td>
<td>Veterinary Medical Terminology</td>
<td>1</td>
</tr>
<tr>
<td>VTS 148</td>
<td>Veterinary Clinical Calculations</td>
<td>3</td>
</tr>
<tr>
<td>VTS 149</td>
<td>Introduction to Veterinary Science Technology</td>
<td>3</td>
</tr>
<tr>
<td>VTS 150</td>
<td>Animal Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>VTS 159</td>
<td>Restraint and Handling</td>
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Semester Credits 18

Second Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 227</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>VTS 151</td>
<td>Parasitology and Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>VTS 152</td>
<td>Animal Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>VTS 155</td>
<td>Veterinary Clinical Pathology</td>
<td>3</td>
</tr>
<tr>
<td>VTS 257</td>
<td>Large Animal Diseases and Nursing</td>
<td>4</td>
</tr>
</tbody>
</table>

Semester Credits 18

Third Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 171</td>
<td>Computer Applications in Business</td>
<td>3</td>
</tr>
<tr>
<td>COM 103 or COM 105</td>
<td>Oral Communication or Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>SCI 107</td>
<td>Physics and Chemistry for the Health Sciences</td>
<td>4</td>
</tr>
<tr>
<td>VTS 253</td>
<td>Veterinary Anesthesia and Pharmacology</td>
<td>4</td>
</tr>
<tr>
<td>VTS 256</td>
<td>Small Animal Diseases and Nursing</td>
<td>4</td>
</tr>
</tbody>
</table>

Semester Credits 18

Fourth Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 201</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>VTS 250</td>
<td>Behavioral Medicine for Animals</td>
<td>2</td>
</tr>
<tr>
<td>VTS 254</td>
<td>Veterinary Radiography</td>
<td>2</td>
</tr>
<tr>
<td>VTS 258</td>
<td>Exotic Animal Care and Diseases</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester Credits 17

Total Credits 71

NOTE: Through advisement, students will also fulfill General Education Requirements beginning on page 47.
Before each semester, a schedule of specific course offerings is printed and distributed on campus and made available on the College website.

Courses are identified by an alpha-numeric code consisting of three letters and three numbers preceding the course title. The three letters identify the subject field or program (ACC=Accounting). The three numbers generally indicate course level, with courses below the 100 level indicating preparatory courses, 100-level courses usually indicating freshman-year courses, and 200-level courses usually indicating sophomore-year courses. Course designations separated by a hyphen indicate that the first course must be satisfactorily completed before the second course is taken.

The course descriptions that follow are in alphabetical order by subject field; thus, the three-letter abbreviated code may not be in alphabetical order. For example, ESC precedes ECO because Earth Science alphabetically precedes Economics.

The value of credit hours granted for the course in terms of lecture and/or laboratory hours appears on the same line as the course title. If the course contains a laboratory component, that is indicated at the end of the course description.

Prerequisites and corequisites are intended to ensure that students have sufficient preparation before enrolling in a course or while taking the course. They are indicated at the end of the course description.

The College reserves the right to limit the number of students registered in any course; to cancel courses for which there is insufficient enrollment; or to make changes in prerequisites and corequisites, course descriptions, General Education fulfillment designations, credit allocations, or scheduling as may be necessary for the proper and efficient functioning of the College.

**Credit-Bearing Courses**

**Liberal Arts Credit-Bearing Courses**

A liberal arts course at SUNY Ulster is any course from the following disciplines with a number of 100 or higher, unless otherwise noted in a specific course description:

- Art (ART)
- Astronomy (AST)
- Biology (BIO)
- Chemistry (CHE)
- Communications (COM)
- Computer Science (CSC)
- Earth Science (ESC)
- Economics (ECO)
- English (ENG)
- French (FRE)
- Geography (GEG)
- History (HIS)
- Humanities (HUM)
- Library (LIB)
- Mathematics (MAT)
- Music (MUS)
- Philosophy (PHI)
- Physics (PHY)
- Political Science (POS)
- Psychology (PSY)
- Science (SCI)
- Social Science (SOS)
- Sociology (SOC)
- Spanish (SPA)
- Theater (THE)

**Non-Liberal Arts Credit-Bearing Courses:**

Accounting (ACC or ACT)
Business Administration (BUS)
Chemical Dependency Counseling (CDC)
College, Career, and Employment Strategies (EMP or KEY)
College Skills (COS)
Computer Science (CSC)
Criminal Justice (CRJ)
Early Childhood (ECH)
Education (EDU)
Engineering Science (ENR)
Human Services (HUS)
Industrial Technology (IND)
Network Administration (NET)
Nursing (NUR)
Physical Education (PED)
Physical Education- Coaching (PEC)
Sign Language (SGN)
Veterinary Technology (VTS)
Cooperative Education

In Cooperative Education courses, students may register for one, two, or three credits depending upon their individual program requirements. The number of credits awarded for cooperative work experience depends on the learning contract established between individual disciplines and the student. No more than three credits may count toward a student's graduation.

Cooperative Education is not a course in the traditional sense. There are usually no weekly lectures or written examinations. Students earn a grade based on an evaluation of carefully-planned learning objectives. Individual departments or programs establish criteria for students in their respective curricula.

Since most cooperative experience is part time, students should meet with the appropriate department chairperson early enough in the semester to plan their individual programs. Students meeting the following minimum requirements are eligible to participate in the Cooperative Education program:

1. A student must have a clearly stated set of career goals related to the potential work experience and must be enrolled in the curriculum under which the work experience falls. The student must have an interview with the department chairperson.
2. A student must be interviewed by and hired by an employer approved by the department before beginning the cooperative work experience.
3. A student must have completed a minimum of 12 semester hours of course work in the curriculum or the equivalent, before entering the program.
4. A student must have at least a 2.0 cumulative grade-point average in the semester preceding entrance to the Cooperative Education program.

Academic Departments

Art, Design, Music, Theater & Communications
Chairperson:
Iain Machell, machelli@sunyulster.edu
VAN 260 C, 687-5066
Full-Time Faculty:
Stephen Balantzian, Christopher Earley, Sean Nixon, Robert Pucci, Mary Tarcza
Adjunct Faculty: 18
(Art, Fine Arts: Visual Arts, Communications, Design, Music, and Theater)

Biological Sciences
Chairperson:
Monica Baker-Espinasa
HAR 217, 687-5238
Full-Time Faculty:
Beth Alden, Monika Baker-Espinasa, David Lemmon, Mkajuma Mbogho, Donna Meier, Margaret Ordansky,
Adjunct Faculty: 22
(Biology, Environmental Studies, Veterinary Technology, Animal Science Office Assistant, and Physical Education)

Business & Professional Studies
Chairperson:
Anita Bleffert-Schimdt, schmidtta@sunyulster.edu
HAS 212 A, 687-5195
Full-Time Faculty:
Robert Amundson, Julie Boice, James Perry, William Sheldon, Karl Wick.
Adjunct Faculty: 9
(Accounting, Business & Entrepreneurship, Business Administration, Business Studies, Computer Science, Computer Information Systems)

Criminal Justice and Public Safety
Chairperson:
James Truitt, truittj@sunyulster.edu
HAR 120, 687-5195
Full-Time Faculty:
Thomas D’Amicantonio
Adjunct Faculty: 42
(Criminal Justice, Cyber Security, Fire Protection Technology, and Police Basic Training)

English, Foreign Languages & Philosophy
Chairperson:
Dolores Quiles, quilesd@sunyulster.edu
VAN 217, 687-5116
Full-Time Faculty:
Kathleen Bruegging, Kathleen Collins, Thomas Impola, Jennifer Kaufman, Deborah Mannello, Marilyn McHugh, Roy Meyerhoff, Martha Robinson, Mary Lou Skaar, Robert Steuding, Ah Tau Teo.
Adjunct Faculty: 32
(English, Foreign Languages, Individual Studies, LA: Humanities & Social Sciences, Sign Language, and Philosophy)

Mathematics, Physical Sciences, Engineering & Technology
Chairperson:
Steven Schimmrich, schimmrs@sunyulster.edu
HAR 217, 687-5238
Full-Time Faculty:
Adjunct Faculty: 14
(Mathematics, Chemistry, Earth Science, Astronomy, Physics, Engineering, Manufacturing Technology, Drafting and Design Technology, Green Building Maintenance & Management, and Surveying Technology)
Accounting (transfer)

Business & Professional Studies

ACC 101 Principles of Accounting I  4 cr.
Students are introduced to the basic principles and concepts of accounting in this course. The accounting cycle, accruals and deferrals, preparation of financial statements, internal control, and an in-depth study of current assets are studied. **Prerequisite:** MAT 098 or equivalent.  **Corequisite:** ENG 101.  **fa12 fa13**

ACC 102 Principles of Accounting II  3 cr.
Students continue to develop an understanding of accounting principles and concepts in this course which provides for the study of forms of business equity, plant and long-term assets, current and long-term liabilities and cash flow analysis. **Prerequisite:** ACC 101 with a grade of C or better.  **sp13 sp14**

ACC 200 Financial Accounting  4 cr.
Students are introduced to basic concepts of financial accounting and reporting in this course. Students study the environment of accounting, the accounting model and the use of financial statements for business decision making. Key topics include accruals and deferrals, current assets, long-term assets and debt, and corporate equity. **Prerequisites:** MAT 115 or higher and BUS 171.  **su12 fa12 sp13 su13 fa13 sp14**

ACC 204 Managerial Accounting  4 cr.
Students will study fundamental accounting concepts that are useful to management in planning and controlling its operation. Topics include the measurement of cost, costing systems, cost-volume-profit analysis, cost allocation, budgeting, capital investing, and performance evaluation. **Prerequisites:** ACC 102 or 200 with a grade of C or better, BUS171 and MAT 105 or higher.  **su12 fa12 sp13 su13 fa13 sp14**

Accounting (career)

Business & Professional Studies

ACC100 Fundamentals of Accounting for Entrepreneurs 3cr.
Students are introduced to the basic principles of accounting appropriate for the needs of the entrepreneur. Topics covered include the accounting equation, the accounting cycle, financial statements, sales tax, bank reconciliation, and payroll procedures. This course cannot be substituted for ACC 101 in the A.A.S. Business and Entrepreneurial Studies or A.S. in Business Administration.  **sp13 fa13 sp14**

ACT 209 Income Tax Procedures  3 cr.
Students are introduced to the federal income tax system and how it applies to different forms of business organization. Emphasis is on the determination of tax liabilities for the sole proprietorship, partnership, and S corporations. Accounting principles and practices are linked to business tax planning. **Prerequisite:** ACC 102 or ACC 200.  **fa12 fa13**
ACT 210 Computerized Accounting 4 cr.
Students are introduced to computerized accounting systems for service and merchandising businesses. In accordance with generally-accepted accounting principles and practices, students utilize commercial accounting software to prepare and maintain comprehensive accounting information. Prerequisite: ACC 102 or ACC 200 with a grade of C- or better. sp13 sp14

ACT 215 Taxes in the Business Environment 3 cr.
Students are introduced to computerized accounting systems for service and merchandising businesses. In accordance with generally-accepted accounting principles and practices, students utilize commercial accounting software to prepare and maintain comprehensive accounting information. Prerequisite: ACC 101 or ACC 200 with a grade of C- or better. fa12 fa13

Art
Art, Design, Music, Theater & Communications

ART 101 Introduction to Visual Arts I 3 cr.
A basic introduction to concepts and philosophical theories underlying the organization of art forms is provided in this course. Through the study of line, form, space, value, color, and texture, as interpreted in both historical and contemporary contexts, the course stresses an understanding of the elements and principles of design in the visual arts. Prerequisite or corequisite: ENG 101 su12 fa12 sp13 su13 fa13 sp14

ART 103 Drawing and Composition I 3 cr.
Students are introduced to drawing elements and principles through an analysis of form and space. Emphasis is on the organization of line, value, mass, and structure in the development of disciplined draftsmanship and imaginative composition. Using a variety of drawing media, students create from still life, landscape, and the figure. 1 hr. lect.; 4 hrs. studio. Prerequisite: Enrollment by advisement. This course is reserved for art majors or by department approval. fa12 ja13

ART 104 Drawing and Composition II 3 cr.
A continuation of ART 103, this course emphasizes analytical and compositional drawing through additional perceptual and conceptual problems. 1 hr. lect.; 4 hrs. studio. Prerequisite: ART 103. This course is reserved for art majors. sp13 sp14

ART 105 Painting I 3 cr.
An introduction to painting concepts, this course stresses the relationship of composition and color through perceptual experiences in drawing and painting. su12 fa12 sp13 su13 fa13 sp14

ART 106 Painting II 3 cr.
A continuation of ART 105, this course further emphasizes the organization of pictorial elements. Exploration is encouraged and attention is given to the concepts and stylistic innovations of historical as well as contemporary painting. su12 fa12 sp13 su13 fa13 sp14

ART 107 Art History I 3 cr.
This course presents a beginning survey of art history in Western civilizations and other global civilizations, from antiquity through the Middle Ages. Students are provided with the opportunity to evaluate various art forms as influenced by traditional, cultural, social, and religious conditions, technological progress, and industrial civilization. Prerequisite or corequisite: ENG 101 su12 fa12 sp13 su13 fa13

ART 108 Art History II 3 cr.
This course presents a survey of art history in Western civilizations and other global civilizations, from the Proto-Renaissance through the Rococo and the 19th century. Students are provided with the opportunity to evaluate various art forms as influenced by traditional, cultural, social, and religious conditions, technological progress, and industrial civilization. Prerequisite or corequisite: ENG 101 su12 sp13 su13 sp14

ART 110 20th Century Art History 3 cr.
Students study the history of Modern Art: Post-Impressionism to the present day. sp13 sp14

ART 117 Introduction to Drawing I 3 cr.
This is an introduction to drawing elements and principles for non-Art majors. Students base their drawings on direct observation of still life and landscape subject matter. su12 fa12 sp13 su13 fa13 sp14

ART 124 Introduction to Design Foundation 3 cr.
This course is an introduction to the computer hardware and software used in image manipulation and enhancement, and design layout used in digital art for visual communication. The course will include fundamental design as well as practical/real-world projects, magazine covers, etc. for a broad understanding and use of electronic and print media. The syllabus will cover history, digital scanning, internet/web, image manipulation, and layout software. This course prepares students for further studies in Fine Arts and Graphic Design. 1 hr. lect.; 3 hrs. lab. Lab fee. fa12 fa13

ART 130 Photography I 3 cr.
This course is an introduction to traditional and digital photographic techniques, basic computer-based image processing, and inkjet printing. A strong emphasis will be placed on developing aesthetic judgment through a series of assignments and critiques. Students will need a digital camera of reasonable quality (no camera phones). The department will provide all other required supplies and equipment. Lab fee. su12 fa12 sp13 su13 fa13 sp14

ART 131 Photography II 3 cr.
A continuation of ART 130, this course emphasizes advanced digital photographic concepts and techniques. Prerequisite: ART 130 or by advisement. Students will need a digital camera of reasonable quality (no camera phones). The department will provide all other required supplies and equipment. Lab fee. fa12 fa13 sp14

ART 138 Introduction to Interior Design & Drafting 3 cr.
This studio course is an introduction to the field of interior design. Investigation into the theory and practice of interior design will be explored. Architectural drawing conventions, proper use of equipment and materials, and professional interior design presentation techniques will be studied. Emphasis will be placed on developing the ability to explore multiple solutions and utilize critical thinking to evaluate effectiveness and learn the continual process of refinement and revision that is key to the success of the designer. sp13 sp14

ART 150 Two-Dimensional Design 3 cr.
The two-dimensional surface and its structural possibilities are addressed in this course. Relationships between space and the elements and theory of design are studied. Students also gain hands-on experience in developing the necessary basic skills and techniques for using traditional media and the computer as design tools. 2 hr. lect.; 4 hrs. studio. Lab fee. Prerequisite: This course is reserved for art majors or by advisement. fa12 fa13

ART 151 Three-Dimensional Design 3 cr.
This course is an introduction to the fundamentals and concepts of designing in three dimensions. Using basic materials, students work on problems in a studio setting that explore additive and reductive methods of creating form, and investigate aspects of line, plane, volume, mass, space, texture, scale, time, and context. There is no required text, but students will need to purchase materials 2 hr. lect.; 4 hrs. studio. Lab fee. Prerequisite: This course is reserved for art majors or by advisement. sp13 sp14

ART 161 Graphic Design I 3 cr.
This course is an expansion of graphic design skills and procedures learned in ART 124 Introduction to Computer Art with an emphasis on the fundamentals of production. Students will learn document construction, page layout, typography, and color for solving design problems in a design production environment that covers practical/real-world projects. The course covers editorial layout, posters, brochures etc., and will introduce students to a design studio environment with an emphasis on presentation and the client/designer relationship. 1 hr. lect.; 3 hrs. lab Prerequisite: ART 124, computer skills, or by advisement. sp13 sp14

ART 173 Commercial Photography 3 cr.
This course will build a functional base in digital photography techniques and applications for graphic design majors. Students will learn how to enhance designs, layouts, and artwork with digital images, and also gain practical experience in photography and advertising. Students will produce images, tell a story with them, and sell a client on their ideas for a particular product using those images. Students will experience the skills needed for advertising photography, what should be expected on a photo shoot, and how to create good images on their own. Prerequisite or corequisite: ART 124, ART 161, or by department approval. fa12 fa13

ART 180 Introduction to Web Page Design 3 cr.
An introduction to concepts of web page and website design is provided in this course. Emphasis is on learning processes and techniques of software used in the World Wide Web design industry for creating effective interactive communication and on development of esthetic perception and good design judgment. 1 hr. lect.; 3 hrs. lab. Prerequisite: ART 124 or departmental advisement/approval. sp13 sp14

ART 209 Life Drawing/Anatomy I 3 cr.
This course is reserved for fine arts majors. 1 hr. lect, 4 hrs. studio. Prerequisite: ART 124 or departmental advisement/approval. sp13 sp14

ART 210 Life Drawing/Anatomy II 3 cr.
In this course students continue to develop drawing skills working exclusively from the human figure and anatomy. Emphasis is placed on the organization of line, value, mass, and structure through short gestural drawings and more developed longer drawing from live models and the human skeleton. Using a variety of traditional and experimental drawing media and techniques, students develop a strong understanding of the human figure and its importance in art history and relevance to a visual arts training. Assistance will be given with the development of portfolios for transfer to 4-year art degree programs. This course is reserved for fine arts majors. 1 hr. lect.; 4 hrs. studio. Prerequisite: ART 104. fa12 fa13

ART 211 Art Topics 1 cr.
This is a studio course that allows visual arts majors to work independently with an instructor on a studio-based project of their choice that will benefit their overall portfolio. May be offered by request.

ART 212 Fashion Drawing and Design I 3 cr.
Students develop basic fashion drawing skills and learn design and color theory to portray fundamental fashion figures and garment designs. Prerequisite: ART 103 and 104 or by department approval. fa12 fa14
ART 213 Fashion Drawing and Design II  3 cr.
Students gain advanced drawing techniques by exploring fabrications and rendering various fabric textures, colorations, prints, and weights. Individual style, illustrative techniques and design categories, flats and presentation boards are emphasized. Prerequisite: ART 212 or by department approval. sp13 sp14

ART 214 Advanced Studio I  3 cr.
This is a capstone course in the Fine Arts curriculum where students will work on advanced level studio projects and learn how to produce a professional portfolio. Emphasis is placed on a series of independent projects developing personalized subject matter, with the guidance of faculty. 1 hr. lect.; 4 hrs. studio. fa12 fa13

ART 215 Advanced Studio II  3 cr.
This is a second capstone course in the Fine Arts curriculum where students will continue to work on advanced level studio projects and learn how to produce a professional portfolio. Emphasis is placed on a series of independent projects developing personalized subject matter, with the guidance of faculty. 1 hr. lect.; 4 hrs. studio. sp13, sp14

ART 220 History of 20th Century Design  3 cr.
This course will introduce the student to artists, engineers, designers, manufacturers, and consumers to establish a definition of design history in the 20th century. The course will show the connections of the above mentioned via a broad interdisciplinary view of the economic, social, and esthetic values that determine a meaning for design throughout the century and how it may apply to the present. The course will cover numerous disciplines that include advertising, architecture, fashion, graphic design, industrial design, and performing and visual arts. An emphasis will be placed on the graphic arts and the consumer. Prerequisites: ART 107 & 108 or ART 109 & 110. fa12 fa13

ART 262 Graphic Design II  3 cr.
This course is an expansion of graphic design skills and procedures learned in ART 161 Graphic Design I. The course covers advertising/identity campaigns, including logos/marks for use in stationery/letterhead and collateral material, as well as an introduction to three-dimensional package design. 1 hr. lect.; 3 hrs. lab. Lab fee. Prerequisite: ART 161 or by advisement. fa12 fa13

ART 263 Graphic Design III  3 cr.
This course is an expansion of graphic design skills and procedures learned in ART 262 Graphic Design II. The course covers three-dimensional product development from beginning to end and includes book design, 3D packaging, and construction. 1 hr. lect.; 3 hrs. lab. Lab fee. Prerequisite: ART 262 or by advisement. sp13 sp14

ART 271 Special Topics in Visual Arts  1 cr.
ART 272 Special Topics in Visual Arts  2 cr.
ART 273 Special Topics in Visual Arts  3 cr.
Students will be engaged in an academic and/or practical learning experience within the areas of Visual Arts or Graphic Design that falls outside the scope of other departmental offerings. Each course presented under this title will offer an opportunity to expand the student's understanding and practice of aspects of fine art and design. The designation may also be used for artist-in-residence courses and workshops, and Study Abroad courses. To be announced.

ART 280 Independent Study in Visual Arts or Graphic Design  3 cr.
Students will be engaged in an academic and/or practical learning experience within the areas of Visual Arts or Graphic Design outside the scope of other departmental offerings. The parameters of the independent study will be established between the student and the participating instructor under the supervision of the department. A contract specifying the topic, hours, and a method of evaluation will be signed by the parties for the credits earned. The student will keep a logbook for the duration of the course showing a minimum of 120 hours. This opportunity will be open to second-year students with the approval and advisement of the student's academic advisor and the department chairperson. May be offered by request.

ART 293 Internship in Visual Arts or Graphic Design  3 cr.
Students will be engaged in practical work experience within the areas of Visual Arts or Graphic Design. The parameters of the internship will be established between the student and the hosting organization under the department's supervision. A contract specifying hours and a method of evaluation will be signed by the parties for the credits earned. This opportunity will be open to second-year students with the approval of the student's academic advisor and the department chairperson. Phone 687-5192 for further information. May be offered by request.

Astronomy
Mathematics, Physical Sciences, Engineering & Technology

AST 101 Astronomy of Stars and Galaxies  3 cr.
Designed for the nonscience major, this course provides an introduction to the universe beyond the solar system. This course offers a study of the structure and evolution of stars, galaxies, and the universe. Students must attend one night telescope observation on campus. 3 hrs. lect. Prerequisite or corequisite: ENG 101. fa12 fa13

AST 102 Solar System Astronomy  3 cr.
Designed for the nonscience major, this course will provide an introduction to the astronomy of our solar system—from its earliest beginnings as humans pondered the movement
of wandering “stars” in the night sky to the most recent data returned by NASA space probes. Topics covered will include the origin and evolution of the solar system, the Sun and solar wind, planets, moons, asteroids, meteors, comets, and Kuiper belt objects. Additional topics will include the search for life in the solar system and the search for extrasolar planets. Students may attend a night telescope observation on campus. 3 hrs. lect. Prerequisite or corequisite: ENG 101. sp13 sp14

AST 103 Observational Astronomy 2 cr.
This night course is a hands-on introduction to observing the night sky, how to locate these objects using celestial coordinate systems, and how to utilize the Internet and computer programs to obtain astronomical information. Most of the laboratory time will be spent outdoors learning the names and locations of stars and constellations and utilizing the department’s telescopes to observe and study the moon, planets, deep sky objects, and other astronomical objects which might be visible. The course will include observing trips during class time to local areas away from the light pollution on campus. 1 hr. lect; 2 hrs. lab. May be offered by request.

AST 105 Ancient Astronomy 3 cr.
This online course will examine the earliest origins of astronomy. The first half of the course will introduce students to the movements of the Earth and other solar system objects; the phases and cycles of the Moon; the origin of seasons, solstices, equinoxes, and eclipses; constellations and celestial navigation; and how ancient civilizations developed our earliest calendars. The second half of the course will be a broad survey of the historical development of astronomy from ancient times up to the scientific revolution of the Renaissance Period. Cosmologies from representative cultures around the world will be examined along with significant archaeoastronomy sites including the Egyptian pyramids, Nabta, Stonehenge, Newgrange, Chichen Itza, Machu Picchu, Chaco Canyon, the Big Horn Medicine Wheel, and others. Corequisites: ENG 101 and MAT 105 or higher. 3 hrs. lect. fa12 fa13

### Biology

#### Biological Sciences

**BIO 100 Fundamental Concepts of Biology** 3 cr.
Designed for students who plan to study biology or nursing, this nonlaboratory course covers topics from the basic principles of life through the cell concept. The course strengthens the student's background in biology. Topics covered include cell reproduction, cell respiration, photosynthesis, and classification. Students may not use this course to satisfy a science requirement or science elective. su12 fa12 sp13 su13 fa13 sp14

**BIO 101 Biology I for Nonscience Majors** 3 cr.
Designed for the nonscience major, this nonlaboratory course covers basic concepts such as the cell, principles of inheritance, and the species. Students study cell structure and function, DNA, cell division, and the kingdoms. Students may elect to take BIOS 121 in conjunction with this course to complete 4 credits of science with a laboratory. su12 fa12 sp13 su13 fa13 sp14

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**BIO 102 Biology II for Nonscience Majors** 3 cr.
Designed for the nonscience major, this nonlaboratory course considers three main topics: principles of cellular life, principles of inheritance, and population ecology. The principles of cellular life module covers how cells acquire and use energy. The inheritance module covers cell division to human reproduction. The module on ecology covers population dynamics and their effect on the environment. Students may elect to take BIO 122 in conjunction with this course to complete 4 credits of science with a laboratory. May be offered by request.

**BIO 103 Biology of Nature** 3 cr.
This television or online course introduces basic ecological principles and applies them to the natural environment of New York State and the Northeast. Topics include basic botany and zoology, food chains, ecosystems, population and community interactions, and terrestrial and aquatic biology. Students purchase a flash drive which contains 28 half-hour lectures and an extensive study guide. su12 fa12 sp13 su13 fa13 sp14

**BIO 105 General Biology I** 4 cr.
This is the first course in a two-semester sequence of BIO 105 and BIO 106. Topics of this lecture and laboratory course include the scientific method, evolution, basic chemistry, cell structure and function, metabolism and enzymes, cellular respiration and photosynthesis, cell division, and genetics. The laboratory component includes microscope work, examination of preserved and living specimens, and performing experiments with emphasis on the scientific method. 3 hrs. lect; 3 hrs. lab. Lab fee. fa12 sp13 fa13 sp14

**BIO 106 General Biology II** 4 cr.
This is the second course in a two-semester sequence of BIO 105 and BIO 106. Topics of this lecture and laboratory course include the survey of the diversity of life: taxonomy and phylogeny of the prokaryotes, protists, fungi, plants, and animals; an introduction to ecology; and a comparative survey of form and function in plants and animals. The laboratory component includes microscope work, examination of preserved and living specimens, and performing experiments with emphasis on the scientific method. It is recommended, but not required, that BIO 105 be taken before BIO 106. 3 hrs. lect; 3 hrs. lab. Lab fee. fa12 sp13 fa13 sp14

**BIO 107 Human Anatomy and Physiology I** 4 cr.
The normal structure and function of the human organism, beginning with basic biological principles and progressing through selected organ systems, are the focus of this course. Laboratory work emphasizes hands-on experiences using the microscope, models, and specimens. 3 hrs. lect.; 3 hrs. lab. Lab fee. fa12 sp13 fa13 sp14
BIO 108 Human Anatomy and Physiology II 4 cr.
A continuation of BIO 107, this course covers the normal structure and function of selected organ systems. Laboratory work emphasizes human anatomy utilizing models, specimens, and cat dissections. Students enrolling in BIO 108 who are pregnant or breast-feeding should consult their advisors. 3 hrs. lect.; 3 hrs. lab. Lab fee. Prerequisite: BIO 107. su12 fa12 sp13 su13 fa13 sp14

BIO 109 Human Biology 3 cr.
This is a nonlaboratory biology course designed for the non-science major who has an interest in learning about the human body. Students will study the basic anatomy and physiology of major body systems and some common diseases associated with those systems. Special emphasis will be placed on topics of modern concern, such as new diseases and new techniques for treating the human body. Students will be encouraged to make use of the information in this class for making informed personal and societal decisions. su12 fa12 sp13 su13 fa13 sp14

BIO 111 Medical Terminology 1 cr.
This course presents a study of basic medical terminology. The primary purpose is for students to be able to analyze a word and determine its meaning and proper usage. The correct spelling of terms is also emphasized. su12 fa12 sp13 su13 fa13 sp14

BIO 113 Human Structure and Function 3 cr.
Intended for students who want to learn the basic facts about the human organism's structure and function. 3 hrs. lect. May be offered by request.

BIO 121 Biology I Laboratory for Nonscience Majors 1 cr.
Designed for those nonscience majors who require a laboratory experience, this one-credit course is meant to be taken in conjunction with BIO 101. Class exercises include hands-on as well as computer-assisted labs, studying cell division, cell structure, DNA extraction, and human genetics. 3 hrs. lab. Prerequisite or corequisite: BIO 101. May be offered by request.

BIO 126 Tropical Field Ecology 3 cr.
This course provides an introduction to the ecology and biodiversity of the Neotropics. Following introductory lectures on campus, the entire course is conducted in the field in Central or South America. Depending on the site, a range of habitats will be visited and thus a range of ecologies of the flora and fauna. Habitats will include all or some of the following: lowland wet and moist forests, lower montane forest (cloud forest), rivers and wetlands, mangrove swamps, and coral reefs. At several sites the habitat is explored at night, which may include travel by canoe and overnight stays in the forest. Remote communities are also visited. See the specific itinerary for further details. Field trip expense. wi13 su13 wi14 su14

BIO 201 Microbiology 4 cr.
The study of microorganisms both beneficial and harmful to humans is covered in this course. Students learn taxonomy, structure, physiology, reproduction, ecology, and control of microbes. 3 hrs. lect.; 3 hrs. lab. Lab fee. Prerequisite: One year of laboratory biology courses. su12 fa12 sp13 su13 fa13 sp14

BIO 206 Genetics 4 cr.
Aspects of classical and modern genetics are presented in this course. Discussion starts with the structure and function of DNA and moves through the molecular, cellular, and organismal levels of inheritance. In the laboratory, microbial, plant, and animal genetics are investigated using modern techniques of DNA analysis as well as real and virtual techniques of classical genetics. 3 hrs. lect.; 3 hrs. lab. Lab fee. Prerequisites: BIO 105 and BIO 106 or BIO 107 and BIO 108. fa12 fa13

BIO 207 General Ecology 4 cr.
This lecture and laboratory course provides a broad introduction to the theory and practice of ecology: behavioral, population, community, and ecosystem ecology. An underlying theme of the course is the application of scientific methodology in the practice of ecology. Throughout, the role of applied ecology in addressing environmental problems is explored. The laboratory component includes field work in local Catskill habitats, which can involve collaboration with NYS DEP, and an individual, semester-long project. 3 hrs. lect.; 3 hrs. lab. Lab fee. Prerequisite: One year of laboratory college biology or by advisement. fa12 fa13

BIO 215 General Botany 4 cr.
This lecture and laboratory course provides a survey of the plants, together with representative prokaryotes, protists, and fungi. Topics include taxonomy and phylogeny, life cycles, reproduction and development, angiosperm anatomy and physiology, and ecology. The laboratory component includes examination of preserved and living representatives of the major groups, physiology experiments, and an individual, semester-long project. 3 hrs. lect.; 3 hrs. lab. Lab fee. Prerequisite: One year of college laboratory biology or by advisement. sp13 sp14

BIO 217 Dendrology 3 cr.
Students will study the taxonomy and field identification of Angiosperms and Gymnosperms, with special emphasis on woody dicots. Students will focus on the use of keys to aid in the identification of wild plants found in the northeastern section of the United States. Other techniques for the development of a herbarium are employed and a viable collection of modern local plant materials will be made. (This course is for surveying students or by advisement. This course does not meet the requirements of Biology majors.) 1 hr. lect.; 4 hr. lab. fa13 fa14

BIO 221 Independent Study in Biology 1 cr.

BIO 222 Independent Study in Biology 2 cr.

BIO 223 Independent Study in Biology 3 cr.

BIO 224 Independent Study in Biology 4 cr.

BIO 225 Independent Study in Biology 5 cr.

BIO 226 Independent Study in Biology 6 cr.

BIO 227 Independent Study in Biology 7 cr.

BIO 228 Independent Study in Biology 8 cr.

BIO 229 Independent Study in Biology 9 cr.

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consultation of the department chairperson. Selection of semester-hour credit is through consultation between student and instructor. Prerequisite: Open only to sophomores for not more than two semesters. May be offered by request.

**BIO 230 Introduction to Biotechnology** 4 cr.
This course serves as an introduction to biotechnology for advanced biology students. Topics such as DNA and protein biochemistry and genetic manipulation will be studied in detail. Modern techniques of gene cloning and genetic alterations for applications in vaccine production, agriculture, animal science, forensic science, bioremediation, and others will be studied. In the laboratory, students will learn techniques of macromolecular purification, separation, and analysis. 3 hrs. lect.; 3 hrs. lab. Prerequisites: BIO 105-106, MAT 115 or higher, CHE 101 or 103. May be offered by request.

**Business Administration**

**Business and Professional Studies**

**BOT 160 Word Information Processing** 3 cr.
Students learn fundamental word processing concepts utilizing personal computers (with appropriate software applications). The course emphasizes the role of the administrative assistant and the word processing specialist. It examines concepts of word processing and administrative support principles necessary for entry into positions in the electronic office. 2 hrs. lect.; 2 hrs. lab. Prerequisite: By advisement. May be offered by request.

**BOT 161 Advanced Text Editing** 3 cr.
Pre-existing word processing and computer application skills are enriched in this course. Students are provided with the opportunity to gain a higher degree of competency in using the College’s current version of MS Office. Desktop publishing and web page development applications are also included. 2 hrs. lect.; 2 hrs. lab. Prerequisites: BOT 160, BUS 171, or equivalent. May be offered by request. May be offered by request.

**BUS 101 Business Principles and Practices** 3 cr.
An introduction to general views of business and the economic environment is provided in this course. Included is a brief study of the following topics: management and human resources, marketing, finance, international business, money and banking, business organization, investments, risk management, and business law. May be offered by request.

**BUS 102 Mathematics for Business and Industry** 3 cr.
Students apply basic mathematics to situations encountered in business and industry. Emphasis is placed on solving word problems from a variety of topical areas including resource management, wholesale and retail pricing, payroll and accounting-related tasks, and simple and compound interest-related applications. May be offered by request.

**BUS 104 Business Communications** 3 cr.
This is a survey of written and oral business communication. It emphasizes techniques for effective communication, experience in creating typical business correspondence, and critical analysis of communications. fa12 sp13 fa13 sp14

**BUS 115 Entrepreneurship** 3 cr.
Students are introduced to the basics required for starting and operating a small business. Subjects include marketing, financing, legal structures, franchising, and managing employees. Students will apply terminology and concepts in developing a draft business plan. fa12 sp13 fa13 sp14

**BUS 127 Human Relations Training** 3 cr.
Current behavioral science approaches in management are stressed in this course. Through a multimedia approach, supervisor and staff relationships, group dynamics, current motivational theories, communication concepts, and interpersonal and individual roles are analyzed. Modern concepts vital to understanding and managing human resources are examined. sp13 sp14

**BUS 150 Business Economics** 3 cr.
An introduction to the basic concepts and techniques of economics as they relate to the business environment, this course offers such topics as the economic system, the market mechanism and competition, money, credit, banking, and other relevant economic activities and policies that relate to business. The course is open to students who are pursuing the A.A.S. degree in business and should not be taken by the student who needs to transfer economics courses to a four-year college. sp13 sp14

**BUS 161 Principles of Management** 3 cr.
The basics of operational theory and the science of management are presented. Concepts center on an analysis of the four major functions of management: planning, organizing, directing, and controlling. The course emphasizes the integration of management principles with other business procedures and examines management interactions with external environments influencing business. fa12 sp13 fa13 sp14

**BUS 171 Computer Applications in Business** 3 cr.
Familiarity with computers in general and particularly as they apply to business decision-making is provided. The course introduces appropriate terminology and concepts using hands-on training. Applications include word processing spreadsheets, and database management using the IBM microcomputer. Lab fee. Prerequisite: By advisement. su12 fa12 sp13 su13 fa13 sp14

**BUS 180 Legal Environment of Business** 3 cr.
Students study the fundamental concepts, principles, and rules of law and equity that apply to business activities. Legal theory is applied to commercial transactions. Topics covered include an introduction to the law and the legal system, the Uniform Commercial Code, contracts, sale of goods, negotiable instruments, product liability, negligence, agency, bailment, torts, and employment law. This course is required for students in Business and Entrepreneurship and in Business: Accounting A.A.S. It is not recommended for
students enrolled in the transfer-oriented A.S. in Business Administration. fa12 sp13 fa13 sp14

BUS 201 Business Law I 3 cr. This course provides an analysis of business transactions in the legal environment. Topics include an introduction to the history of modern commercial law, the courts, and the legal processes; detailed examination of the principles of the laws of contracts, including contracts for the international sale of goods (CISG); and consideration of related topics, including product liability and business torts. su12 fa12 sp13 su13 fa13 sp14

BUS 202 Business Law II 3 cr. This is a comprehensive analysis of the principles of the laws of commercial paper, agency, partnerships, limited liability companies, corporations, and other forms of business ownership. Prerequisite: BUS 201 or by advisement. su12 fa12 sp13 su13 fa13 sp14

BUS 203 Human Resources Management 3 cr. Basic personnel processes involving the organization of work and jobs are covered. Topics include recruitment, selection, placement, and development of employees. The course examines the nature of work, the employment process, interviewing techniques, training methodology, performance evaluation, professional growth and development, motivation, human resources management, and management-labor relations. Prerequisite: BUS 101, BUS 115, or BUS 161 or by advisement. su12 fa12 su13 fa13

BUS 205 Marketing: Principles and Practices 3 cr. A study of the marketing field emphasizing the integrated managerial approach to marketing management is provided. The course features the marketing mix, channel management, consumer/industrial buying behavior, and marketing information systems. The case-study method and problem-solving exercises feature marketing costs, segmentation, decisions, and management methodology. Prerequisite: BUS 101 or BUS 161 or by advisement. su12 sp13 su13

BUS 209 Principles of Advertising 3 cr. Advertising agencies, marketing principles, advertising copy and design, and media selection are some of the topics covered in this course. Students will apply principles learned in a comprehensive advertising project requiring a group paper and class presentation. fa12 fa13

BUS 224 Personal & Entrepreneurial Financial Management 3 cr. Students examine financial choices available to the consumer and entrepreneur. Students discuss and examine risk management, financial services, investment fundamentals, sources of credit, and other topics relevant to small business and personal financial management. May be offered by request. fa12

BUS 235 Contemporary Business Issues 3 cr. Students apply major concepts learned in other courses to the analysis of topics in this capstone course. Designed to be a wrap-up for career Business: Accounting A.A.S. and Business and Entrepreneurial Studies A.A.S. majors, it covers the areas essential in the transition from business theory to practice: business plan development, government regulation, ethics and professionalism, social responsibility of business, sustainability, and diversity in the workplace. Prerequisite: By advisement. fa12 sp13 fa13 sp14

BUS 272 Spreadsheets for Business 3 cr. Students learn to recognize different classes of business problems that can be solved through the use of spreadsheets. Students learn how to design and develop a spreadsheet from a set of business requirements, apply financial functions, summarize data through the use of pivot tables, extract data from lookup tables, apply conditional logic to make decisions, and consolidate data from different spreadsheets. Lab fee. Prerequisite: BUS 171 or by advisement. fa12 sp13 fa13

BUS 292 Business Internship 2 cr. BUS 293 Business Internship 3 cr. Students gain practical experience in the field of business through this internship. It is intended to complement and enhance traditional learning concepts used in classroom instruction. Internship assignments will be under the guidance of the Office of Fieldwork and Internships, 687-5192. Enrollment in this course is by student request and by advisement of the Business Department chairperson. Prerequisite: Completion of at least 12 credit hours with a minimum grade-point average of 2.0. su12 fa12 sp13 su13 fa13 sp14

Chemical Dependency Counseling

Social Sciences, Education & Human Services

CDC 218 CDC Field Experience I 4 cr. Students participate in a minimum of 10 hours a week, gaining experience in approved Chemical Dependency sites. The assigned site must be an Office of Alcohol and Substance Abuse Services (OASAS) approved agency, and students must be supervised by a licensed, certified, or credentialed health-care professional. Permission of Fieldwork Coordinator is required. su12 fa12 sp13 su13 fa13 sp14
Chemistry

Mathematics, Physical Sciences, Engineering & Technology

CHE 100 Foundations of College Chemistry 3 cr.
Properties and structures of elements, compounds, and mixtures; the changes which these substances can undergo; the mole concept and basic stoichiometry; the simple gas laws; and the related mathematics, metric measuring system, and nomenclature required for the examination of these topics are covered in this nonlaboratory course. 3 hrs. lect. Students may not use this course to satisfy a science requirement or elective. Students who want to go on to the traditional General Chemistry sequence (CHE 103 and CHE 104) should take CHE 101 instead of this course. Prerequisite: One of the following: high school Mathematics Course I, MAT 098, MAT 151, MAT 152, or by advisement. su12 fa12 sp13 su13 fa13 sp14

CHE 101 Introductory Chemistry I 4 cr.
The essential facts, laws, principles, and theories of chemistry are presented in this course. Topics include fundamentals of measurement, the mole concept and stoichiometry, basic thermochimistry, kinds of matter, atomic theory, chemical formulas and equations, gas laws, and elementary molecular theory and bonding. This course requires use of a scientific calculator and purchase of safety goggles for lab use. 3 hrs. lect.; 3 hrs. lab. Lab fee. This course is recommended for those wanting to go on to the traditional General Chemistry sequence (CHE 103 and CHE 104). Prerequisite: Elementary Algebra. fa12 sp13 fa13 sp14

CHE 102 Introductory Chemistry II 4 cr.
Introductions to the basic principles of solutions, chemical reaction rates, acid-base chemistry, elementary molecular and ionic equilibria, oxidation-reduction and electrochemistry, nuclear chemistry, metal and nonmetal groups of the periodic table, and the structure and properties of simple organic compounds are studied in this course. This course requires use of a scientific calculator and purchase of safety goggles for lab use. 3 hrs. lect.; 3 hrs. lab. Lab fee. Prerequisite: CHE 101. May be offered by request.

CHE 103 General Chemistry I 4 cr.
Fundamental principles, concepts, and theories of chemistry are studied in this course: measurement, problem solving, laws of chemical combination, chemical nomenclature, stoichiometry, simple chemical reactions, the gas laws, the kinetic-molecular theory, thermochemistry, atomic structure, periodic properties, molecular structure, and theories of chemical bonding. The laboratory emphasizes the acquisition, analysis, and interpretation of quantitative data. This course requires use of a scientific calculator and purchase of safety goggles for lab use. 3 hrs. lect.; 3 hrs. lab.; 1 hr. recitation. Lab fee. Prerequisites: High school regents Chemistry or CHE 101. Prerequisites and corequisites: MAT 160 and ENG 101. Prerequisites and corequisites for this course may be bypassed only by advisement. fa12 sp13 fa13 sp14

CHE 104 General Chemistry II 4 cr.
The major part of this course presents a study of the nature of chemical interactions: intermolecular forces, condensed states of matter, phase changes, solution chemistry, chemical kinetics, chemical equilibria, acid-base theory, chemical thermodynamics, oxidation-reduction reactions, and electrochemistry. Other possible topics may include nuclear chemistry, transition metal chemistry, and introductory organic chemistry. The laboratory emphasizes methods of quantitative analysis. This course requires use of a scientific calculator and purchase of safety goggles for lab use. 3 hrs. lect.; 3 hrs. lab.; 1 hr. recitation. Lab fee. Prerequisites: CHE 103 and MAT 160. The prerequisites for this course may be bypassed only by advisement. su12 sp13 su13 sp14

CHE 110 Introduction to Food and Nutrition 3 cr.
Basic information about cellular organization, function, and requirements, and about how these factors influence the body's growth, maintenance, and repair is presented in this nonlaboratory course for nonscience majors. Topics include the environmental conditions and nutrient requirements for life; digestion, absorption, and metabolism of food and the essential nutrients; food quality, deterioration, and preservation; food laws and government regulations; the clinical results of poor nutrition; and the potential benefits of proper nutrition. 3 hrs. lect. fa12 sp13 fa13 sp14

CHE 150 Chemistry: A Forensic Science Perspective 3 cr.
This course uses forensic case studies to introduce nonscience majors to the fundamental concepts, principles and theories of chemistry and their application, through the scientific method to forensic science. It will include demonstrations of specific techniques used to collect, preserve and analyze evidence both physically and chemically. The course will be taught in a lecture/demonstration format in a chemistry laboratory where laboratory work will be included as an integral part of the three meeting hours per week. Prerequisites: BUS 102 or MAT 098 or higher, ENG 102 or 172 and LIB 111. May be offered by request.

CHE 201 Organic Chemistry I 4 cr.
The nomenclature, properties, preparation, reaction mechanisms, and stereochemistry of the following classes of compounds are studied in this course: aliphatic hydrocarbons containing single, double, and triple bonds; alkyl halides; alcohols; and ethers. In the laboratory, students learn techniques and skills required for the separation, purification, and identification of organic compounds and the synthesis of organic compounds using substitution and elimination mechanisms. The laboratory work also includes an introduction to gas chromatography and infrared spectroscopy for the identification of organic compounds. 3 hrs. lect.; 4 hrs. lab. Lab fee. **Prerequisite**: CHE 104 (recommended). fa12 fa13

CHE 202 Organic Chemistry II 4 cr.
The nomenclature, properties, preparation, and reaction mechanisms of all the major functional group families of organic compounds, both aliphatic and aromatic, and the synthetic strategies for the formation and transformation of functional groups are topics in this course. In the laboratory, students learn the synthesis of organic compounds using synthetic strategies that integrate instrumental techniques such as GC, NMR, and IR for verification of synthesis products. 3 hrs. lect.; 4 hrs. lab. Lab fee. **Prerequisite**: CHE 201. sp13 sp14

CHE 210 Independent Study in Chemistry 3 cr.
Students are provided with the opportunity to do research; to experience a concentrated literature search; and to organize, write, and present a scientific paper under the guidance of an instructor selected in consultation with the coordinator of Physical Sciences. Students may repeat the course once for credit. The College's repeat course policy as outlined in this Catalog does not apply to CHE 210. **Prerequisite**: CHE 104 or CHE 201. May be offered by request.

CHE 215 Hudson River Chemistry & Ecology 4 cr.
Students will examine the ecology of the Hudson River through review of current research. Topics include river physical features (sedimentation, geochemistry, contamination, etc.), biological features (primary procedures, fish, etc.), and management. The lecture portion will be conducted online during summer session I. **Prerequisite**: CHE 104. **Corequisite**: CHE 215-L20 must be taken with this course. The laboratory work will be presented on campus during summer session II in a concentrated format (8 days, 8 hours per day, with lab reports written during the evenings). su13 su14

**College Skills**

**English, Foreign Languages & Philosophy**

COS 101 College Skills I 3 cr.
This is a required course for any student placing into the SUNY Ulster developmental program. Students receive individualized instruction and practice in a variety of comprehension and inference skills related to academic college experiences. A lecture and laboratory approach is used, and such skills as studying, reading for content, test taking, and note taking are taught. Students learn to apply these skills in their courses. The laboratory component provides individualized diagnosis of, and practice in, specific skills and problem areas. Placement in the College Skills course is based on entering student assessment test scores and advisement. 2 hrs. lecture; 2 hrs. lab. Lab fee. fa12 sp13 fa13 sp14

**Communications**

**Art, Design, Music, Theater & Communications**

COM 103 Oral Communication 3 cr.
Students practice critical listening, a variety of public speaking situations, language usage, and interpersonal skills. Emphasis is placed on confidence building through research, extemporaneous delivery, and audio-visual reinforcement. **Prerequisite or corequisite**: ENG 101. fa12 sp13 fa13 sp14

COM 105 Public Speaking 3 cr.
Students gain practical experience in speaking situations, group discussion, and informative and persuasive presentations. Emphasis is on confidence building through extemporaneous delivery and through audio-visual resources. **Prerequisite or corequisite**: ENG 101. fa12 sp13 fa13 sp14

COM 111 Media Literacy 3 cr.
This course will promote the idea of news literacy by exposing students to a wide variety of news sources across the media. Students will learn to make critical evaluations of news sources for accuracy and bias. The development of a reliable personal information system for gathering information and examining diverse points of view will be stressed. fa12 fa13

COM 121 Interpersonal Communication 3 cr.
Students become better acquainted with the process of interpersonal communication and its impact on the development of relationships in personal, social, and business settings in this course. **Prerequisite or corequisite**: ENG 101. sp13 sp14

COM 123 Resolving Conflict Through Communication 3 cr.
Focus is on understanding and constructively dealing with conflict as it manifests itself in various settings. Students examine their own attitudes and values regarding conflict. Through experiential learning, including structured activities such as record-keeping, role play, and processing, students examine the rationale for conflict resolution and learn a variety of approaches and skills for dealing with those conflicts. Emphasis is placed on effective communication. **Prerequisite or corequisite**: ENG 101. fa13

COM 124 Media and Society 3 cr.
The relationship between media and society has evolved with technology. The objective of this course is to trace the history and development of the media, to explain their evolution and significance from the printing press to the advent of the Internet, and to examine how the media can act both as a mirror and a model of culture. The course will also ex-
explore the various issues used by modern media to understand themselves and their relationship to society and to define job opportunities, roles, and responsibilities for those interested in pursuing a career in the print or electronic media. **Prerequisite or corequisite:** ENG 101. Recommended prerequisite: COM 103. sp13 sp14

**COM 127 Video Production** 3 cr.
This course combines theory and hands-on experience to teach the fundamentals of video production from conception to finished product. In addition to learning how to plan and script a variety of show formats, students will be introduced to and work with production equipment and techniques, producing individual and group exercises. Skill areas will include scripting, storyboarding, camera operation, floor direction, video switching, audio, and set design. **Prerequisite:** COM 103. sp13 sp14

**COM 131 Scripting for the Electronic Media** 3 cr.
Students will explore and gain experience preparing a variety of scripts for the electronic media, including commercials, promotions, public service announcements, examples of broadcast journalism, radio plays, and teleplays. In addition to formats, students will learn the elements of technical production needed to produce a viable media product as well as perform or produce their scripts in the appropriate medium. **Prerequisite or corequisite:** ENG 101. fa12 fa13

**COM 201 Feature Journalism** 3 cr.
The objective of this course is to introduce the process and techniques of feature journalism with a hands-on approach that will focus on the development, researching, writing and editing of a variety of feature stories for newspapers and magazines. Members of the class will be part of the staff of the campus newspaper and will be expected to contribute articles to it as part of their course requirements. **Prerequisite:** COM 210 or ENG 102. sp13 sp14

**COM 203 Oral Interpretation** 3 cr.
This is a performance course stressing basic techniques of reading aloud; the relationship of appreciation to interpretation; and the evaluation and analysis of selections from prose, poetry, and drama. A major emphasis of the course is on classroom performance and participation in a Readers Theater production. **Prerequisite:** COM 103 or COM 105 or by advisement. fa12 fa13

**COM 204 Oral Interpretation-Children's Literature** 3 cr.
This is a performance course stressing basic techniques of reading aloud to children. Students will examine how literature relates to children's changing interests as they grow. A major emphasis is on classroom participation as students demonstrate the ability to help build children's communication skills through enrichment activities that further stimulate learning by directly involving the children. **sp13 sp14**

**COM 207 Public Relations** 3 cr.
In this basic introduction to the principles of public relations, students study the growth, professional development, and role of public relations as a management function. Students also study professional practices and strategies, including case analyses of education, government, and trade associations. **sp13 sp14**

**COM 209 The Art of the Film** 3 cr.
The esthetics of the film is presented in this course. In order to provide students with an enriched experience in film watching, emphasis is on techniques used by a director. Students view and discuss selected films. **Prerequisite or corequisite:** ENG 101. su12 fa12 sp13 su13 fa13 sp14

**COM 210 Introduction to Journalism** 3 cr.
This course introduces students to the process and techniques of journalism with a hands-on approach that will focus on the writing and editing of a variety of news stories and short features. While the emphasis will be an application to print media, photojournalism as well as Internet and broadcast journalism will be explored. Members of the class act as the staff of the campus online newspaper and are expected to contribute articles to it as part of their course requirements. **NOTE:** An average of an additional 30 hours outside of class time is required to cover events, conduct interviews and get source material for stories. **Prerequisites:** COM 111 and ENG 102. fa12 fa13

**COM 219 World Cinema** 3 cr.
This course is designed to explore the contributions to cinema arts by filmmakers outside the United States, exploring both the history and the diversity of expression found in world cinema. Films from Europe, Asia, and Africa will illustrate a variety of techniques and subject matter with examples from various historical periods and genres. **Prerequisite:** ENG 101. sp13 sp14

**COM 222 Web-Based Media Applications** 3 cr.
Students will explore the applications available for content and connection on the Internet. Journalism skills and writing for online media are emphasized, along with design for digital media. Other topics covered include legal and ethical problems emerging in online media and media convergence. **Prerequisites:** COM 111 & ENG 101. fa12 fa13

**COM 227 Videography and Editing** 3 cr.
In this course single camera digital videography and nonlinear editing will be taught through a series of exercises resulting in a series of short films exploring both documentary and fiction genres. **Prerequisite:** COM 127 or permission of instructor; COM 131 recommended. fa12 fa13

**COM 231 Screenwriting** 3 cr.
This course will introduce the elements and techniques of screenwriting, allowing students to develop their ideas into treatments, scenarios and screenplays. Students will learn skills of analysis, research, and writing necessary for success within this form. **Prerequisites:** ENG 101 & COM 131. fa12 fa13
COM 247 Digital Film-Making Techniques 3 cr.
In this course students will plan, script, shoot, edit and finish in post-production a short film or documentary. Students will be offered the opportunity to learn and apply advanced techniques in the areas of lighting, sound, cinematography, editing, and post-production. Prerequisite: COM 227 sp13 sp14

COM 270 Special Topics in Communication 3 cr.
This course will allow the exploration of special topics in the areas of speech, journalism, audio and video production, media history or film. Each course presented under this title will offer an opportunity to expand the students understanding of aspects of communication and media. Research and writing skills will be stressed. The designation may also be used for artist-in-residence courses. Prerequisite: ENG 101 May be offered by request.

COM 280 Independent Study in Communications & Media Arts 3 cr.
Students will be engaged in an academic and or practical learning experience within the areas of Communication and Media Arts outside the scope of other departmental offerings. The parameters of the independent study will be established between the student and the participating instructor under the supervision of the department. A contract specifying the topic, hours and a method of evaluation will be signed by the parties for the credits earned. The student will keep a logbook for the duration of the course showing a minimum of 120 hours. This opportunity will be open to second year students with the approval and advisement of the student’s academic advisor and the department chairperson. May be offered by request.

COM 293 Communications Internship 3 cr.
Students will be engaged in practical work experience within the areas of Communications and Media Arts. The parameters of the internship will be established between the student and the hosting organization under the department’s supervision. A contract specifying hours and a method of evaluation will be signed by the parties with sufficient hours for the credits earned. This opportunity will be open to second-year students with the approval of the student’s academic advisor and the department chairperson. May be offered by request.

Computer Information Systems
Business & Professional Studies

CIS 105 Structured Programming Concepts 3 cr.
An examination of structured programming concepts, problem solving, and documentation techniques, this course provides the opportunity for students to develop solutions for business data processing problems in an event-driven programming environment. Documentation techniques used include structure charts, structured program flowcharts, and pseudo code. The course is taught using Visual Basic software. Prerequisites: MAT 098 or equivalent, and CIS 100 with a grade of C or better or by advisement. To be announced.

CIS 116 Operating Systems and Utilities 3 cr.
Students will obtain a mastery of operating systems concepts and a foundation of the boot process in this broad background course. They will apply their skills to maintaining disks and files, and building and maintaining shell scripts. Examples of the role, scope, and complexity of operating systems are provided. Effective use of utility software is emphasized. The course is taught using MS Windows and Redhat Linux software. Prerequisite: CIS 100 with a grade of C or better. Corequisite: CIS 105 or by advisement.

CIS 120 Introduction to Windows 1 cr.
Using a hands-on approach, students develop skills with Windows menus, graphical user interface, file management, and program management. This course is intended for all persons interested in developing basic skills in the use of Windows. This course will not satisfy any requirements for students in the Computer Information Systems, Computer Science, or Network Administrator programs. The course is taught using Microsoft Windows software. This course may be taken on an audit or satisfactory/unsatisfactory basis. To be announced.

CIS 123 Introduction to Word Processing for Windows 1 cr.
Using a hands-on approach, students develop word processing skills in creating and editing documents, formatting documents, creating tables in a document, merging documents, arranging text and graphics, and automating document creation. This course does not satisfy any requirements for students in the Computer Information Systems, Computer Science, or Network Administrator programs. The course is taught using Microsoft Word for Windows software. The course may be taken on an audit or a satisfactory/unsatisfactory basis. Prerequisite: CIS 120 or equivalent computer experience or by advisement. Not offered 2012, 13, 14.

CIS 144 Microsoft Windows Applications 3 cr.
Microsoft Windows provides an environment for the use of many application programs and has become popular in business as well as homes. This course combines word processing and spreadsheet applications with an introduction to Windows concepts. Students learn how to create a variety of documents and spreadsheets within a Windows environment. This course does not satisfy any requirements for students in the Computer Information Systems, Computer Science, or Network Administrator programs. The course is taught using Microsoft Windows, Word, and Excel software. Lab fee. Prerequisite: BUS 171 or CSC 101 or equivalent computer experience. To be announced.

CIS 207 Microcomputer Database Software 3 cr.
An understanding of database concepts is emphasized in this course, which stresses the skills needed to solve business problems by writing custom applications using the leading database language on the microcomputer. Students must re-
view one other software package and make a presentation. The course is taught using Microsoft Access. **Prerequisite:** A grade of C or better in CIS 105 and CIS 116 or equivalent or by advisement. **To be announced.**

**CIS 210 Computer Project or Internship 3 cr.** Students complete an approved work experience or a project related to the study of computer information systems. **Prerequisite:** By advisement. fa12 sp13 fa13 sp14

**CIS 215 Microcomputer Hardware and Telecommunications 3 cr.** Techniques for maintaining personal computer hardware, making simple repairs, and establishing preventive maintenance procedures are taught in this course. Students also study telecommunications and networking concepts. Emphasis is on diagnosing problems, assessing needs, making repairs, installing components, and testing. 2 hrs. lect.; 2 hrs. lab. **Prerequisite:** CIS 116 with a grade of C or better or equivalent. sp13 sp14

**CIS 217 Advanced Microcomputer Database Applications 3 cr.** Students study development of applications using microcomputer database software. Topics include database design, database normalization, advanced reports and queries, subforms, macros, activeX controls, accessing external data security, multi-users, and development and implementation of applications. **Prerequisite:** CIS 207 with a grade of C or better or equivalent. Lab time outside of class is required. **To be announced.**

**CIS 224 Systems Design and Procedures 4 cr.** Students are prepared to assess hardware and software needs. Students interview and use other research and discovery techniques to investigate the needs and requirements of systems, codify designs using standard charts and narratives, develop timelines and schedules, create prototypes, evaluate results, and write documentation. Backup and restore procedures, disaster recovery plans, security procedures, data integrity criteria, and screen and report design are also studied. Students design, implement, and document a system using a Fourth Generation database language. **Prerequisite:** CIS 207 with a grade of C or better. The course is taught using Microsoft Access software. **To be announced.**

**CIS 244 Advanced Microsoft Windows Topics 3 cr.** For those individuals who want more than an introduction to Microsoft Windows, this course provides hands-on experience in using and customizing the Windows environment. Students learn to use a removable hard drive, prepare the drive for the installation of an operating system, and install, set up, and customize Windows for use on a network. Students also learn to create and remove users; grant permissions; share drives, folders, and programs; and work with the system registry. The course is taught using Microsoft Windows software. **Prerequisite:** CIS 105 with a grade of C or better and CIS 116 or equivalent computer experience. **To be announced.**

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**Computer Information Technology**

**Business & Professional Studies**

**CSC 101 Fundamentals of Computers 3 cr.** This course is an overview of microcomputer operating systems, which includes installation, configuration, maintenance, and efficiency, such as hard disk, USB flash drives, floppy drives, printers, and monitors. 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 ODS. Students will learn industry standards and terminology. fa12 sp13 fa13 sp14

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**Computer Science**

**Business & Professional Studies**

**CSC 101 Fundamentals of Computers 3 cr.** Students are introduced to the computer and some of its current uses in this computer literacy course which provides hands-on experience. Students learn to prepare documents, spreadsheets, and database reports during laboratory class time. Students are expected to complete homework assignments outside class in the College's computer laboratory or on home computers. This course does not satisfy any requirements for students in the Computer Information Systems, Computer Science, or Network Administrator programs. The course is taught using Microsoft Windows and Microsoft Office. Lab fee. fa12 sp13 fa13 sp14

**CSC 104 Computer Programming for Nonmajors 3 cr.** This course introduces the foundations of computer programming through the use of the 3-D animation programming language, Alice. Programming assignments illustrate the core computing principles of objects, methods, variables, control structures, arrays and events. The course requires a user-interaction driven programming project incorporating good design, coding and testing techniques. This course cannot be used to fulfill major requirements for the Computer Science or Computer Information Science degrees. **Prerequisite:** MAT 120 or MAT 100 or equivalent. **To be announced.**

**CSC 108 Introduction to CAD 3 cr.** This course is a basic computer course designed to give students knowledge of the programs utilized by draftsmen in the field. Programs such as Word, Excel, Paint, and Exploring are introduced, with the main focus being AutoCAD. Examples of commands to be explored are shapes, modifications, wire frame, and paper space. No previous drafting or computer experience is required. fa12 fa13

**CSC 120 Internet Applications 2 cr.** In this course, students will become familiar with using the Internet, including electronic mail, browsing, and search-
ing the World Wide Web. Students will discover how copy-
right law applies to the use of the Internet and will discover
options on how to connect to the Internet from home or a
small business. Students will become familiar with domain
names and IP addresses. Students will analyze and validate
Websites, use browser options and plug-ins effectively, be-
come acquainted with ftp, and explore options to connect to
the Internet. Students will also understand what HTML is
and its strengths and weaknesses. **Prerequisite:** CIS 120 or by
advisement. **To be announced.**

**CSC 121 Basic Hypertext Markup Language** 2 cr.
In this course, students learn the basic skills required to de-
sign and publish web documents. Students create numerous
documents using HTML tags to control formatting, link to
areas outside the document or in other documents, format
and populate tables, include images and map links in an im-
age. 2 hrs. lect.; 2 hrs. lab. **Prerequisite:** Familiarity with file
editing and handling on a Windows platform as determined by the
instructor. **To be announced.**

**CSC 131 Client-Side Web Development** 4 cr.
This course explores the web development processes and
tools used to support the creation of web pages rendered
by client browsers. Students explore XHTML, CSS and
JavaScript and use them to create and post web documents
hosted by a class server. Through labs and projects, students
create both static and dynamic web content in the context of
producing a professional-quality web site. The course focuses on
the underlying tools of web development. **Prerequisite:**
familiarity with file editing and handling on a Windows plat-
form as determined by the instructor. **fa12 fa13**

**CSC 150 Introduction to Computer Science-CS1** 4 cr.
This course introduces the principles of computer program-
ing. Students develop the design skills needed to promote
code reuse, encapsulate function, develop incrementally and
test computer programs, while exploring the fundamentals of
data representation through static data types, class definition
and object instantiation. Programming assignments progress
incrementally from simple sequential logic through the full
range of the program control structures and use of the ar-
ray structures. The study of computer organization, machine
code, numerical and character representation in various for-
mats provides the conceptual and practical background for
future study. This course covers the recommended course of
curricula for the Association of Computing Machinery (ACM)
and Industrial Electronic Engineering Society (IEEE):CS 1
Structured Programming. The course uses the Java program-
ing language. **Corequisite:** MAT 160 or equivalent. **fa12
sp13 fa13 sp14**

**CSC 201 Data Structures-CS2** 4 cr.
The course examines data structures and Abstract Data Types
(ADTS), such as stacks, queues, linked lists, binary trees and
graphs, applying the foundational principles of algorithm
development and analysis techniques (including Big-O no-
tation). Students complete programming assignments to il-

**CSC 205 Software Engineering Practices** 3 cr.
Students learn object-oriented methodologies to develop
software by creating, using or extending product Application
Programming Interfaces (API). At least one solution of suffi-
cient magnitude to require a team approach is written, neces-
sitating a clear, well-planned design with strict adherence to
specification by all contributing parties. Software engineering
principles are applied in specific practical areas. Projects to be
worked on and which APIs will be used are decided during the
course, based on the requirements of course participants.
**Prerequisite:** CSC 201 or equivalent computer experience as
determined by the instructor. **To be announced.**

**CSC 250 Computer Organization & Assembler Programming** 4 cr.
This course explores the foundations of Computer Organiza-
tion. Topics include machine language, assembly lan-
guage, linking and loading, instruction set architecture, mi-
cro-architecture, memory systems, and assembler high-level
languages at the assembly level. **Prerequisite:** CSC 201 with a
grade of C- or better or permission of the instructor. **fa12 fa13**

**CSC 260 Theory & Practice of Object-Oriented Programming** 3 cr.
The object-oriented programming paradigm is presented
in this course. Students implement data abstraction using
classes and inheritance, creating reusable objects that are
the basis for object-oriented programs. Polymorphism is
implemented using virtual functions. Topics include inline
functions, function and operator overloading, base and de-

classed classes, multiple inheritance, and storage management
in constructors and destructors. **Prerequisite:** CSC 150 and
CSC 201, or equivalent computer experience by advisement. **sp13 sp14**

**CSC 270 Special Topics in Computer Science** 4 cr.
This course explores special topics in the field of computing
through a more concentrated study in a current applied or
theoretical area of the field. Each course emphasizes a basic
understanding of the topics’ content, and an introduction to
their underlying mathematical and other foundations. The
course explores topics of interest outside of the scope of cur-
rent computing courses and requires a significant project
and/or research paper in the subject area as a major compo-
nent of the final grade. **Prerequisite:** CSC 150 or permission
of the instructor or coordinator. **sp13**
Criminal Justice
Criminal Justice & Public Safety

CRJ 101 Criminal Justice System 3 cr.
Structures and processes in the administration of criminal justice are explored in this course, which provides an analysis of the operation of the criminal process as a system from arrest through conviction and treatment. fa12 sp13 fa13 sp14

CRJ 105 Introduction to Security and Fire Safety 4 cr.
An introduction to the historical, philosophical, and legal basis of the security field, this course offers an overview of school, retail, hospital, and housing security. Security organization, policies, and personnel are also explored. Emphasis is on creating security and fire safety procedures awareness. This course meets and exceeds the pre-assignment training required for security guards in New York State. Lab fee. May be offered by request.

CRJ 107 Essential Communications in Criminal Justice 3 cr.
This course examines criminal justice report writing as a process, with emphasis on blending information, form, and written and oral expression to develop a clear, concise, and accurate account of an incident/event. Emphasis will be placed on the development of the field notebook in investigations, recording incident details, conducting and presentation of interrogation/interrogations; recording of relevant facts and details for purposes of reference and accountability. The report writing process will incorporate the use of word processing software as utilized in various criminal justice agencies. The process of judicial presentation and an explanation of evidentiary issues will be practiced in the classroom and a simulated criminal justice setting. Prerequisite or corequisite: ENG 101 and CSC 101 or equivalent computer experience or by advisement. fa12 sp13 fa13 sp14

CRJ 110 Introduction to Law 3 cr.
An examination of the court systems in New York State and an overview of the work of the paralegal profession are provided in this course. Emphasis is placed on learning from actual public administration case studies and on preparing for new challenges that future criminal justice administrators will likely confront. fa12 sp13 fa13 sp14 su14

CRJ 121 Introduction to Corrections 3 cr.
An overview of the major trends, basic concepts, and structure of both adult and juvenile corrections is provided in this course. Field trips to correctional facilities are scheduled to reinforce information about current correctional issues. sp13 sp14

CRJ 122 Fundamentals of Probation and Parole 3 cr.
A survey of the historical development and modern operations of probation and parole agencies is provided in this course. fa12 fa13

CRJ 201 Criminal Law 3 cr.
An overview of the FBI Index Crimes and murder, robbery, rape, burglary, assault, arson, and larceny is offered in this course, which emphasizes the elements of crimes and distinctions within offense categories, particularly criminal intent and the defenses to criminal conduct. fa12 sp13 fa13 sp14

CRJ 214 Perspectives on Police-Community Relations 3 cr.
An examination of contemporary perspectives on the critical relationship between the community and its protectors. This course is designed to examine issues and strategies that will serve to bridge the gap between citizens and the police. fa12 sp13 su13 fa13 sp14 su14

CRJ 215 Constitutional Criminal Procedure 3 cr.
An exploration of the constitutional dimensions and limitations on the behavior of participants in the criminal justice system is provided in this course. Students study cases involving the 4th, 5th, 6th, 8th, and 14th Amendments. fa12 sp13 fa13 sp14

CRJ 218 Scientific and Legal Aspects of Investigation 4 cr.
Students examine the scientific and legal principles and procedures for locating, gathering, examining, preserving, and presenting forensic evidence at various phases of the criminal process. fa12 sp13 fa13 sp14

CRJ 219 Criminal Justice Administration 3 cr.
This course introduces students to the study and exploration of the entire administrative spectrum of criminal justice including organizational principles and theory, applications to criminal justice agencies, motivation, productivity, financial and personnel administration, rights of criminal justice employees, technology, discipline and liability issues, community relations, ethics, and effectively dealing with a variety of emergency management issues. An emphasis will be placed on learning from actual public administration case studies and on preparing for new challenges that future criminal justice administrators will likely confront. fa12 sp13 su13 fa13 sp14 su14

CRJ 225 Legal Aspects of Corrections 3 cr.
Students explore the legal aspects of corrections from conviction to release, and study the laws dealing with the nature of imprisonment, escapes, correctional facility records, executive clemency, and inmates' rights. May be offered by request.

CRJ 231 Contemporary Issues in Criminal Justice 3 cr.
This is an overview of some of the current issues, problems, and concerns within the three branches of the criminal justice system. Selected topics may include terrorism, corruption, plea bargaining, organized crime, new modes of treatment in the correctional setting, and sources of violence. fa12 sp13 su13 fa13 sp14 su14

CRJ 233 Ethics in Criminal Justice 3 cr.
This course introduces the fundamentals of ethical theory with an area-specific examination of ethical dilemmas pertaining to the professions of the criminal justice system. Students will focus on comprehensive issues facing law enforcement, legal
practices, sentencing, corrections, research, and crime control policies. Prerequisite or corequisite: ENG 101. fa12 sp13 su13 fa13 sp14 su14

**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: NET 102. May be offered by request.

**CSS 224 Network Perimeter Security** 3 cr.
This course introduces firewalls and the network security components that can work together to provide an in-depth defensive perimeter around a local area network. Accordingly, this course examines firewalls in context with the other elements needed for effective perimeter security as well as security within a network. These include packet filtering, authentication, proxy servers, encryption, bastion hosts, virtual private networks, log file maintenance, and intrusion detection systems. Different firewall configurations will also be examined. Prerequisite: NET 103 May be offered by request.

**CSS 225 Criminal Justice Internship** 4 cr.
Under the supervision of criminal justice officials, students participate in agency activities by performing a variety of support services and administrative tasks. Students have an opportunity to contrast criminal justice theory with the reality of the workplace. Appointment to, and continuation in, any internship is contingent upon meeting specific eligibility requirements and the standards of the sponsoring criminal justice agency. In addition, students attend a one-hour lecture each week. Prerequisites: Completion of at least 30 credits with a 2.5 grade-point average and/or by advisement. Phone 687-5192 for further information. fa12 sp13 su13 fa13 sp14 su14

**CSS 226 Cyber Crime Investigations** 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: CFR 222. May be offered by request.

**CFR 221 Computer Forensics** 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, and e-mail investigations. Prerequisites: CIS 215, CIT 118. May be offered by request.

**CFR 222 Network Forensics** 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 investiga-
tion 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, and present the results. **Prerequisite:** NET 103, CFR 221. May be offered by request.

**Developmental Studies**  
(See Intermediate Studies.)

**Drafting & Design**  
(See Industrial Technology.)

**Early Childhood**  
Social Sciences, Education & Human Services

**ECH 110**  
Introduction to Early Childhood Programs 3 cr.  
Types of early childhood programs available, developmental ranges of young children, developmental and learning theories of early childhood education, curriculum development and implementation, child assessment, parent and teacher partnerships, and cultural diversity inclusion are presented in this course. **To be announced.**

**ECH 210**  
Developmentally Appropriate Learning Activities 3 cr.  
This course will incorporate an in-depth analysis of curriculum development and implementation in early childhood programs with an emphasis on current research in the theory of developmentally appropriate practice. **Prerequisite:** ECH 110. **To be announced.**

**ECH295**  
Supplemental Instructive Training 1 cr.  
In this course, the student receives formal training as a leader of Supplemental Instruction, a learning enhancement program. The student attends a targeted course which he/she has already completed and in which the student has demonstrated proficiency. The student is referred to as an SI Leader. The SI Leader holds separate sessions outside the classroom in order to employ interactive learning strategies with the students. The SI Leader conducts from three to five group meetings a week, at times convenient to members of the class. This course may be repeated once for credit. Permission of the instructor is required. **To be announced.**

**Earth Science**  
Mathematics, Physical Sciences, Engineering & Technology

**ESC 101** Earth’s Atmosphere and Oceans 3 cr.  
Designed for the nonscience major, this course provides an introduction to Earth Science through an examination of the Earth’s atmosphere and oceans. Topics covered include the Earth-Sun system, the structure and composition of the Earth’s atmosphere, global circulation patterns, severe weather, global climate change, physical oceanography, shoreline processes, and the seafloor and plate tectonics. This course may not be taken for credit by students who take GEG 101. 3 hrs. lect. *su12 fa12 sp13 su13 fa13 sp14*

**ESC 102** Planet Earth 3 cr.  
This course provides an introduction to minerals and rocks, plate tectonics, earthquakes, volcanism, the geologic processes by which water, wind and ice slowly sculpt the Earth’s landscape and a broad survey of the evolution of planet Earth over its 4.6 billion-year geologic history. An optional field trip may be offered. This course is designed for nonscience majors. Students who have previously passed ESC 104, or students presently enrolled in ESC 104 may not take this course. *fa12 sp13 fa13 sp14*

**ESC 103** History of Life 3 cr.  
Designed for the nonscience major, this course provides an introduction to the over 3.5 billion-year history of life on planet Earth as preserved in the geologic record. This course will examine the origin of life on Earth, how life on Earth has changed dramatically through time by the mechanism of evolution, the influence of plate tectonics and other geologic forces on the evolution of life, how organisms are preserved as fossils in sedimentary rocks, famous fossil localities, and the impact of mass extinction events in the geologic record. This course includes a Saturday field trip. 3 hrs. lect. *fa12 fa13*

**ESC 104** Physical Geology 4 cr.  
This course is an introduction to physical geology and a study of Earth materials and the physical processes that alter them over time. Topics covered include minerals; igneous, sedimentary, and metamorphic rocks; earth resources; plate tectonics; earthquakes; volcanism; weathering and erosion; streams; groundwater; glaciers and the Ice Age; desert landforms; and shoreline processes. In the laboratory, students learn to identify common minerals and rocks, to use topographic and geologic maps, and to recognize structures and landforms in the field. This course includes several local field trips during regular lab time and an all-day Saturday field trip. 3 hrs. lect.; 3 hrs. lab. **Corequisites:** ENG 101 and MAT 105 or higher. *fa12 fa13*

**ESC 105** Earth History 4 cr.  
This course is an introduction to historical geology and a study of the origin and evolution of the Earth through geologic time. Topics covered include the geologic time scale;
radioactive dating; sedimentary rocks and stratigraphy; fossils and the evolutions of life; the origin of the Earth's atmosphere, oceans, and lithosphere; plate tectonic processes; and a survey of significant geological and biological events during Earth's 4.6 billion-year history. In the laboratory, students study invertebrate fossils, learn to identify and correlate sedimentary rock formations, and study sedimentary rocks and fossils in the field. This course includes several local field trips during regular lab time and a Saturday field trip. Prerequisite: ESC 102 or ESC 104 or permission of the instructor. Corequisites: ENG 101 and MAT 105 or higher. 3 hrs. lect.; 3 hrs. lab. sp13 sp14

ESC 109 Introduction to Meteorology 3 cr.
Designed for the science major, this course is an introduction to the scientific study of weather and climate. Topics include the composition and structure of the atmosphere; measuring and interpreting air temperature, pressure, and humidity; air masses and frontal systems; precipitation and storms; weather forecasting; weather's impact on humans; and global climate change. In the laboratory portion of the class, students will learn to read and create weather maps, to obtain and use real-time weather data from the Internet, and to understand the problems associated with modern weather forecasting. Corequisites: ENG 101 and MAT 115 or higher. 3 hrs. lect.; 3 hrs. lab. fa12 fa13

ESC 114 Geology of the National Parks 3 cr.
Designed for the nonscience major, this course provides an introduction to geology and the geological evolution of North America through a detailed examination of selected U.S. National Parks and Monuments. National Parks studied include the Grand Canyon, Zion, Canyonlands, Petrified Forest, Badlands, Mammoth Cave, Carlsbad Caverns, Acadia, Yosemite, Mt. Rainier, Crater Lake, Hawaii Volcanoes, Yellowstone, and Death Valley among others. In addition to learning about the geology of North America's National Parks, students will also gain an appreciation for the scenic beauty, natural resources, flora, and fauna preserved in these unique areas. Prerequisite or corequisite: ENG 102. 3 hrs. lect. sp13 sp14

ESC 140 Earth’s Environment 3 cr.
Relationships between humans and the earth are examined in this course, with a focus on natural hazards and natural resources. The course emphasizes the Earth processes that are important to human activities and the impact of human activities on Earth's processes. Topics may include volcanoes, earthquakes, flooding, water quality, water resources, global climate change, severe weather, wildfires and coastal processes, among others. The interactions between the various natural hazards are examined. An optional field trip may be offered. Corequisite: ENG 101. sp13 sp14

ESC 212 Independent Study In Earth Science 3 cr.
Students may conduct up to three credits of independent study in any area of the earth sciences under the direction of an Earth Science faculty member and approval of the chairperson of the Mathematics and Physical Sciences and Engineering department. Independent study will involve a literature search, the collection of field or laboratory data, and the presentation of a scientific paper at the end of the study. Students may take a maximum of three credits of Independent Study in Earth Science while at the College. Prerequisite: Permission of the instructor. May be offered by request.

ESC 223 Field Course in Earth Science 3 cr.
Field courses are intensive off-campus geologic studies of areas selected by student and instructor interest. Students may be required to pay additional fees for travel expenses and must consult with the instructor for details prior to registering for the course. Prerequisite: permission of the instructor. May be offered by request.

ESC 230 Geology of New York State 3 cr.
This course will examine the unique and often spectacular geology of New York State. Topics include a study of New York's geologic provinces, important rock formations exposed throughout the state, our important mineral resources, past life in New York as preserved in the fossil record, and a broad survey of our 1.3 billion-year geologic history. This course includes several local field trips held during regular class time and a required weekend field trip to the Adirondacks. Prerequisite or corequisite: ESC 102, ESC 104, or ESC 223. 3 hrs. lect. Field trip expense. sp13 sp14

Economics

Social Sciences, Education & Human Services

ECO 101 Introduction to Macroeconomics 3 cr.
Students are introduced to national income analysis. Topics include money, banking and monetary policy, national income determination and fiscal policy, macroeconomic policy, the problems of inflation and unemployment, and economic growth. Prerequisite: MAT 100 or high school Mathematics Course II or by advisement. fa12 sp13 fa13 sp14

ECO 102 Introduction to Microeconomics 3 cr.
The laws of markets are surveyed in this course. Topics include the law of supply and demand, the economics of the firm, competition, monopoly, and economic regulation. Prerequisite: MAT 100 or high school Mathematics Course II or by advisement. fa12 sp13 fa13 sp14

Education

Social Sciences, Education & Human Services

EDU 160 Introduction to Education 3 cr.
This course focuses on the interactions taking place in the classroom and within the school system from the perspective of the paraeducator. Areas covered are the changing nature of K-12 education in contemporary society; roles and responsibilities of paraeducators and teachers; child and adolescent
development and learning; classroom and behavior management; instructional strategies to improve student learning; and the paraeducator’s role in assessment, diagnosis, and evaluation. su12 fa12 sp13 su13 fa13 sp14

EDU 170 Introduction to Exceptional Children  3 cr.
This course provides a broad overview of special education and the characteristics and needs of children and youth with exceptionalities. Among the areas covered are a review of the historical, philosophical, and legal foundations of special education; definitions, characteristics, prevalence, educational approaches, and placement alternatives for different exceptionalities; and current trends and issues in special education. su12 fa12 sp13 su13 fa13 sp14

EDU 171 Support in Reading and Writing  3 cr.
Students learn research-based instructional strategies, activities, and assessments to support the paraprofessional in improving students’ reading and writing abilities. Among the areas covered are phonological and phonemic awareness, alphabet recognition and phonics, decoding, vocabulary, fluency, comprehension, and writing. Writing topics include the writing process, types and purposes of writing, and a variety of writing products. An emphasis will be placed on strategies for one-on-one and small group instruction. su12 fa12sp13 su13 fa13 sp14

EDU 195 Tutor Training Seminar  1 cr.
This is a tutor-training course that introduces students to the role of the tutor in education and to the methods of effective tutoring. Permission of the instructor is required. May be offered by request.

EDU 200 Applied Child Development for Education Majors  1 cr.
Students apply concepts and theories of child development while participating in a 20-hour field experience in a Kindergarten-grade 6 classroom. This course must be taken concurrently with a PSY 200 Psychology of Child Development section reserved for Education majors. Prerequisite: Students should have a minimum cumulative average of 2.00, recommendations of two SUNY Ulster instructors, and required fingerprinting. Contact the Education Program Coordinator for fingerprint information.
NOTE: Students must have time available in their academic schedules to spend a minimum of 2 hours per week in a culturally diverse K-grade 6 classroom between 9:00 a.m. and 3:00 p.m. (Transportation arrangements are each student's responsibility.) School field placements are set up by the College. su12 fa12 sp13 su13 fa13 sp14

EDU 201 Introduction to Elementary Schools and Teaching  3 cr.
Students are provided with a survey of early childhood and elementary education and given an opportunity to explore possible careers in education. A field experience in a culturally diverse Kindergarten-grade 6 classroom is included. 2 hrs. lec.; 2 hrs. lab. Prerequisites: Overall minimum cumulative average of 2.00, PSY 200 with a grade of C or better, recommendations from two SUNY Ulster instructors, and required fingerprinting.
NOTE: Students must have time available in their academic schedules to spend a minimum of 2 hours per week in a culturally diverse K-grade 6 classroom between 9:00 a.m. and 3:00 p.m. (Transportation arrangements are each student's responsibility.) School field placements are set up by the College. sp13 sp14

EDU 202 Introduction to Secondary Education and Teaching  3 cr.
Students are provided with a survey of secondary education. Strategies for teaching students who are gifted, disabled, and English language learners will be included. A field experience in a culturally diverse 9-12 high school classroom is included. 2 hrs. lec.; 2 hrs. lab. Prerequisites: Overall minimum cumulative average of 2.00, PSY 206 with a grade of C or better, recommendations from two SUNY Ulster instructors, and required fingerprinting.
NOTE: Students must have time available in their academic schedules to spend a minimum of 2 hours a week in a culturally diverse secondary education classroom between 9:00 a.m. and 3:00 p.m. (Transportation arrangements are each student's responsibility.) School field placements are set up by the College. sp13 sp14

EDU 203 Social and Philosophical Foundations of Education  3 cr.
This course will provide students with a greater understanding of the social and philosophical issues involved in education and an understanding of the historical development of the public education system in the United States. fa12 sp13 fa13 sp14

EDU 206 Applied Adolescent Development for Education Majors  1 cr.
Students apply concepts and theories of adolescent development while participating in a 20-hour field experience in grades 7-8 in a middle school setting. This course must be taken concurrently with PSY 206 Psychology of Adolescence. Prerequisite: Students should have a minimum cumulative average of 2.00, recommendations of two SUNY Ulster instructors, and required fingerprinting. Contact the Education Program Coordinator for fingerprint information.
NOTE: Students must have time available in their academic schedules to spend a minimum of 2 hours a week in a culturally diverse middle school classroom between 9:00 a.m. and 3:00 p.m. (Transportation arrangements are each student's responsibility.) School field placements are set up by the College. fa12 sp13 fa13 sp14

EDU 291 Childhood Education Internship  1 cr.
EDU 292 Childhood Education Internship  2 cr.
EDU 293 Childhood Education Internship  3 cr.
Childhood Education Internship is a field experience in an early childhood or childhood education setting un-
under the supervision of a SUNY Ulster childhood education faculty member. EDU 291, 292, 293 may be repeated twice for credit. The College's repeat course policy as outlined in this Catalog does not apply. Enrollment is by permission of the coordinator of the Adolescence, Early Childhood and Childhood Education programs. Prerequisites: Enrollment in the Early Childhood and Childhood Education Program, completion of 30 credits including PSY 200, and a 2.75 GPA.

**EDU 295 Supplemental Instruction Training**  1 cr.
In this course, the student receives formal training as a leader of Supplemental Instruction, a learning enhancement program. The student attends a targeted course which he/she has already completed and in which the student has demonstrated proficiency. The student is referred to as an SI Leader. The SI Leader holds separate sessions outside the classroom in order to employ interactive learning strategies with the students. The SI Leader conducts from three to five group meetings a week, at times convenient to members of the class. This course may be repeated once for credit. Permission of the instructor is required. May be offered by request.

**Employment Strategies**

**Student Development**

**EMP 111 Employment Exploration Seminar**  1 cr.
Students clarify their career goals and focus on employment opportunities in their chosen major in this course. Students are introduced to the competencies required by employers, explore regional opportunities for employment, and examine the dynamics of the workplace. A section of this course is reserved for RISE students. sp13 sp14

**EMP 112 Employment Strategies**  1 cr.
Students learn to systematically and assertively gather information about employment opportunities and develop appropriate job-search strategies that will lead to full-time employment upon graduation. Topics covered include the following: job seeking techniques and methods, network and contact systems, analysis of help-wanted ads, cover letters and applications, resume writing, references, interviewing skills and techniques, dealing with rejection, and what to do when hired. May be offered by request.

**Engineering Science**

**Mathematics, Physical Sciences, Engineering & Technology**

**ENR 103 Engineering Communications**  1 cr.
Students are introduced to the language, concepts, and philosophies of engineering, drawing, sketching, spatial analysis, and basic CAD/CAM. Topics include theoretical orthographic projection and its practical applications, as well as pictorial representation. 3 hrs. lab. fa12 fa13

**ENR 107 Engineering Graphical Analysis**  1 cr.
Computer and CAD/CAM applications are used to make graphical presentations that consist of spatial analysis of points, lines, planes, and solids. Students also study vector analysis as applied to engineering mechanics. 3 hrs. lab. Prerequisite: ENR 103. sp13 sp14

**ENR 110 Engineering Programming**  3 cr.
This course covers the use of the personal computer as an analysis tool in engineering calculations. Students will study internal data representation (binary, hexadecimal, and ASCII codes), structured algorithm design, and numerical analysis methods. Vector operations and matrix manipulation will be emphasized. Class assignments will consist of writing code statements in higher-level languages to instruct the PC to solve particular problems. The principles of compilers, branching, recursive programs, functions, subroutines, and global storage are included. sp13 sp14

**ENR 206 Engineering Materials**  3 cr.
The availability, characteristics, and physical properties of various materials commonly used in industry-ferrous and nonferrous metals and nonmetals (polymers and ceramics), such as wood, plastics, glass, rubber, and masonry are covered in this course. Students also review current developments in the field of materials. The laboratory covers destructive and nondestructive testing of materials, including tension, compression, torsion, and deflection. Laboratory work includes micro- and macro-examinations of materials and tests of ductility, hardness, impact, stress, and strain by various methods. 2 hrs. lect.; 3 hrs. lab. Prerequisite: CHE 101 or CHE 103. sp13 sp14

**ENR 208 Introduction to Circuit Analysis**  3 cr.
Topics in this course include element and interconnection laws, network theorems, circuit equations and methods of solution (branch equations, Kirchhoff’s Law, node and mesh equations, and Norton and Thevenin equivalents), transient and steady state responses, frequency response, resonance phenomena, and power. Basic solid-state electronic circuits are introduced (two-port and three-port elements). 3 hrs. lect. This course includes a 3 hr. lab (ENR 218, 1 credit) which is required for computer engineering and electrical engineering majors and optional for all others. Corequisites: PHY 110 and MAT 108 or by advisement. fa12 fa13

**ENR 213 Circuits and Electronics**  4 cr.
Students study electric circuits using diodes, zeners, junction transistors, and field-effect transistors. Students also gain a working knowledge of the following topics: operational amplifiers, frequency response and filters, transistors and integrated circuits, nonlinear electronic circuits, electronic amplifiers, feed-back control systems, signal processing and communication systems, digital logic, and digital logic systems. This course is for students majoring in electrical or computer engineering. Students familiarize themselves in the laboratory with the function of the oscilloscope and other...
measurement devices, as well as circuit components, diode circuits, transistor circuits, and operational amplifier circuits. 3 hrs. lect.; 3 hrs. lab. **Prerequisite:** ENR 208. fa12 sp13 sp14

**ENR 215 Engineering Mechanics: Statics** 3 cr. Both the classical and vector approaches in the application of physics to practical engineering analysis are featured in this course. Students learn the principles of static equilibrium of rigid bodies. Topics include force systems, couples, first- and second-moments, centroids, friction, and free body diagrams. Application areas include trusses, frames, machines, cables, and other structures. 3 hrs. lect. **Prerequisites:** PHY 109 and MAT 108. fa12 fa13

**ENR 216 Engineering Mechanics: Dynamics** 3 cr. The application of physics to the analysis of moving particles, systems of particles, and rigid bodies is covered in this course. Students learn the principles of kinematics and kinetics using classical Newtonian laws as applied to practical engineering analysis. Topics include force systems, inertia, acceleration, work-and-energy, and the relationship of impulse and momentum. 3 hrs. lect. **Prerequisite:** ENR 215. sp13 sp14

**ENR 217 Strength of Materials** 3 cr. Students learn the application of physics (statics) and materials science theory to the analysis and design of structural members. The principles of axial, shear, and torsional stresses, shear flow, bending stress, and combined stresses are covered. Shear and bending moment characteristics are related to the flexural formula, including such tools as the moment-area method and the three-moment theorem. Design of pressure vessels, columns, and other systems is emphasized. 3 hrs. lect. **Prerequisite:** MAT 108. Corequisite: ENR 215. fa12 fa13

**ENR 218 Introduction to Circuit Analysis Laboratory** 1 cr. This is a one-semester hour laboratory in support of ENR 208. The laboratory is required for computer engineering and electrical engineering majors and optional for all other students. fa12 fa13

**English**

**English, Foreign Languages & Philosophy**

**ENG 097 Advanced ESOL Listening and Speaking Workshop** 3 cr. This course gives students extensive practice in the use of all English language skills, with particular emphasis on listening and speaking. The course is intended to help students talk about complex text in English with greater fluency and comprehension and to develop students’ ability to utilize appropriate listening and speaking skills. Students will improve these language skills so that they can function successfully in academic settings. **Prerequisites:** Entering Student Assessment scores, individual interviews, and successful completion of ISP 051 or ISP 070. fa12 sp13 fa13 sp14

**ENG 098 English as a Second Language** 3 cr. Designed for ESOL students with advanced-level English language skills, this course focuses primarily on advanced grammar and sentence structure. Students learn not only to analyze their specific sentence-level weaknesses but also to develop strategies for improving their writing. Students study the development and organization of the short essay. Students are asked to read a variety of short essays and respond to them in writing. The course may be repeated once for credit, but does not satisfy English or Humanities requirements of the College. **Prerequisite:** Entering Student Assessment. fa12 sp13 fa13 sp14

**ENG 101 College English I** 3 cr. Students read, discuss, and write essays that explore contemporary social issues. Students work on skills necessary to meet the challenge of writing accurately and clearly on the college level. Students write a minimum of eight essays, including three in-class essays. Emphasis is on the development of a topic, use of appropriate rhetoric and research, and a review of grammar. At the end of the semester, students must take and pass a writing competency test, which is evaluated by a panel of instructors. Students who pass the test receive the grade earned during the semester; those who do not pass must repeat the course. **Prerequisite:** Placement by Entering Student Assessment or completion of ISP 081 with a grade of C or better. A grade of C or better must be earned for advancement to ENG 102. fa12 sp13 su13 fa13 sp14

**ENG 102 College English II** 3 cr. Students read and discuss literature that explores the human condition and its moral dilemmas, social problems, and values. This course continues to stress the development of writing skills, with emphasis on criticism, analysis, research methods, and documentation. A research paper is required. **Prerequisite:** Completion of ENG 101 with a grade of C or better. **Prerequisite or corequisite:** LIB 111. fa12 sp13 su13 fa13 sp14

**ENG 171 Honors English I** 3 cr. Students study authors and works ranging from the Classical era to early Medieval times. Extensive writing, with emphasis on analysis and other rhetorical forms, is a major component of the course. The course fulfills the ENG 101 College English I requirement. Open to all qualified students by advisement. **May be offered by request.**

**ENG 172 Honors English II** 3 cr. Students study authors and works from the Medieval era through the 17th century. Extensive writing, with emphasis on the use of secondary materials and a research paper, is required. The course fulfills the ENG 102 College English II requirement. **Prerequisite:** Successful completion of ENG 171 or completion of ENG 101 and recommendation of the ENG 101
ENG 201 English Literature I  3 cr.
Students study the masterpieces of English literature from the Middle Ages through the 18th century. Representative authors include Chaucer, Milton, Shakespeare, and Swift. **Prerequisite:** ENG 102 or by advisement. sp13

ENG 202 English Literature II  3 cr.
Students study the masterpieces of English literature from the Romantic period through the 20th century. Representative authors include Wordsworth, C. Bronte, Shaw, Woolf, and Yeats. **Prerequisite:** ENG 102 or by advisement. sp13

ENG 203 American Literature I  3 cr.
Students are provided with a historical survey of American literature from the early Colonial period through the mid-19th century. Representative authors include Winthrop, Bradstreet, Poe, Emerson, Thoreau, Hawthorne, and Melville. **Prerequisite:** ENG 102 or by advisement. fa12 fa14

ENG 204 American Literature II  3 cr.
Students are provided with a historical survey of American literature from the late 19th century to the present. Representative authors include Whitman, Dickinson, Twain, Chopin, Frost, Hemingway, Fitzgerald, Faulkner, and Hughes. **Prerequisite:** ENG 102 or by advisement. sp13

ENG 205 Advanced Composition Workshop  3 cr.
In this workshop, students develop expository writing skills needed for advanced college study. Emphasis is on the long nonresearch paper. Students write informative, persuasive, and reflective essays as well as others of their own choosing. All papers are reviewed by other students in a workshop setting. It is recommended that students have a grade of B- or better in at least one of the following courses: ENG 101, ENG 102, ENG 171, or ENG 172. **Prerequisite:** ENG 102 or permission of the instructor. fa13 sp14

ENG 206 Literature: Major Themes  3 cr.
Students read and discuss plays, poems, novels, short stories, and/or creative essays on a theme selected by the instructor. The course may be taken twice for credit. The College's repeat course policy as outlined in this Catalog does not apply. **Prerequisite:** ENG 102 or by advisement. fa12 sp13 su13 fa13 sp14 su14 fa14

ENG 207 Contemporary Literature  3 cr.
Students read and discuss short stories, poems, plays, and novels that exemplify the works of major 20th century writers. **Prerequisite:** ENG 102 or by advisement. fa13 fa14

ENG 208 20th Century American Drama  3 cr.
Students discuss, read, and analyze plays by the great playwrights of the last century. Such authors as Williams, O'Neill, Miller, and Albee, as well as minor playwrights such as Mamet, Glaspell, and Henley are studied. **Prerequisite:** ENG 102 or by advisement. su12 fa12 sp13 su13 fa13 sp14

ENG 209 Practical Grammar  3 cr.
Designed to provide a working knowledge of standard English grammar for future teachers and all others interested in the structure of the English language, this course not only covers basic grammatical principles, but also models student-centered methods of instruction. Topics covered include parts of speech, sentence patterns, phrases and clauses, diagramming sentences, and practical applications. This class does not fulfill a humanities elective. **Prerequisite:** ENG 101 or by advisement. sp13 sp14

ENG 210 The Short Story  3 cr.
Students read and discuss representative short stories of the 19th and 20th centuries. **Prerequisite:** ENG 102 or by advisement. sp13 sp14

ENG 211 Shakespeare  3 cr.
Students study and discuss important contemporary literary works from the non-Western world, including Africa, South America, Asia, and the Middle East. Representative authors typically include Athol Fugard (South Africa), Neguib Mahfouz (Egypt), V. S. Naipaul (Trinidad), Gabriel Garcia Marquez (Colombia), Edgar Keret (Israel), Marjane Satrapi (Iran), and Tu Pen Cheng (China). **Prerequisite:** ENG 102 or by advisement. fa13 fa14

ENG 212 The Short Story  3 cr.
Students read and discuss important contemporary literary works from the 19th and 20th centuries. **Prerequisite:** ENG 102 or by advisement. sp13 sp14

ENG 214 Contemporary World Literature  3 cr.
Students study and discuss important contemporary literary works from the non-Western world, including Africa, South America, Asia, and the Middle East. Representative authors typically include Athol Fugard (South Africa), Neguib Mahfouz (Egypt), V. S. Naipaul (Trinidad), Gabriel Garcia Marquez (Colombia), Edgar Keret (Israel), Marjane Satrapi (Iran), and Tu Pen Cheng (China). **Prerequisite:** ENG 102 or by advisement. fa13 fa14

ENG 215 Shakespeare  3 cr.
Students study and discuss a selection of Shakespeare's major works, principally the great comedies, tragedies, and histories. **Prerequisite:** ENG 102 or by advisement. sp13

ENG 216 Science Fiction Masterpieces  3 cr.
This course explores the nature and development of science fiction as an independent and vital part of literature and as a comment on the nature of humanity and its relationship with both the world and the great unknown. Representative authors may include Shelley, Verne, Wells, Bradbury, Clarke, Huxley, Miller Jr., and Dick. **Prerequisite:** ENG 102. su12 su13 or by request.

ENG 217 Early Childhood Literature  3 cr.
This course gives the student an historical survey of literature for children with special attention to the evaluation, selection, and teaching of literature for the pre-school and elementary years. Genres studied include picture books, fiction, traditional literature, nonfiction, and poetry. Students successfully completing ENG 217 will identify major works, authors, and illustrators of children's literature, recognize various forms, themes, and issues of children's literature from different ethnic and cultural sources, and describe the basic elements of the history and criticism of children's literature. (This course is primarily intended for those enrolled in the Early Childhood & Childhood Ed B-6 program). **Prerequisite:** ENG 102 and LIB 111. fa12 fa13 fa14

ENG 218 Classics of Children's Literature  3 cr.
This course has been designed with Childhood Education English majors (1-6) in mind, but it is also open to all English
Students explore the skills needed for successful creative writing. Students practice writing essays, short stories, poetry, and drama. This course is for students who have acquired a better than average facility in writing. **Prerequisite:** ENG 102 or by advisement. sp13 sp14

**ISP 050 English as a Second Language: Workshop** 6 equiv. cr.

This course is designed for ESOL students with intermediate English language skills. Students entering this course should be able to communicate in written English and possess basic reading and conversational skills. Classes focus on language development in grammar and writing, vocabulary and reading, listening and conversational skills, and American culture. Students must pass this course with a grade of C or better to go on to ISP 051. Entering Student Assessment scores, writing samples, and individual interviews determine placement. ISP 050 requires a combination of lecture/laboratory instruction for a total of six hours per week. Laboratory work will involve supervised instruction based upon diagnostic pretesting. This course is a requirement for ESOL students based upon proficiency level or Entering Assessment scores. **Offered as needed. ISP 051 English as a Second Language: Workshop II** 6 equiv. cr.

This course is designed for ESOL students with high intermediate English language skills. Students entering this course should be able to communicate in written English and possess
high intermediate reading and conversational skills. Classes focus on further language development in grammar, writing paragraphs, vocabulary and reading, listening and conversational skills, and American culture. ISP 051 requires a combination of lecture/laboratory instruction for a total of six hours per week. Laboratory work will involve supervised instruction based on diagnostic pre-testing. This course is a requirement for ESOL students based upon proficiency level or Entering Assessment scores. Prerequisites: ISP 050 with a grade of C or better or by Entering Student Assessment scores, writing samples and individual interviews. Offered as needed.

ISP 070 Reading Workshop 4 equiv. cr.
Students practice the fundamental aspects of college-level reading skills. These include understanding, identifying, and restating main ideas, sequence patterns, cause-and-effect relationships, and fact or opinion statements. This course emphasizes dictionary skills and vocabulary development as well as basic outlining and summary-writing techniques. ISP 070 requires a combination of lecture/laboratory instruction for a total of six hours per week. Laboratory work will involve supervised instruction based on diagnostic pretesting. This course is a requirement for some students based upon prior performance or Entering Student Assessment. This course should not be taken with ISP 074. A grade of C or better must be earned before advancement to ISP 074. fa12 sp13 fa13 sp14

ISP 074 Introduction to College Reading 4 equiv. cr.
This course will empower students to critically read and analyze college textbook and everyday reading requirements. The focus of the course is on higher-level comprehension and vocabulary skills. Students will develop critical reading skills by using college-level reading texts. The course will help the student to apply and practice skills in order to expand background knowledge and vocabulary of the college-level reader. Prerequisite: ISP 070 with a grade of C or higher or by COMPASS reading placement score. fa12 sp13 fa13 sp14

ISP 080 Writing I 3 equiv. cr.
Students receive instruction and practice in the writing process, including revision and writing-related skills. The emphasis is on producing clear and meaningful sentences and paragraphs. Grammar, sentence patterns, and sentence structure are a major focus of this course. Students must demonstrate their mastery of assigned writing skills through tests, in-class writings, and homework assignments. The course is not open to students who have successfully completed ISP 081 or ENG 101. fa12 sp13 fa13 sp14

ISP 081 Writing II 3 equiv. cr.
Students study the fundamentals of writing and work in paragraph development leading to the short essay. A minimum of 10 essays, including three short in-class essays, will be written. At the end of the semester, students must take and pass a writing competency test, which is evaluated by a panel of instructors. Students who pass the test receive the grade earned during the semester; those who do not pass must re-pass the course. Prerequisite: Placement by test or completion of ISP 080 with a grade of C or better. A grade of C or better must be earned for advancement to ENG 101. fa12 sp13 su13 fa13 sp14

English as a Second Language
(See English.)

Fire Protection Technology
Hudson Valley Educational Consortium-SUNY Rockland

FIR 101 Introduction to Fire Protection Technology 3 cr.
This course is an essential component within the Fire Protection Technology core group. The student is introduced to the field of fire protection technology through a review of tragic fires of yesterday to provide a historical perspective on the development of fire safety practices in place today. Students are introduced to the chemistry and behavior of fire in order to develop an understanding of how technology is applied to detect, control and suppress fire today. fa12 fa13

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. fa12 sp13 fa13 fa14

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. fa12 sp13 fa13 sp14

FIR 111 Hazardous 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. sp13 sp14

FIR 201
Fire Service Hydraulic Theory and Application 3 cr.
This course is designed to provide the student with a thorough understanding of the scientific laws of hydraulics and a working knowledge of pumps at all levels befitting today's professional firefighter. Students will examine theories of hydrostatics and hydrokinetics, velocity and discharge, and water distribution systems; including mains, hydrants, standpipe and sprinkler systems, and fire hose. Design, testing and use of fire pumps, fire appliances, firefighting foams and foam systems are also discussed. For the student to be successful in the study of hydraulics, a basic comprehension of math and chemistry is required. Prerequisites: FIR 101 and MAT 105. fa12 fa13

FIR 202 Strategies & Tactics-Fireground 3 cr.
The purpose of this course is to address the uncontrolled environment of the fire service professional. The many uncertain factors that influence the fireground are learned through experience; however, pre-incident factors, such as training, planning and the experience of the fire officer professional, have a tremendous influence on the outcome of the fire scene. The student learns about the influence of the building construction, incident site management and their role in a successful outcome of a fireground incident. sp13 sp14

FIR 203
Fire Protection, Detection and Suppression 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. fa12 sp13 fa13 sp14

FIR 204 Fire Safety and Building Codes 3 cr.
This course examines the importance of building codes promoting the life safety of building occupants. The student is introduced to the nature of human physiological and psychological responses to fire and its by-products. Topics include combustion, pharmacology, adaptive and non-adaptive behavior, life safety assessment in buildings, concepts of egress design, the history and origins of NFPA 101 Life Safety Code (a model code), contrasting performance codes and specification codes, fire modeling, and the “defend in place” concept. Historic multiple death fires are also examined for the lessons they offer. fa12 fa13

FIR 207 Legal Aspects Fire & 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.
An examination of the causes of incendiary and accidental fires. Topics discussed include investigative techniques, interrogation, reports, course procedures, testimony, legal opinions and processing of criminal evidence. State and local statutes related to the crime of arson are examined. fa12 fa13

FIR 273 Fire Science Internship 3 cr.
A fire science technology internship will allow students to develop new skills in this demanding field of study. The opportunity of learning outside of the traditional classroom is an important component to a student's overall education. The students will enhance their understanding and expand their knowledge of the complexities of today's fire science and emergency services first responder and the many other support areas that are needed in this field. This course enables the student to experience and evaluate many areas of fire science and emergency services, providing an opportunity to expand their understanding of the goals and philosophy of these specific agencies through a hands-on work experience. Prerequisite: FIR 101, FIR 102, FIR 103 and Permission of the Discipline Coordinator. fa12 sp13 fa13 sp14

Foreign Languages
(See French, German, Sign Language and Spanish.)

French

English, Foreign Languages & Philosophy

FRE 101 Elementary French I 4 cr.
An introductory course for beginners, Elementary French I uses a four-skills approach (listening, speaking, reading, and writing) and emphasizes communication in French. Regular practice with language tapes and videos forms an integral part of the course. FRE 101 is not open to students with two or more years of high school French without advisement. fa12 fa13

FRE 102 Elementary French II 4 cr.
A second-level course for students who already have some knowledge of French, Elementary French II focuses on using the passé composé and the imparfait to talk about the past. In addition, students learn to use the future, conditional, and subjunctive to communicate in French. Regular practice with language tapes and videos forms an integral part of the course. Prerequisite: Two years of high school French or the equivalent of FRE 101 or FRE 110. sp13 sp14

FRE 110 Basic Conversational French I 3 cr.
A course for beginners, Basic Conversational French I stresses the use of the spoken language in practical situations. Regular practice with language tapes and videos forms an integral part of the course. FRE 110 is not open to students with two or more years of high school French without advisement. May be offered by request.

**FRE 111 Basic Conversational French II** 3 cr.
A second-level course for students who already have some knowledge of French, Basic Conversational French II emphasizes the further development of fluency in the spoken language. Regular practice with language tapes and videos forms an integral part of the course. **Prerequisite:** Two years of high school French or the equivalent of FRE 101 or FRE 110. May be offered by request.

**FRE 115 Accelerated Elementary French I and II** 6 cr.
An accelerated course for students who have taken high school French, but who need to review elementary French, this course features regular practice with language tapes and videos and extensive practice of communication skills. The course is intended to satisfy two semester language requirements. It meets for six hours each week. **Prerequisite:** Two years of high school French or by advisement. su12 su13

**FRE 201 Intermediate French I** 4 cr.
A third-level course for students who can communicate orally in simple French and who have a good knowledge of basic French grammar, Intermediate French I stresses improvement in speaking, reading, and writing French. Students read articles from French newspapers and magazines and simplified selections from French literature. In addition, they review French grammar and practice applying it in conversations, reports, and compositions. **Prerequisite:** Three to four years of high school French, the equivalent of FRE 102 or FRE 111 or FRE 115, or by advisement. su12 fa12 sp13 su13 fa13 sp14

**FRE 202 Intermediate French II** 4 cr.
A fourth-level course for students who can communicate orally on the intermediate level and who can begin to read unsimplified French literature, Intermediate French II emphasizes the improvement of speaking, reading, listening, and writing skills. Students read selections from French literature, listen to French radio magazines, and work on their remaining problems with French grammar. The instructor conducts the course almost entirely in French. **Prerequisite:** Four to five years of high school French, FRE 201 or equivalent, or by advisement. fa12 fa13

**FRE 207 Advanced Conversational French** 4 cr.
Conducted in French, this fifth-level course is for students who can speak French but need to improve their fluency and accuracy. The course emphasizes vocabulary building and training in fluency and grammatical accuracy. Students read and discuss a variety of literary and journalistic selections. In addition, they watch French videos and listen to French radio magazines. **Prerequisite:** Five years of high school French, FRE 202 or equivalent, or by advisement. sp13 sp14

**FRE 208 Advanced French Grammar and Composition** 3 cr.
Students review and consolidate their understanding of French grammar to improve their ability to express themselves in written French. The course is conducted entirely in French. **Prerequisite:** FRE 202 or by advisement. sp13 sp14

**FRE 215 Accelerated Intermediate French I and II** 6 cr.
This is an accelerated course for students who would like to complete the intermediate level of study in one semester. Regular practice with videos and Internet resources and extensive practice of communication skills form an integral part of the course. This course is intended to cover the same material as FRE 201 and 202. The course meets for six hours each week. **Prerequisite:** Three to four years of high school French; FRE 115, FRE 102, FRE 111 or equivalent; or by advisement. May be offered by request.

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**Freshman Seminar**

Learning Center/Student Development

**KEY 103 Freshman Seminar** 1 cr.
An orientation seminar geared toward individual educational goals, this course emphasizes College resources, support systems, and development of student educational plans. Topics include College policies and procedures, learning styles, time and stress management, study skills, basic computer and Internet skills, and career and transfer planning. This course is designed specifically for first-time, full-time students. fa12 sp13 fa13 sp14

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**Geography**

Mathematics, Physical Sciences, Engineering & Technology

**GEG 101 Physical Geography** 3 cr.
Basic principles of geographic location, climatic conditions, and landforms as they influence climates, weather, vegetation patterns, streams, groundwater, environmental concerns, and soils are covered in this course. Emphasis is on the interrelationships of these principles with the distribution of the world’s population and people’s use of the Earth. The course includes a Saturday field trip. Open to education majors only or with permission of instructor. fa12 sp13 fa13 sp14
GEG 122
Introduction to Geographic Information Science 3 cr.
In this introduction to Geographic Information Systems (GIS) technology and software, students learn to retrieve and apply data and develop projects in their chosen business and/or academic area of interest. 2 hrs. lect.; 2 hrs. lab. May be offered by request.

German

English, Foreign Languages & Philosophy

GER 101 Elementary German I 4 cr.
This introductory course for beginners uses a four-skills approach (listening, speaking, reading and writing) and emphasizes communication in German. Regular practice with language tapes forms an integral part of the course. GER 101 is not open to students with two or more years of high school German without advisement. May be offered by request.

GER 102 Elementary German II 4 cr.
A second-level course in German, this course stresses communication using a wider range of vocabulary and grammatical structures than those studied in GER 101. Regular practice with language tapes forms an integral part of the course. Prerequisite: Two years of high school German, the equivalent of GER 101 or GER 110, or by advisement. May be offered by request.

GER 201 Intermediate German I 4 cr.
A third-level course for students who can already communicate orally in simple German, Intermediate German I stresses improvement in reading, writing, and speaking German. Students read articles from German language publications and/or Internet sites and simplified selections from German literature. In addition, students review German grammar and practice applying it in conversations, reports, and compositions. Prerequisites: Three to four years of high school German, a second-semester elementary German college course, or the equivalent. Offered at local high schools for students enrolled in the Collegian Program. May be offered by request.

GER 202 Intermediate German II 3 cr.
Emphasis is on improvement of speaking, reading, listening, and writing skills in this course for students who can communicate orally on the intermediate level and who can begin to read unsimplified German literature. Students read selections from German language literature, learn about leading contemporary authors, listen to German language radio magazines, and work on their remaining problems with German grammar. The instructor conducts the course almost entirely in German. Prerequisites: GER 201 or ability to follow a course given in German and to read German prose with the help of a dictionary. Offered at local high schools for students enrolled in the Collegian Program. May be offered by request.

Graphic Design (See Art.)

Green Building Maintenance & Management

Hudson Valley Educational Consortium-SUNY Sullivan

GRB 100 Sustainability Seminar 1 cr.
This course is designed for first-time, full-time students who are pursuing careers related to green technologies. The course will provide an overview of key environmental challenges and issues related to sustainability and key components of a green-collar economy. To be announced.

GRB 110 Introduction to Green Buildings 3 cr.
This course covers the principles, methods, and equipment associated with sustainable building systems and design. Topics include land use, climate, day lighting, green power, HVAC, environmental quality, and water conservation. To be announced.

GRB 120 Introduction to Renewable Energy Systems 3 cr.
This course covers the principles, methods, and equipment associated with renewable energy systems. Topics include biofuels, solar, wind, biomass, fuel cells, hydropower, geothermal and ground source heat pumps and energy storage systems. To be announced.

GRB 130 Energy Management 3 cr.
In this course students learn how to calculate and measure energy consumption of buildings. Students learn to navigate the growing list of energy efficiency upgrades that can be used to determine the factors involved in making decisions about energy upgrades. Topics include energy audit, action planning, financial management and project management. To be announced.

GRB 140 Green Building Materials 3 cr.
In this course students learn to choose interior and exterior elements for construction or remodeling using green building principles. Students will learn how to take longevity, cost, performance and environmental factors into account when making decisions about building interior and exterior surfaces. Selection of cleaning and maintenance materials is also covered. To be announced.

GRB 151 SpTp: Straw Bale Construction 1 cr.
This course offers students hands-on experience in straw bale construction and earthen plasters. Students will work together to build a small straw bale structure in its entirety. Topics include basic techniques for straw bale construction, handling and cutting of bales, construction of bale walls, and preparation and application of plasters. Additional topics may include straw bale design, site selection and preparation, framing, and finishing work. To be announced.
GRB 152 SpTp: StrawBale Construction II 1 cr.
This course offers hands-on experience in straw bale construction. The focus will be on the preparation and application of gypsum, lime, and earth plasters. Other finishing work will also be included in this course. Prerequisite: GRB 151. To be announced.

GRB 210 Building Automation & Controls 3 cr.
In this course students learn the basic principles of energy management and the various energy management systems using real-world computer control including standard control ideas such as PID feedback, computer interfacing, embedded control, PLC usage, and networking. To be announced.

GRB 220 Solar and Wind Systems 3 cr.
In this course students learn the basic principles of photovoltaic and wind generated power and how to apply these principles to the maintenance and management of a commercial building. To be announced.

GRB 230 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 and computing electrical loads, branch circuits and components, and electronic service equipment. To be announced.

GRB 240 Care of Green Spaces 3 cr.
In this course students learn to make decisions about the use of materials for and care of the green spaces incorporated in and around the buildings they maintain. Topics include consideration of a healthy site, healthy injured sites, protection of water resources, choosing appropriate plant materials, noise abatement, and maintenance of green spaces. To be announced.

GRB 250 Troubleshooting Green Building Systems 3 cr.
In this course students apply their knowledge of building systems, alternative and traditional energy sources, and green building principles to solve specific problems related to building maintenance and management. Prerequisite: 12 credits in this field of study. To be announced.

GRB 260 Green HVAC 3 cr.
In this course students learn the basic principles of heating, ventilation and air conditioning systems in commercial buildings. Topics include heat loss calculations, fuels and combustion, waste heat recovery, and routine maintenance of these systems. To be announced.

HEA 117 Emergency Care and First Aid 3 cr.
Functional first-aid capabilities required to provide the initial emergency care necessary to sustain life and to maintain temporary life support to victims of accidents or sudden illness are developed in this course. The course deals with hemorrhage control, cardiopulmonary resuscitation, fractures, burns, poisoning, and sudden illness. Those who qualify receive an American Red Cross Responding to Emergencies Certificate and a Community CPR Certificate. Certificate fee. fa12 sp13 fa13 sp14

History

Social Sciences, Education & Human Services

HIS 101 Western Civilization I 3 cr.
This survey course traces the development of Western civilization from the ancient world through the end of the 16th century. This course meets the SUNY General Education requirement for European history. Prerequisite or corequisite: ENG 101. su12 fa12 sp13 su13 fa13 sp14

HIS 102 Western Civilization II 3 cr.
This survey course traces the development of Western civilization from the 17th century to the present. This course meets the SUNY General Education requirement for European history. Prerequisite or corequisite: ENG 101. su12 fa12 sp13 su13 fa14

HIS 103 American History I 3 cr.
This survey course traces the development of American civilization from the Colonial era through Reconstruction. This course meets the SUNY General Education requirement for American history. Prerequisite or corequisite: ENG 101. su12 fa12 sp13 su13 fa14

HIS 104 American History II 3 cr.
This survey course traces the development of American civilization from the post-Civil War era through the present. This course meets the SUNY General Education requirement for American history. Prerequisite or corequisite: ENG 101. su12 fa12 sp13 su13 fa14

HIS 171 Honors History I 3 cr.
This course focuses on the origins and evolution of the Western tradition in the ancient or Medieval periods. This course meets the SUNY General Education requirements for European history and is open to all qualified students by advisement. Prerequisite or corequisite: ENG 101. To be announced.

HIS 172 Honors History II 3 cr.
This course focuses on the intellectual, social, economic and political development of American civilization. This course meets the SUNY General Education requirement for American History and is open to all qualified students by advisement. Prerequisite or corequisite: ENG 101. May be offered by request.
HIS 206
Immigration and Ethnicity in American History 3 cr.
This course explores the role that ethnicity and race have played in the development of American civilization from the Colonial era through the present. Prerequisite or corequisite: ENG 101.

HIS 209 Europe in the 20th Century 3 cr.
This course examines the economic, intellectual, political, and social development of Europe during the 20th century. Prerequisite or corequisite: ENG 101. su12 fa13 sp13 su13 fa13 sp14

HIS 213: Ancient Rome: Republic and Empire 3 cr.
This course is a survey of the history of ancient Rome from the founding of the city in the eighth century B.C. to the collapse of the Western Empire in the fifth century A.D. Prerequisite or corequisite: ENG 101. fa12 fa13

HIS 223: Europe in the Middle Ages: 300-1500 3 cr.
This course is designed to provide students with an understanding of European history from the end of the Roman Empire to the beginning of the 16th century. Prerequisite or corequisite: ENG 101. sp13 sp14

HIS 230 History of Early China 3 cr.
This course surveys the cultural, economic, and political development of China from the dawn of history to the establishment of the Ming Dynasty. Prerequisite or corequisite: ENG 101. To be announced.

HIS 231 Modern China 3 cr.
This course surveys the cultural, economic, intellectual, political, and social development of China from the Ming Dynasty to the present. Prerequisite or corequisite: ENG 101. To be announced.

HIS 233: Modern India 3 cr.
This course surveys the cultural, economic, political, and social development of India from the early 18th century to the present. Prerequisite or corequisite: ENG 101. To be announced.

HIS 235 Modern Japan 3 cr.
This course surveys the cultural, economic, political, and social development of Japan from circa 1500 to the present. Prerequisite or corequisite: ENG 101. To be announced.

HIS 240 Africa Before 1870 3 cr.
This course surveys the development of African societies and states from prehistoric times through 1870. Prerequisite or corequisite: ENG 101. To be announced.

HIS 241 Africa Since 1870 3 cr.
This course surveys the development of African societies and states from 1870 to the present. Prerequisite or corequisite: ENG 101. To be announced.

HIS 250 Latin America Through Independence 3 cr.
This course surveys the development of Latin America from prehistoric times through the Colonial era. Special emphasis is placed upon the cultural, economic, and social development of Mexico, Peru, and Brazil. Prerequisite or corequisite: ENG 101. To be announced.

HIS 264 History of Women in the United States 3 cr.
This course surveys the experience of women in the United States from its settlement through the present. Prerequisite or corequisite: ENG 101. To be announced.

HIS 265 African-American History 3 cr.
This course surveys the development of the African-American community in the United States from the Colonial era through the present. Prerequisite or corequisite: ENG 101. To be announced.

Honors
English, Foreign Languages & Philosophy/Social Sciences, Education & Human Services

Check the College website for current offerings in Honors courses.

ENG 171 Honors English I 3 cr.
Students study authors and works ranging from the Classical era to early Medieval times. Extensive writing, with emphasis on analysis and other rhetorical forms, is a major component of the course. The course fulfills the ENG 101 College English I requirement. Open to all qualified students by advisement. May be offered by request.

ENG 172 Honors English II 3 cr.
Students study authors and works from the Medieval era through the 17th century. Extensive writing, with emphasis on the use of secondary materials and a research paper, is required. The course fulfills the ENG 102 College English II requirement. Prerequisite: Successful completion of ENG 171 or completion of ENG 101 and recommendation of the ENG 101 instructor. Prerequisite or corequisite: LIB 111. Open to all qualified students by advisement. May be offered by request.

HIS 171 Honors History I 3 cr.
This course focuses on the origins and evolution of the Western tradition in the ancient or Medieval periods. This course meets the SUNY General Education requirements for European history and is open to all qualified students by advisement. Prerequisite or corequisite: ENG 101. May be offered by request.

HIS 172 Honors History II 3 cr.
This course focuses on the intellectual, social, economic, and political development of American civilization. This course meets the SUNY General Education requirement for American history and is open to all qualified students by ad-
visement. Prerequisite or corequisite: ENG 101. May be offered by request.

HON 281 Honors Themes/Project Seminar 3 cr.
This is a thematic seminar primarily for students who expect to complete Honors Studies. It focuses on relating Western values and thought, both to the larger global setting and to the more specific American experience. Students engage in reading, discussion, and guided research concerning the theme(s). Student-led discussion of research projects is a central seminar focus. Open to qualified students by advisement. May be offered by request.

Human Services
Social Sciences, Education & Human Services

HUS 103 Introduction to Human Services 3 cr.
Students examine the history and development of social welfare, social services and the human services profession in the United States by studying changing social perspectives on helping and corresponding changes in models of service delivery. They learn the nature of the helping process, basic helping skills and the attitudes, values and ethical standards that guide practitioners serving individuals, families, groups and communities. fa12 sp13 fa13 sp14

HUS 202 Intellectual & Developmental Disabilities 3 cr.
Students survey the sub-field of human services work with people with disabling conditions: intellectual disabilities, learning disorders, social, emotional and behavioral disorders, sensory impairments, and speech and language disorders. Students study perspectives on disability and current diagnostic definitions, critically review the impact of labels on the individual, family and society and discuss and evaluate the way in which social policy affects those with disabling conditions. Classroom sessions are used to develop and strengthen practice skills for direct support professionals. Prerequisite or corequisite: HUS 103. fa12 sp13 fa13 sp14

HUS 205 Child Welfare 3 cr.
Students are introduced to legislation, policies, services and generalist practice in the child welfare system. Through lecture, discussion, in-class and off-site activities students learn basic case management responsibilities and skills for serving children and families. The strengths-based perspective is emphasized as students study and practice interviewing and assessment, collaborative problem solving, ethical decision making and documentation. Corequisite: HUS 103. fa12 sp13 fa13 sp14

HUS 207 Aspects of Aging 3 cr.
Historical, biological, psychological, and social aspects of aging in our society are presented. Students examine aging as a stage in life and study the developmental tasks and life changes faced by the elderly in our society. Students also explore social welfare, social services, and social work, with an emphasis on direct practice skills as they apply to the aging individual in the community: local, county, regional, and contemporary society. Classroom practice sessions develop and improve skills in direct care of the elderly. Prerequisite or corequisite: HUS 103. sp13 sp14

HUS 211 Introduction to Human Services Counseling 3 cr.
Students are introduced to the basics of interviewing and counseling. Specific topics include working with multicultural populations, counseling theories, assessment methods, effective counseling techniques, and ethical considerations. Classroom practice sessions are utilized to improve interviewing and counseling skills. Prerequisite: HUS 103. fa12 sp13 fa13 sp14

HUS 212 Human Services Field Practicum & Seminar in Generalist Practice I 3 cr.
This course is the first in a two-course sequence designed for the A.A.S. Human Service degree program. In this course, students apply the values, concepts and skills acquired in the classroom to supervised participation in direct service, administrative and/or community-based tasks in a human service setting. Students investigate the structure and function of a human service agency, its role in the community, the inter-agency network and the characteristics and issues of populations served. Students develop increased self-awareness as beginning human service professionals and strengthen generalist practice skills as they observe and assist experienced staff and interact with individuals, families and/or groups at a level appropriate to the placement and the setting. Students are required to complete 125 hours in the field placement agency and participate in 15 hours of campus-based seminars held on alternate weeks throughout the semester. This course is a requirement for students seeking the Certificate in Direct Care. Prerequisites: 30 hours of Major Core Courses, HUS 103, ENG 101. su12 fa12 su13 fa13 sp14

HUS 213 Human Services Field Practicum & Seminar in Generalist Practice II 3 cr.
Human Services Field Practicum and Seminar in Generalist Practice II is the second in a two-course sequence designed to offer students the opportunity to apply values, concepts, skills and competencies acquired in the classroom to supervised participation in a human services agency. In addition to studying the structure and function of a human service setting and the characteristics and issues of individuals receiving services, students strengthen fundamental generalist practice skills by observing experienced practitioners and interacting with individuals, families, groups and community members at a level appropriate to the placement and agency setting. Students provide direct service, maintain records, participate in professional supervision, give and receive peer feedback and critically evaluate their own performance as entry-level generalist practitioners providing direct service to clients. Bi-
weekly seminars provide students with the opportunity to integrate what they learn in class with what they learn in the field. The requirements of this course include completion of 125 hours in the field placement agency and 15 hours of classroom-based seminar offered on campus in alternate weeks during the semester. **Prerequisites:** HUS 211 and HUS 212, su12 fa12 sp13 fa13 sp14

**HUS 214 Human Services Field Experience II** 3 cr.
Students spend 6-8 hours per week, or ninety hours during the semester, in direct service to a human service agency and weekly meetings with the field instructor. Students develop an individualized learning plan in collaboration with the field instructor and site supervisor that emphasizes the integration of classroom learning with learning in the field and strengthens work-related competencies. This course is recommended for Human Service majors in the A.S. degree program who want to expand their knowledge of human services as a profession and/or gain relevant experience in the field in preparation for transfer to a baccalaureate degree program. **Prerequisites:** Completion of 30 hours of Major Core Courses, HUS 103, ENG 101. fa12 sp13 fa14 sp14 fa14

**HUS 270 Special Topics-Human Services** 3 cr.
Students explore special topics at the micro, meso and macro levels of human services. As they gain a basic understanding of content, students also strengthen critical thinking and problem-solving skills by examining research and analyzing relevant issues in the field. **Prerequisite:** HUS 211 and HUS 212.

**Humanities**

**English, Foreign Languages & Philosophy/Social Sciences, Education & Human Services**

New Humanities courses are being developed. Check the College website for current offerings.

**HUM 222 Art & Craft of Lyric Writing** 3 s.h.
**HUM 225 Finding ‘Truth’ in Nonfiction** 3 s.h.
**HUM 226 Writing for Social Change** 3 s.h.
**HUM 227 Creative Songwriting** 3 s.h.
**HUM 228 Voices in Stories, Plays & Screen** 3 s.h.

**Industrial Technology**

**Mathematics, Physical Sciences, Engineering & Technology**

**IND 125 Architectural Drafting I** 3 cr.
Architectural drafting as it relates to residential construction techniques and methods is studied in this course. Floor plans, perspectives, and design concepts are introduced. Detailing principles of foundations, walls, roofs, stairs, and fireplaces are covered. 1 hr. lect.; 4 hrs. lab. fa12 fa13 fa14

**IND 126 Architectural Drafting II** 3 cr.
A continuation of Architectural Drafting I, this course focuses on the individual design and graphic drafting of a home. Topics presented include alternative energy, water and septic systems, and building codes. Students are encouraged to use AutoCAD. 1 hr. lect.; 4 hrs. lab. **Prerequisite:** IND 125 or by advisement. sp13 sp14

**IND 130 Drafting Fundamentals** 3 cr.
Students are introduced to graphical representation of the technical language and the use of instruments and scaling. The course also covers geometric construction orthographic projection, sections and conventions, isometric and oblique drawings, and auxiliary views, with emphasis on correct lettering and line work. 1 hr. lect.; 4 hrs. lab. **Prerequisite:** IND 130 or by advisement. sp13 sp14

**IND 135 Advanced Drafting** 4 cr.
In this advanced course in drafting, the focus is on machine parts and furniture design. Students learn techniques of drawing components and assemblies. Calculations for simple design components are calculated, assuring a firm base for designing a simple machine element. 1 hr. lect.; 6 hrs. lab. **Prerequisite:** IND 130 or by advisement. sp13 sp14

**IND 138 Introduction to Interior Design & Drafting** 3 cr.
This studio course is an introduction to the field of Interior Design. Investigation into the theory and practice of interior design will be explored. Architectural drawing conventions, proper use of equipment and materials, professional interior design presentation techniques will be studied. Emphasis will be placed on developing the ability to explore multiple solutions and utilize critical thinking to evaluate effectiveness and learn the continual process of refinement and revision that is key to the success of the designer. sp13 sp14

**IND 141 Machining and Production I** 3 cr.
Hands-on study of machine shop practices is provided in this course, together with care of precision instruments, maintenance of lathes and milling machines, operation of lathe controls, filing, deburring, polishing, use of digital readout, use of micrometer, dial indicators, and pitch micrometers. **Prerequisite or corequisite:** IND 210. fa12 sp13 fa13 sp14

**IND 142 Machining and Production II** 3 cr.
Advanced functions of a lathe and milling machine, including use of hand and precision tools required for operation, are presented in this course. Materials fee. **Prerequisite or corequisite:** IND 210. fa12 sp13 fa13 sp14

**IND 151 Introduction to Surveying** 3 cr.
This course is designed to introduce students to land surveying principles, applications, terminology and instruments. The emphasis is on producing property survey maps using coordinate geometry and trigonometry. These maps will be created from deed research and evidence found in the field using a theodolite and steel tape measure. 1 hr lect; 4 hr lab.
Prerequisite: MAT 115. fa12 fa13

IND 201 Computer-Assisted Drafting I  4 cr.
An introduction to computer drafting used in industry and professional engineering and architectural offices is offered in this course. Using the AutoCAD platform, emphasis will be on the use of icon commands while stressing basic mechanical and orthographic projection. Related topics include sectioning, dimensioning, blocking, layering, and printing. 2 hrs. lect.; 4 hrs. lab. Materials fee. Prerequisites: IND 130 and CSC 102. sp13 sp14

IND 202 Computer-Assisted Drafting II  4 cr.
A continuation of IND 201, the course emphasis is on architectural software as used in industry. The AutoCAD architectural products are explored with the main emphasis on residential construction. Students construct a three-dimensional house and produce a complete set of building plans. Related topics include wall customization, UCS manipulation, perspectives, sectioning, and printing. 2 hrs. lect.; 4 hrs. lab. Materials fee. Prerequisite: IND 201. fa12 fa13 fa14

IND 207 Commercial Architecture I  3 cr.
Students learn the basic principles and practices of commercial architectural drafting. Students produce drawings of a commercial building using the AutoDesk Revit Building program. Students become acquainted with the NYS building codes as they apply to commercial buildings and apply them to their projects. Students view existing plans of completed commercial buildings exposing them to standard practices used in industry. 1 hr lecture, 4 hrs lab. Prerequisites: IND 126 and IND 201. fa12 fa13 fa13

IND 208 Commercial Architecture II  3 cr.
Students will apply and build on the skills learned in Commercial Architecture I. Students will design and draft buildings using Autodesk Revit to produce sets of construction drawings. Real world designs will be used as projects and students will be required to attend meetings with clients. Students will also be required to attend their local planning board meetings. 1 hr lect; 4 hrs lab. Prerequisite: IND 207 or by advisement. sp13 sp14

IND 210 Materials & Manufacturing Processes  4 cr.
This course offers an exploration into a variety of industrial materials coupled with various methods of manufacturing. The class discusses such topics as material selection, parts assemblies, case studies, and product fabrication. Utilizing field trips, a material testing laboratory, and a review of related professional sources, the class explores methods of material selection. Prerequisites: IND 135. fa12 fa13

IND 218 Computer-Assisted Drafting Applications  3 cr.
Advanced application in AutoCAD is explored in this course. Related topics include toolbar customization, solid modeling, and rendering. AutoCAD Inventor is also explored. Students will create parts, assemblies, and presentations. Emphasis is placed on solid modeling and 3D manipulation. 1 hr lect.; 4 hrs lab. Materials fee. sp13 sp14

IND 293 Field Experience  3 cr.
This field course provides the opportunity for the student to work in a place of business that utilizes any of a number of skills inherent within the drafting and design area of industrial technology. A minimum of 120 hours of fieldwork is required. Prerequisite: Permission of the Industrial Technology and Internship Coordinators. fa12 sp13 su13 fa13 sp14 su14

Intermediate Studies
English, Foreign Languages & Philosophy

ISP 050 ESOL Workshop I  6 equiv. cr.
This course is designed for ESOL students with intermediate English language skills. Students entering this course should be able to communicate in written English and possess basic reading and conversational skills. Classes focus on language development in grammar and writing, vocabulary and reading, listening and conversational skills, and American culture. Students must pass this course with a grade of C or better to go on to ISP 051. Entering Student Assessment scores, writing samples, and individual interviews determine placement. ISP 050 requires a combination of lecture/laboratory instruction for a total of six hours per week. Laboratory work will involve supervised instruction based upon diagnostic pretesting. This course is a requirement for ESOL students based upon proficiency level or Entering Assessment scores. Offered as needed.

ISP 051 ESOL Workshop II  6 equiv. cr.
This course is designed for ESOL students with high intermediate English language skills. Students entering this course should be able to communicate in written English and possess high intermediate reading and conversational skills. Classes focus on further language development in grammar, writing paragraphs, vocabulary and reading, listening and conversational skills, and American culture. ISP 051 requires a combination of lecture/laboratory instruction for a total of six hours per week. Laboratory work will involve supervised instruction based upon diagnostic pretesting. This course is a requirement for ESOL students based upon proficiency level or Entering Assessment scores. Prerequisites: ISP 050 with a grade of C or better or by Entering Student Assessment scores, writing samples and individual interviews. Offered as needed.

ISP 070 Reading Workshop  4 equiv. cr.
Students practice the fundamental aspects of college-level reading skills. These include understanding, identifying, and restating main ideas, sequence patterns, cause-and-effect relationships, and fact or opinion statements. This course emphasizes dictionary skills and vocabulary development as well as basic outlining and summary-writing techniques. ISP 070 requires a combination of lecture/laboratory instruction for a total of six hours per week. Laboratory work will involve supervised instruction based upon diagnostic pretesting. This course is a requirement for some students based upon...
prior performance or Entering Student Assessment. This course should not be taken with ISP 074 or COS 101 and is not open to students who have successfully completed COS 101. A grade of C or better must be earned before advancement to ISP 074. fa13 sp13 fa13 sp14

**ISP 074 Introduction to College Reading** 4 equiv. cr.
This course will empower students to critically read and analyze college-textbook and everyday reading requirements. The focus of the course is on higher-level comprehension and vocabulary skills. Students will develop critical reading skills by using college-level reading texts. The course will help the student to apply and practice skills in order to expand background knowledge and vocabulary of the college-level reader. **Prerequisite or corequisite:** ISP 070 with a grade of C or higher or by ASSET reading placement score. fa12 sp13 fa13 sp14

**ISP 080 Writing I** 3 equiv. cr.
Students receive instruction and practice in the writing process, including revision and writing-related skills. The emphasis is on producing clear and meaningful sentences and paragraphs. Grammar, sentence patterns, and sentence structure are a major focus of this course. Students must demonstrate their mastery of assigned writing skills through tests, in-class writings, and homework assignments. The course is not open to students who have successfully completed ISP 081 or ENG 101. fa12 sp13 fa13 sp14

**ISP 081 Writing II** 3 equiv. cr.
Students study the fundamentals of writing and work in paragraph development leading to the short essay. A minimum of 10 essays, including three short in-class essays, will be written. At the end of the semester, students must take and pass a writing competency test, which is evaluated by a panel of instructors. Students who pass the test receive the grade earned during the semester; those who do not pass must repeat the course. **Prerequisite:** Placement by test or completion of ISP 080 with a grade of C or better. A grade of C or better must be earned for advancement to ENG 101. fa12 sp13 fa13 sp14

**Library**

**LIB 111 Information Literacy** 1 cr.
Students learn the skills involved in the organization, retrieval, and evaluation of information. An overview of information systems, including traditional scholarly resources and digital information is provided. Concepts involved in the research process are emphasized. Students practice thinking critically when formulating research queries and evaluating information resources. su12 fa12 sp13 su13 fa13 sp14

Mathematics

**MAT 098 Basic Algebra** 3 cr.
The following topics are covered in this first course in algebra: signed numbers, properties of real numbers, operations with polynomials, introduction to exponents, first degree equations and inequalities, introduction to absolute value, word problems, and graphing. Students may not use this course to satisfy mathematics requirements or mathematics electives in a program unless specifically approved by the Department of Mathematics and the department offering that program. This course may not transfer to other institutions. **Prerequisite:** ISP 091 with a grade of C or better or by Entering Student Assessment. su12 fa12 sp13 su13 fa13 sp14

**MAT 100 Intermediate Algebra** 3 cr.
Extending the skills covered in MAT 098, students learn factoring, algebraic fractions, exponents, roots, radicals, and quadratic functions. Students may not use this course to satisfy mathematics requirements or mathematics electives in a program unless specifically approved by the Department of Mathematics and the department offering that program. The course satisfies an open elective at SUNY Ulster, but may not transfer to other institutions. **Prerequisite:** MAT 098 with a grade of C or better or equivalent course in elementary algebra or by Entering Student Assessment. su12 fa12 sp13 su13 fa13 sp14

**MAT 105 College Algebra** 3 cr.
Topics in this course include complex numbers, linear and quadratic equations, absolute value and polynomial inequalities, coordinate geometry of the line and circle, linear and polynomial functions, techniques of graphing, exponential functions, and an introduction to logarithms. A scientific hand-held calculator is required. **Prerequisite:** MAT 100 with a grade of C or better; high school equivalent (see Guidelines for Mathematics Placement on page 164), or by Entering Student Assessment.

Journalism

(See Communications)

Law Enforcement

(See Criminal Justice and Police Basic Training)
MAT 112 Topics in the History of Math 3 cr.
This course will allow for the exploration of topics from the history of mathematics. Each course will emphasize a basic understanding of content, concurrent with the development of critical thinking skills in the analysis of relevant issues. In this course, students will learn and appreciate the mathematics associated with a particular period or theme; learn about and appreciate the historical and cultural context of particular mathematical developments; and learn who the prominent mathematicians associated with a particular mathematical period were and what their mathematical contribution was.  su13 su14

MAT 115 College Algebra and Trigonometry 4 cr.
Topics in mathematics preparatory to MAT 160 are covered in this course. Students study linear and quadratic equations, absolute value and polynomial inequalities, coordinate geometry of the line and circle, linear and polynomial functions, techniques of graphing, exponential functions, logarithms, right triangle trigonometry, trigonometric functions of any angle, and fundamental trigonometric identities. A scientific hand-held calculator is required. Prerequisite: MAT 100 with a grade of C or better, high school equivalent (see Guidelines for Mathematics Placement, p. 164), or by Entering Student Assessment. su12 fa12 sp13 su13 fa13 sp14

MAT 120 Computer Mathematics 3 cr.
Mathematics topics relevant to microcomputer use are covered in this course. These include a review of algebra, base arithmetic (using binary, octal, and hexadecimal number systems), an introduction to statistics, set theory, Boolean algebra, logic, and an introduction to mathematics of finance. Prerequisite: MAT 098, high school equivalent (see Guidelines for Mathematics Placement, p. 164), or Entering Student Assessment at MAT 100 (or higher), and BUS 171 or CIS 100. fa12 fa13

MAT 140 Foundations of Elementary School Mathematics 3 cr.
Background information for the teaching of elementary school mathematics is provided in this course. Topics include problem solving, number theory, set theory, probability and statistics, theory of addition and subtraction, and logic. Students learn mathematical theory and application, and experience the role of elementary school students through a variety of classroom activities and demonstrations. Prerequisite: MAT 100 or its equivalent with a grade of C or better, high school equivalent (see Guidelines for Mathematics Placement, p. 164), or by Entering Student Assessment. This course is open to education majors only. fa12 sp13 fa13 sp14

MAT 160 Precalculus 4 cr.
Topics in mathematics preparatory to MAT 170 are covered in this course. Students study functions (polynomial, rational, exponential, logarithmic, and trigonometric), inverse functions, and conic sections. A TI-83 or TI-84 graphing calculator is required. Prerequisite: MAT 115 with a grade of C or better, high school equivalent (see Guidelines for Mathematics Placement, p. 164), or by Entering Student Assessment. su12 fa12 sp13 su13 fa13 sp14

MAT 170 Calculus I 4 cr.
Survey of functions; limits; the first and second derivative; definite integrals; differentiation of polynomial, exponential, and trigonometric functions; curve sketching; and other applications of the derivative are covered in this course. This is the first of a three-course sequence dealing with Calculus. A TI-83 or TI-84 graphing calculator is required. Prerequisite: MAT 160 with a grade of C or better or high school equivalent (see Guidelines for Mathematics Placement, p. 164). su12 fa12 sp13 su13 fa13 sp14

MAT 180 Calculus II 4 cr.
The antiderivative, techniques of integration, applications of the definite integral, approximations, improper integrals, L'Hopital's Rule, series, and sequences are covered in this course. A TI-83 or TI-84 graphing calculator is required. Prerequisite: MAT 170 with a grade of C or better. su12 fa12 sp13 su13 fa13 sp14

MAT 203 Calculus III 4 cr.
Solid analytic geometry, the calculus of several variables, partial differentiation, multiple integration, and vector analysis are covered in this course, which completes the calculus sequence. A TI-83 or TI-84 graphing calculator is required. Prerequisite: MAT 180 with a grade of C or better. sp13 sp14

MAT 204 Differential Equations 4 cr.
Topics in this course include solutions to standard types of first- and second-order differential equations using differential operators, the method of undetermined coefficients, and variation of parameters. Students also study higher order equations, an introduction to Laplace transforms, systems of equations, series solutions, and numerical methods. Prerequisite: MAT 180 with a grade of C or better. fa12 fa13

MAT 205 Linear Algebra 3 cr.
A study of matrix algebra, determinants, linear transformations and their matrix representation, vector spaces, characteristic values, and vectors are covered in this course. Prerequisite: MAT 180 with a grade of C or better or by advisement. sp13 sp14

MAT 206 Discrete Mathematics 3 cr.
Symbolic logic, set theory, proofs based on elementary number theory, relations, and functions are covered in this course. Corequisite: MAT 170 or by advisement. sp13 sp14

MAT 207 Fundamentals of Mathematical Proof 3 cr.
This course is intended to introduce the students to the methodology of mathematical proofs. Topics include basic logic, set theory, cardinality of sets, relations, functions, basic number theory. Topics from the "foundation of mathematics" are developed to provide students with an opportunity to read and write proofs. This course is designed for, but not limited to, those intending to major in mathematics or mathematical education. Prerequisite or corequisite: MAT 180. fa12 fa13
MAT 211 Elementary Statistics 3 cr. The following topics are covered in this noncalculus-based course: the organization of data, central tendency and dispersion probability, binomial and normal distribution, hypothesis testing, correlation, regression, and the Chi-square distribution. A scientific hand-held calculator is required. Prerequisite: MAT 105 or high school equivalent (see Guidelines for Mathematics Placement above). su12 fa12 sp13 su13 fa13 sp14

MAT 240 Foundations of Elementary School Geometry 3 cr. This course is a second semester requirement for students in the elementary education program. It emphasizes background information for the teaching of elementary school geometry. Topics include geometric shapes, spatial visualization, measurement, similarity and congruence, and transformational geometry. Students learn mathematical theory and application, and experience the role of elementary school students through a variety of classroom activities and demonstrations. Prerequisite: MAT 140 with a grade of C or better sp13 sp14

Music

Art, Design, Music, Theater & Communications

NOTE: No more than 12 credits earned in the following courses may be applied toward a degree: MUS 107, 111, 114, 116, 117, 118, 119, 126, 127, 128, 129.

MUS 100 Fundamentals of Music 3 cr. The student learns to read and write basic melodic and rhythmic music notation and applies this knowledge to the development of fundamental skills. Major and minor scales, key signatures, music intervals, intervallic inversion, and triads are covered. Simple aural skills are taught. This course requires no previous music skills or experience. This course does not fulfill a music or humanities requirement, but may be used as a general elective. su12 fa12 sp13 su13 fa13 sp14

MUS 101 Music Theory I 3 cr. The course includes the application of triads and their inversions, non-harmonic tones, and tonal structure diatonic harmony. The application of the principles of good voice leading will be stressed. Cadences, transposition, and basic orchestration will be introduced. Aural skills based upon the course material will be developed. Materials covered in MUS 100 will be reviewed and utilized. Prerequisite: MUS 100 or successful score in the Theory Placement Test. fa12 sp13 fa13 sp14
MUS 102 Music Theory II 3 cr.
The course material covered includes a review of triads and their inversions, non-harmonic tones, and tonal structure involving diatonic harmony. More advanced use of diatonic seventh and secondary dominant chords will be applied as part of the harmonizations of melodies. Other areas to be covered include modulation, contemporary music application course material, modes, and more advanced compositional techniques. **Prerequisite:** MUS 101 or successful score in the Theory Placement Test. sp13 sp14

MUS 105 Music Appreciation 3 cr.
Students in this course learn to understand music through active, perceptive listening. Identification of musical elements, media, textures, designs, and genres is stressed. Course requirements include listening assignments outside of class. No music skill or previous experience is required. This course is not intended for music majors. su12 fa12 sp13 su13 fa13 sp14

MUS 107 College Chorus 2 cr.
Students in College Chorus gain experience in the study and performance of varied styles of choral literature. Rehearsal and performance skills and techniques of singing are stressed. The Chorus performs one or two public concerts each semester and is open to all students, faculty, staff, and persons in the community with no prerequisites. Chorus may be repeated for credit or may be elected without credit. fa12 sp13 fa13 sp14

MUS 111 Vocal Ensemble 1 cr.
Students rehearse and perform choral music, including theater and pop and jazz versions of old favorites in this course. The course emphasizes development of musical style and vocal choral techniques. Students may repeat this course for credit or elect it without credit. The course is open to all students, faculty, staff, and persons from the community. fa12 sp13 fa13 sp14

MUS 114 Jazz Ensemble 1 cr.
Students in the Jazz Ensemble gain experience in the study and performance of varied styles of jazz literature. The class will perform one or two public concerts each semester. Throughout the semester students learn rehearsal and performance skills and some techniques of jazz performance and improvisation. The Jazz Ensemble is open to all students, faculty, staff, and persons in the community who can demonstrate advanced proficiency either by audition or resume. fa12 sp13 fa13 sp14

MUS 116 Small Instrumental Music Groups 1 cr.
Students rehearse and perform with one of several available popular and classical small music groups, such as jazz combo, string quartet, Baroque chamber music group, and theater orchestra. Students select the proper group and a rehearsal time in conference with the instructor prior to registration. fa12 sp13 fa13 sp14

MUS 117 Multiple Small Instrumental Music Groups 2 cr.
Students who select more than one MUS 116 instrumental group will be advised by the instructor to register for MUS 117 in order to obtain two credits. See MUS 116 description. fa12 sp13 fa13 sp14

MUS 118 College-Community Concert Band 1 cr.
Students rehearse and perform with a concert band. The band will be comprised of matriculated College students as well as interested community members. **Prerequisite:** Students must audition to be accepted into this course, which may be repeated for credit or may be elected without credit. fa12 sp13 fa13 sp14

MUS 119 Wind Ensemble 1 cr.
Students in Wind Ensemble gain experience in the study and performance of varied styles of instrumental literature. The class performs one or two public concerts each semester. Throughout the semester students learn rehearsal and performance skills and the techniques of instrumental performance. College Wind Ensemble is open to all students, faculty, staff, and persons in the community who can demonstrate advanced proficiency either by audition or resume. Wind Ensemble may be repeated once for credit and may be elected without credit. fa12 sp13 fa13 sp14

MUS 122 Aural Skills I 1 cr.
This course introduces fundamentals of music reading and dictation. Simple diatonic music will be the focus of the class. Progressive exercises and examples of written music are sung at sight and written down as musical dictation. Rhythmic understanding is stressed. Techniques for the skill necessary for this are learned through in-class drill and outside practice. **Prerequisite or corequisite:** MUS 100 or MUS 101. fa12 fa13

MUS 123 Aural Skills II 1 cr.
This course continues the development of music reading and dictation. More complex diatonic music and new clefs and modes will be the focus of the class. Progressive exercises and examples of written music are sung at sight and written down as musical dictation. Rhythmic understanding is stressed. Techniques for developing the skill necessary for this are learned through in-class drill and outside practice. **Prerequisites:** MUS 101 and MUS 122. sp13 sp14

MUS 126 Applied Music 1 cr.
Private instruction in brass, woodwinds, strings, percussion, piano, voice, guitar, or organ is offered in this course. This study consists of 14 one-half-hour lessons, plus a final examination. Music studio fee. su12 fa12 sp13 su13 fa13 sp14

MUS 127 Applied Music 1 cr.
Private instruction in brass, woodwinds, strings, percussion, piano, guitar, voice, or organ is offered in this course. This study consists of 14 one-half-hour lessons, plus a final examination. This course is reserved for students who are already enrolled in MUS 126. Music studio fee. su12 fa12 sp13 su13 fa13 sp14
MUS 127 Course is in elementary piano literature. music through the medium of the keyboard. The focus of the course is on the development of functional keyboard skills, creating music, and the analysis of music. This course is open to intermediate and advanced students. May be offered by request.

MUS 128 Applied Music 2 cr.
Private instruction in brass, woodwinds, strings, percussion, piano, guitar, voice, or organ is offered in this course. This study consists of 14 one-hour lessons, plus a final examination and recital participation. Music studio fee. su13 fa13 sp13 su13 fa13 sp14

MUS 129 Applied Music 2 cr.
Private instruction in brass, woodwinds, strings, percussion, piano, voice, or organ is offered in this course. This study consists of 14 one-hour lessons, plus a final examination and recital participation. This course is reserved for students who are already enrolled in MUS 128. Music studio fee. su12 fa12 sp13 su13 fa13 sp14

MUS 134 Jazz Theory and Improvisation 3 cr.
This course will explore jazz theory pertaining to the structure and foundation of a jazz cadence and composition. Students will learn to express them creatively through building techniques of improvisation. The combination of jazz theory and improvisation develop and shape the American art form of jazz. All instruments and vocalists are welcome. 2 hrs. lect; 2 hrs. performance. May be offered by request.

MUS 136 Introduction to Guitar 2 cr.
Students are introduced to the fundamental skills of playing the guitar in a variety of musical styles and to basic information about the instrument. Intended for students with little or no previous experience, the course will stress effective playing technique, simple chords, fingerstrengthening and coordination, strumming, and fingerpicking techniques. Students will learn methods of tuning their instrument, how to read standard notation and tabulature on the guitar, and playing songs from "charts" and sheet music. Additionally, students will be introduced to the history of the guitar. Out-of-class practice time is required each week in order to acquire the necessary playing skills. fa12 sp13 fa13 sp14

MUS 138 String Ensemble 1cr.
This course is open to intermediate and advanced violin, viola, cello and bass players. String Chamber Orchestra is an ensemble meeting once a week for 3 hours. There will be 2-4 performances at the end of each semester with original works covering literature from the baroque through the contemporary. String Ensemble may be repeated once for credit and may be elected without credit. fa12 sp13 fa13 sp14

MUS 141 Class Piano I 2 cr.
A course for beginning students, Class Piano I provides group instruction in the development of functional keyboard skills, reading and creating music, and the analysis of music through the keyboard medium. fa12 sp13 fa13 sp14

MUS 142 Class Piano II 2 cr.
Class Piano II provides group instruction in the development of functional keyboard skills, creating music, and the analysis of music through the medium of the keyboard. The focus of the course is in elementary piano literature. Prerequisite: MUS 141 or basic keyboard background. fa12 sp13 fa13 sp14

MUS 145 Class Voice I 2 cr.
Class Voice I offers group instruction in the development and improvement of singing technique, including repertoire study. fa13 sp13 fa13 sp14

MUS 146 Class Voice II 2 cr.
Class Voice II offers group instruction in the development and improvement of singing technique, with an emphasis on the interpretation of vocal literature. Prerequisite: Music reading skills or by advisement. May be offered by request.

MUS 151 History of Music I 3 cr.
This course covers aspects of Western music before the Middle Ages as it influenced later Western art music and then concentrates on the history of art music in the Western world up to the end of the Classical Period (approximately 1800). The emphasis will be on the development of the music literature, composers, how they were influenced, and how they, in turn, influenced. The place of music as a part of the active society will be discussed. Knowledge and understanding of the standard repertoire from this period will be stressed. Knowledge of music fundamentals and structure is recommended for this course. Prerequisite: MUS 100, MUS 101, or MUS 105. fa12 fa13

MUS 152 History of Music II 3 cr.
This course covers aspects of Western music beginning with late Classic Period and the early Romantic (approximately 1800) and continuing to today's music. It is a continuation of MUS 151 (History of Music I). The emphasis will be on the development of the music literature, composers, how they were influenced, and who they, in turn, influenced. The place of music as a part of the active society will be discussed. Knowledge and understanding of the standard repertoire from this period will be stressed. Knowledge of music fundamentals and structure is recommended. Prerequisite: MUS 151. sp13 sp14

MUS 153 The Computer and the MIDI Keyboard I 3 cr.
An introduction to basic music and computer-assisted songwriting is provided in this course. After an orientation to the computer and the MIDI keyboard, students learn simple music reading techniques and develop an understanding of the characteristics of melody, rhythm, harmony, and lyrics. Students then create songs using computers and the MIDI keyboard. Weekly out-of-class time in the computer lab is recommended. No previous musical skills or computer background is required. This course is not intended for music majors. su12 fa12 sp13 su13 fa13 sp14

MUS 157 History of Jazz 3 cr.
The uniquely American music Jazz will be explored through its musicological and social history, noting its effects on American culture. The history of the music will be traced through an examination of its stylistic evolutions from the origins of jazz to the current jazz scene. sp13 sp14
MUS 175 History of Rock Music 3 cr.
In this course the student learns about the history and content of the popular music style called rock. The course will focus on the most important contributors to the music – performers, songwriters, producers, managers, etc. – and on the styles and trends that have had significant impact commercially and artistically. Through reading, class discussion and listening and extensive outside-of-class listening, the student will encounter most of what has “mattered” in rock music since its origin some 50+ years ago. fa12 sp13 fa13 sp14

MUS 201 Music Theory III 3 cr.
This course includes the study of more advanced chords, modulation and counterpoint. Analysis and application of more advanced compositional techniques will be stressed. Prerequisite: MUS 102 or successful score in the Theory Placement Test. fa12 fa13

MUS 202 Music Theory IV 3 cr.
This course includes the study and analysis of more advanced musical forms. Analysis and application of more advanced compositional techniques will be stressed. Music from all periods will be included. Compositions using the forms studied will be created utilizing the materials covered in MUS 201. Prerequisite: MUS 201. sp13 sp14

MUS 222 Aural Skills III 1 cr.
This course continues the development of music reading and dictation. More complex diatonic music and new clefs and modes will be the focus of the class. Progressive exercises and examples of written music are sung at sight and written down as musical dictation. Rhythmic understanding is stressed. Techniques for developing the skill necessary for this are learned through in-class drill and outside practice. Prerequisites: MUS 102 and MUS 123. fa12 fa13

MUS 223 Aural Skills IV 1 cr.
This course continues the development of music reading and dictation. More complex diatonic music and new clefs and modes will be the focus of the class. Progressive exercises and examples of written music are sung at sight and written down as musical dictation. Rhythmic understanding is stressed. Techniques for developing the skill necessary for this are learned through in-class drill and outside practice. Prerequisite: MUS 222. sp13 sp14

MUS 256 The Computer and the Midi Keyboard-Music Major 3 cr.
This course is designed for students with a strong foundation in music theory to explore the use of the computer and the midi keyboard in a variety of applications. The students will learn the software while completing projects in song writing, arranging, and recording. Composition and four-part harmony will be addressed as well as the creation of a variety of music files for sampling and recording. Prerequisite: MUS 102 or MUS 153 or by advisement. fa12 sp13 fa13 sp14

MUS 270 Special Topics in Music 3 cr.
This course allows the exploration of special topics in the areas of music theory, performance, history, or composition. Each course, presented under this title will offer an opportunity to expand the student's understanding of aspects of music. Research and writing skills will be stressed. This designation may also be used for artist-in-residence courses. Prerequisite: ENG 101. May be offered by request.

MUS 280 Independent Study in Music 3 cr.
Students will be engaged in an academic and or practical learning experience within the scope of other departmental offerings. The parameters of the independent study will be established between the student and the participating instructor under the supervision of the department. A contract specifying the topic, hours, and a method of evaluation will be signed by the parties for the credits earned. The student will keep a logbook for the duration of the course, showing a minimum of 120 hours. This opportunity will be open to second-year students with the approval and advisement of the student's academic advisor and the department chairperson. May be offered by request.

MUS 293 Internship in Music 3 cr.
Students will be engaged in practical work experience within the field of music. The parameters of the internship will be established between the student and the hosting organization under the department's supervision. A contract specifying hours and a method of evaluation will be signed by the parties with sufficient hours for the credits earned. This opportunity will be open to second-year students, with the approval of the student's academic advisor and the department chairperson. Phone 687-5192 for further information. May be offered by request.

Networking
Business & Professional Studies

NET 101 Networking Fundamentals I 3 cr.
Students are introduced to the architecture, structure, functions, components, and models of the Internet and other computer networks following Cisco Academy recommendations. OSI and TCP layered models will be used to examine the nature and roles of protocols and services at the application, network, data link, and physical layers. The principles and structure of IP addressing and the fundamentals of Ethernet concepts, media, and operations are introduced to provide a foundation for the curriculum. Dedicated labs allow students to analyze real world data without affecting production networks. Emphasis is given to the use of decision making and problem-solving techniques. This is the first course in the four semester CISCO Systems CCNA Exploration program. Prerequisite: MAT 098. Corequisite: CIS 100 or equivalent computer experience. fa12
NET 102 Networking Fundamentals II 3 cr.
This course describes the architecture, components, and operation of routers and explains the principles of routing and routing protocols following Cisco Academy recommendations. Students are presented with tools used for intermediate level router configuration. They will analyze, configure, verify, and troubleshoot the primary routing protocols RIPv1, RIPv2, EIGRP, and OSPF. Dedicated and extensive labs allow students to analyze real world data without affecting production networks. Emphasis is given to the use of decision making and problem-solving techniques. Prerequisite: NET 101. In addition, NET 102 is strongly suggested. sp13

NET 103 Local Area Networks 3 cr.
This course provides a comprehensive, theoretical, and practical approach to learning the technologies and protocols needed to design and implement a converged switched network following Cisco Academy recommendations. Students learn about the hierarchical network design model and how to select devices for each layer of that model. The course explains how to configure a switch for basic functionality and how to implement Virtual LANs, Virtual Trunking Protocol, and Inter-VLAN routing in a converged network. The different implementations of Spanning Tree Protocol in a converged network are presented, as are introductory wireless LAN implementation. Dedicated labs allow students to analyze real world data without affecting production networks. Emphasis is given to the use of decision making and problem-solving techniques. Prerequisite: NET 101. In addition, NET 102 is strongly suggested. sp13

NET 104 Wide Area Networks 3 cr.
This course discusses the WAN technologies and network services required by converged applications in Enterprise Networks. Students learn how to implement and configure common data link protocols and how to apply WAN security concepts, principles of traffic, access control and addressing services. These include Network and Port Address Translation, Dynamic Host Configuration Protocol, Access Control Lists and introductions to IP version 6, VPN and broadband. Students learn how to detect, troubleshoot, and correct common enterprise network implementation issues. Emphasis is given to the use of decision making and problem solving techniques. Prerequisites: NET 101, NET 102, NET 103. sp13

NET 170 Installing, Configuring, and Administering MS Windows Server and Professional 3 cr.
The student will learn how to implement, administer, and troubleshoot the current version of Windows Professional as a desktop operating system in any network environment. The student will also learn to implement, administer, and troubleshoot the current version of Windows Server as a member server of a domain in an Active Directory environment. Topics include server roles as a file and print server and as an application server. Prerequisites: NET 102 and CIS 116 or equivalent computer experience. sp13

NET 202 Advanced Router Configuration 3 cr.
This course is the first course of the four semester Cisco Systems CCNP Version 6 program. This course includes laboratory exercises that focus primarily on scalable routing technologies and the Cisco IOS(TM) software features that are most useful in building these internetworks. These features include access lists, scalable routing protocols including Routing Information Protocol version 2 (RIPv2), multi-area Open Shortest Path First(OSPF), Enhanced Interior Gateway Routing Protocol (EIGRP), Intermediate System-to Intermediate System (IS-IS) and introductory route optimization. The course, in conjunction with NET203, aligns with the Cisco ROUTE industry certification exam, which is a milestone part of the Cisco CCNP advanced certification. Course fee. Prerequisites: Cisco CCNA Certification or NET104 and a working knowledge of advanced LAN routing and network administration principles and practice as determined by the instructor. fa12 fa13

NET 203 Advanced Router Configuration II 3 cr.
This course is the second course of the four semester Cisco Systems CCNP Version 6 program. This course includes laboratory exercises that focus primarily on scalable WAN technologies and the Cisco IOS (TM) software features that are most useful in building these internetworks. These features include Multicasting, Border Gateway Protocol (BGP) routing and IP Version 6. Students will also study route optimization, route redistribution, route summarization and advanced IP addressing management. Other topics such as (but not limited to) WAN security and review of LAN routing protocols may be covered if time permits. The course, in conjunction with NET202, aligns with the Cisco ROUTE industry certification exam, which is a milestone part of the Cisco CCNP advanced certification. Course fee. Prerequisites: NET 202 and a working knowledge of advanced LAN routing and network administration principles and practice as determined by the instructor. fa13

NET 204 Building Remote Access Networks 3 cr.
This course teaches students how to build a remote access network to interconnect central sites to branch office and home office/telecommuters. Students learn to configure modems and asynchronous dialup connections, Point to Point protocol (PPP), Integrated Digital Services Network (ISDN) including Basic Rate Interface (BRI) and Primary Rate Interface (PRI), and Frame Relay. Topics also include broadband and virtual private networks (VPNs). Once the network is built, students learn to control access to the central site, as well as to maximize bandwidth utilization over the remote links. Course fee. Prerequisite: NET 202. sp13

NET 206 Configuring LAN Switches 3 cr.
The purpose of Configuring LAN Switches is to teach network administrators how to build campus networks using multilayer switching technologies and high-speed Ethernet. Students study virtual local area networks (VLANs) and Virtual Trunking Protocol (VTP), spanning tree protocol (STP), inter-VLAN routing, and multilayer switching. Topics also include designing redundancy into networks, convergence of data, voice, and video, quality of service, LAN security, and transparent LAN services. Course fee. Prerequisite: NET 204. fa12 fa13
NET 208 Internetwork Troubleshooting 3 cr.
This course teaches students how to baseline, document, and troubleshoot an environment using Cisco routers and switches for multiprotocol client hosts and servers connected with the following technologies: Ethernet and FastEthernet LANs, and Serial, Frame Relay, and ISDN BRI WANs. Course fee. Prerequisite: NET 206. May be offered by request.

NET 209 Optimizing Converged Networks 3 cr.
Students learn skills and techniques to optimize Quality of Service in converged networks supporting voice, wireless, and security applications. The course aligns with the associated Cisco industry certification exam, which is a milestone part of the Cisco CCNP advanced certification. It follows the proven, world-recognized Cisco Networking Academy curriculum and incorporates significant online components, including testing. Prerequisites: NET 202 and a working knowledge of advanced routing and network administration principles and practice as determined by the instructor. sp13

NET 216 Open-Source Net Infrastructure 3 cr.
Students learn how to set up and manage a network infrastructure with FreeBSD. FreeBSD is a powerful, flexible, and cost-effective UNIX-based operating system, and the preferred server platform for many enterprises. This class also includes coverage of installation, networking, add-on software, security, network services, system performance, kernel tweaking, file systems, SAMBA, Apache, upgrading, monitoring, crash debugging, BSD in the office, and emulating other Operating Systems. Students will learn how to configure a FreeBSD-based server as a firewall, a DHCP server, a DNS server, a file server, and a web server. Prerequisite: NET 102 or by advisement. sp13

NET 222 Implementing and Administering MS Windows Network 3 cr.
The student will learn to install, manage, monitor, configure, and troubleshoot DNS, DHCP, Remote Access, Network Protocols, IP Routing, and WINS network infrastructure in the current version of Windows. In addition, this course teaches the student the skills required to manage, monitor, and troubleshoot Network Address Translation and Certificate Services. Course fee. Prerequisite: NET 170. fa12 fa13

NET 224 Implementing and Administering Windows Directory Services Infrastructure 3 cr.
Students will learn how to install, configure, and troubleshoot the Windows Active Directory components, DNS for Active Directory, and Active Directory security solutions. In addition, this course teaches the skills required to manage, monitor, and optimize the desktop environment by using Group Policy. Course fee. Prerequisite: NET 222. fa12 fa13

NET 234 Managing a Windows Networking Environment 3 cr.
The student will develop the knowledge required by system administrators, network administrators, and IT professionals who implement, manage, and troubleshoot existing network and server environments based on the Microsoft Windows platform. These skills are generally required in medium-to-large size organizations that maintain several user desktops and servers, spanning multiple physical locations via Large Area Networks (LANs) and the Internet or Intranets. Additionally, this course provides the skills and knowledge required to prepare for a Microsoft Certified Professional (MCP) Exam. Prerequisite: NET 170 or equivalent. sp13

NET 236 Active Directory Design and Internet Security and Acceleration Server (AD Design & ISA) 4 cr.
Students will analyze the business requirements and design a directory service architecture, including unified directory services, such as Active Directory and Windows NT domains; connectivity between and within systems, system components, and applications; and data replication, such as directory replication and database replication. In this course students acquire the skills required to analyze the business requirements for desktop management and to design a solution for desktop management that meets business requirements. Students will develop the knowledge and skills to deploy and manage Microsoft Internet Security and Acceleration (ISA) Server 2000 in an enterprise environment. Three of the major job roles performed by IT professionals to be addressed by this course include Web administrators, network administrators, and security administrators. Prerequisite: NET224. sp13

Nursing
Nursing
NUR 152 Nursing One (1)—Fundamentals of Nursing 9 cr.
The student learns and defines the role of the Nursing graduate in the healthcare system. Basic human needs of children and adults and the nursing process as a conceptual framework for the study and practice of nursing are introduced. The student also explores variations in human needs related to differences in age, lifestyle, culture, and health status. Students are required to meet specified criteria when demonstrating cognitive, psychomotor, and interpersonal skills. Students are required to be certified in Healthcare Provider CPR prior to entering NUR 152. 4 hrs. lect., 6 hrs. clinical lab; 4 hrs. College lab x 14 weeks. Lab fee, testing fee. Prerequisites or corequisites: ENG 101, LIB 111, BIO 107, PSY 101, NUR 153. fa12 fa13

NUR 153 Nursing Dosage Calculations 1 cr.
This student learns to prepare for dosage calculations used in the administration of medications. Beginning-level students acquire knowledge and develop proficiency in computing medication dosages. An emphasis is placed on mastering math skills necessary for administration systems and conversions between systems, solving ratio and proportion problems, and working with percentages. The student is introduced to reading oral and parenteral dosages. The basic principles of intravenous therapy are also discussed. It introduces students to techniques for accurately computing medication dosages which will be reinforced and tested in subsequent nursing courses. Online x 14 weeks; face-to-face orientation to the course web space. Corequisite: NUR 152. fa12 sp13 sp14
NUR 154 Nursing Two (2)—Medical Surgical Nursing (A)/Psychiatric Nursing (B) 9 cr.  
Nursing Two (A) — The student builds upon previously learned human needs as an extension of Nursing One, Fundamentals of Nursing. Fluid and Electrolyte, Immune Process, Diabetes, Musculoskeletal and Gastrointestinal problems and how they affect basic human needs of children and adults are examined by the student. In addition the study of the perioperative client is continued in depth. Application of the nursing process to assist in meeting these needs is explored. Students are required to meet specified criteria when demonstrating cognitive, psychomotor, and interpersonal skills. Observations in community agencies may be required in addition to usual class time.

Nursing Two (B) - The student learns to investigate how-psychopathological processes interfere with satisfying basic human needs of children and adults. Application of the nursing process in meeting these needs is explored. Students are required to meet specified criteria when demonstrating cognitive and interpersonal skills. 4 hrs. lect.; 6 hrs. clinical lab; 4 hrs. College lab x 14 weeks. Lab/testing fee. Prerequisites: NUR 152, NUR 153, BIO 107. Corequisites: BIO 108, PSY 210, ENG 102, LIB 111. sp13 sp14

Nursing 252 Nursing Three (3)—Maternal/Child and Reproductive Health Nursing (A)/Medical Surgical Nursing (B) 10 cr.  
Nursing Three (A) The student learns to meet the needs of the emerging family and how hormonal and reproductive processes interfere with satisfying basic human needs of children and adults. Application of the nursing process to assist in meeting these needs is explored. Students are required to meet specified criteria when demonstrating cognitive, psychomotor, and interpersonal skills. Observations in community agencies may be required in addition to usual class time.

Nursing Three (B) - The student continues to build upon previously learned concepts from NUR 152 and NUR 154 and to develop higher-order critical thinking skills. The student examines respiratory, cardiovascular, and endocrine problems and how they affect basic human needs of children and adults. The student applies the nursing process to assist in meeting these needs. Students are required to meet specified criteria when demonstrating cognitive, psychomotor, and interpersonal skills. Observations in community agencies may be required in addition to usual class time. 6 hrs. lect.; 4 hrs. College lab; 10 hrs. clinical lab x 14 weeks. Lab/testing fee. Prerequisites: NUR 154, ENG 102, PSY 210. fa12 fa13

NUR 254 Nursing Four (4)—Advanced Medical Surgical Nursing 12 cr.  
The student is expected to view the individual as part of the larger whole; as a member of interrelated groups within the community. Pancreatic, hepatic, renal, hematology, oncology, sensorineural, and integumentary problems and how each affects the basic human needs of children and adults are investigated. Application of the nursing process to assist in meeting these needs is explored. Furthermore, the student investigates the role of the professional nurse in disaster preparedness. Lastly, the student explores professional trends and issues, synthesizes knowledge and skills acquired in previous courses, and analyzes the problem of organizing and managing the care of a group of patients. The student is expected to build upon and extend the information gained in NUR 152, NUR 154, and NUR 252. Students are required to meet specified criteria when demonstrating cognitive, psychomotor, and interpersonal skills. Observations in community agencies may be required in addition to usual class time. Course hours vary by week but are equivalent to 8 hrs. lect.; 0.5 hrs. College lab; 11.5 hrs. clinical lab x 14 weeks. Lab/testing fee. Prerequisites: NUR 252, BIO 201, SOC 101. Corequisite: General Education elective. sp13 sp14

Philosophy

English, Foreign Languages & Philosophy

PHI 101 Introduction to Philosophy 3 cr.  
Students examine fundamental philosophical problems and concepts and study various major philosophers and their representative works. su12 su13 su14

PHI 203 Logic 3 cr.  
Students analyze various types of argument with a view toward clear thinking. This course emphasizes the structure of thought and the study of related scientific methods. fa12 sp13 fa13 sp14

PHI 205 Ethics 3 cr.  
A critical study of ethical theory, the meaning and justification of moral judgments, and the nature of moral reasoning is presented in this course. Students study and discuss related classical and modern philosophical writings. sp13 sp14

PHI 210 Professional Ethics 3 cr.  
Designed for students in career and professional programs, but recommended for all students, this course in applied ethics offers students formal and explicit inquiry into the moral problems they will face in their chosen professions or interest areas. Different sections of the course will focus on areas such as bioethics, business ethics, and ethics in the engineering technologies, in criminal justice, and in human services. No prerequisite is required. fa12 sp13 fa13 sp14

PHI 216 Religions of the East 3 cr.  
A critical study of the major religions of the East: Hinduism, Buddhism, Confucianism, and Taoism. Emphasis is on the philosophical issues that arise from the worldview of each religion. Students study such areas as the ultimate source and nature of God, the universe, the nature of humanity and our place in the cosmos, and the relationship between religion and world culture. Prerequisite or corequisite: ENG 101. fa12 sp13 fa13 sp14
PHI 217 Religions of the West 3 cr.
A critical study of the major religions of the West: Mediterranean, Judaism, Christianity, Islam. Emphasis is on the philosophical issues that arise from the worldview of each religion. Students study such areas as the ultimate source and nature of God, the universe, the nature of humanity and our place in the cosmos, and the relationship between religion and world culture. Prerequisite or corequisite: ENG 101. fa12 sp13 fa13 sp14

PHI 222 Images of America 3 cr.
Students examine the roots of American culture through the study of its greatest philosophers and writers. Various philosophical and literary themes that pervade early American beliefs and attitudes are studied, and students relate course readings to contemporary American issues. Prerequisite or corequisite: ENG 102. May be offered by request.

PHI 230 Special Themes in Philosophy 3 cr.
This is a theme-oriented course that examines a specific philosophical theme or issue. Possible topics include Science and Religion, Philosophy of Leadership, World Philosophy, Landscapes of the Soul, Environmental Ethics, or A History of the Future. Prerequisite or corequisite: ENG 101. May be offered by request.

PHI 233 Ethics in Criminal Justice 3 cr.
This course introduces the fundamentals of ethical theory with an area-specific examination of ethical dilemmas pertaining to the professions of the criminal justice system. Students will focus on comprehensive issues facing law enforcement, legal practice, sentencing, corrections, research, and crime control policy. Prerequisite or corequisite: ENG 101. fa12 sp13 su13 fa13 sp14 su14

PHI 240 Topics in Science and Philosophy 3 cr.
Students are provided with the opportunity to explore a major theme or question from both scientific and philosophical perspectives in this interdisciplinary course. Students will study the relationships between science and philosophy within a larger cultural and historical context. In addition, they will gain an understanding of the structures and limits of knowledge. Prerequisites: ENG 102 or ENG 172 and MAT 105 or its equivalent. May be offered by request.

PHI 280 Independent Study in Philosophy 3 cr.
The student will have the opportunity to do independent research in the area of Philosophy. The work will be done with the guidance of an instructor from the Department of English and Philosophy with written approval of the Department Chairperson. Open only for sophomores for not more than two semesters. May be offered by request.

Physical Education

Biological Sciences

Matriculated students are no longer required to take physical education to graduate. Any student, however, may take up to two credits of Physical Education activity classes to satisfy any open-elective credits. More than two credits of Physical Education courses may be taken if the student so desires for his or her own purpose. Students intending to transfer should be aware that some four-year schools still require physical education courses. Those students should check with their advisors to determine if and how many of these courses can be taken at SUNY Ulster.

All activity courses may be taken twice and still earn credit, excluding PED 209 Recreation Games.

Not all courses are offered each semester or every year. Refer to the latest schedule of classes or the College website for current offerings. Additional fees may apply to some courses, particularly those offered off-campus.

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PEC 209 Recreation Games 2 cr.
Students are introduced to the skills and techniques necessary to conduct recreational games and practice leadership skills in class. Students learn to play and lead social games, quiet games, street games, lead-up games, and active games for various age groups. Students also examine group dynamics, basic human needs, leadership styles, and safety aspects. The course involves both lecture and active participation. 

*May be offered by request.*

These classes are all lecture classes and may be used as general electives, without a restriction in the number of credits allowable.

PEC 199 Introduction to Physical Education, Fitness, and Sports 3 cr.
Students will be introduced to the fields of physical education, fitness, and sports by being provided with a broad base of philosophy, theory, history, and a review of current trends. Fundamental wellness and education concepts will be presented to broaden the limited perception of physical education. The course is intended for students who aspire to become physical education teachers; however, any student who is interested in the subject matter may enroll. *fa12 sp13 fa13 sp14*

PEC 246 Soccer Coaching and Officiating 2 cr.
This course introduces the techniques of coaching soccer at the youth level. The course covers the fundamentals of conditioning, warm-ups, and injury prevention. Students will learn what skills should be taught to players new to the game, what reasonable expectations are in youth-level soccer, and how to plan practices for the optimum use of time. The “laws” of the game will be taught and interpreted, allowing the student to acquire a basic ability to officiate. *fa12 sp13 fa13 sp14*

New York State Coaching Certification
New York State requires individuals who wish to coach who are not certified to teach Physical Education to take a series of three courses. Once the course work is completed, the student can apply to the local regional BOCES office to apply for a Temporary Coaching License. There is a fee for the application. In addition, candidates must take a Child Abuse Prevention workshop and Violence Abuse Prevention workshop, as well as being fingerprinted. For more specific information, students should go to the website: [www.emsc.nysed.gov/ciai/pe/toolkitdocs/coachingguidelines_07_09.pd](http://www.emsc.nysed.gov/ciai/pe/toolkitdocs/coachingguidelines_07_09.pdf).

PEC 297 Philosophy, Principles, and Organization of Athletics in Education 3 cr.
One of the mandated courses leading to coaching certification in New York State. Additional topics to explore include personal and professional standards and responsibilities of the coach, public relations, general safety procedures, legal liability and negligence issues in coaching, budgetary processes, purchasing, and facility usage. *fa12 sp13 fa13 sp14*

PEC 298 Health Sciences Applied to Coaching 3 cr.
One of the mandated courses leading to coaching certification in New York State, this course offers the opportunity to develop an understanding of selected principles of anatomy, physiology, and kinesiology as they apply to coaching sports activities. Lecture content includes procedures for health examinations, proper conditioning, nutrition, injury prevention vs. injury treatment, climatic and chronic problems, taping, steroid usage, and first aid for athletic injuries. Students who successfully complete this course will receive the New York State Education Department certificate First Aid for Coaches (valid for three years), and the New York State Education certificate CPR for Coaches (valid for one year). Students who wish to earn an American Red Cross certification for more extensive first aid training should enroll in HEA 117 Emergency Care and First Aid. The HEA 117 course, however, cannot be used in place of HEA 241 for the New York State Coaching Certification. *fa12 sp13 fa13 sp14*

PEC 299 Theory and Technique of Coaching 2 cr.
One of the mandated courses leading to coaching certification in New York State, this is a two-part course which includes: Part I (15 hours) *Commonalities of All Sports*: Topics covered in Part I include rules and regulations related to coaching interscholastic athletics in New York State; techniques and teaching strategies in the coaching profession; personal and professional roles of coaches; practice and game organization; pre-season, in-season, and off-season responsibilities of coaches; general safety procedures; negligence and liability; and relationships with sports officiating. Part II (60 hours) *Coaching of Specific Sports*: Students are assigned internships with local interscholastic coaches in the specific sport desired. Coaching schedule, as well as coaching duties and responsibilities, is determined by the instructor, the interscholastic coach, and the student intern. *fa12 sp13 fa13 sp14*
**Physics**

**Mathematics, Physical Sciences, Engineering & Technology**

**PHY 101 Physics I** 4 cr.
Student inquiry into the origin and validity of the Newtonian model of the universe is promoted in this course, which emphasizes the processes of science so that students learn to formulate a basis for either accepting or rejecting scientific theories. The areas of physics presented are mechanics, wave motion, and thermodynamics. 3 hrs. lect.; 3 hrs. lab. 
**Prerequisite:** Placement in MAT 115 or higher or equivalent. 
fa12 fa13

**PHY 102 Physics II** 4 cr.
Student inquiry into the origin and validity of the Newtonian model of the universe is promoted in this course, which emphasizes the processes of science so that students learn to formulate a basis for either accepting or rejecting scientific theories. Areas of physics presented are electricity, magnetism, and optics. 3 hrs. lect.; 3 hrs. lab. 
**Prerequisite:** PHY 101. sp13 sp14

**PHY 109 General Physics I** 4 cr.
Classical mechanics with regard to motion, particle dynamics, Newton's Laws, Conservation of Energy, Conservation of Momentum, equilibrium of rigid bodies, simple harmonic motion, gravitation, fluid mechanics, and wave motion is explored in this calculus course. In the laboratory, students learn techniques for investigating physical phenomena and reporting with reasoned numerically-based analysis. Computer and calculator skills are required. 3 hrs. lect.; 4 hrs. lab and recitation. 
**Prerequisite:** MAT 170. sp13 sp14

**PHY 110 General Physics II** 4 cr.
Included in this calculus-based course are such topics as thermodynamics, electricity, magnetism, and physical and geometric optics. In the laboratory, students learn techniques for investigating physical phenomena and reporting with reasoned numerically-based analysis. Computer and calculator skills are required. 3 hrs. lect.; 4 hrs. lab and recitation. 
**Prerequisite:** PHY 109 with a grade of C or better. 
**Corequisite:** MAT 180. fa12 fa13

**PHY 210 Independent Study in Physics** 3 cr.
Students are provided with the opportunity to carry out research in a selected area of physics. Requirements include a literature search, a laboratory investigation, and a written report of the investigation, including an interpretation of the results. Students must present a detailed plan of the investigation at the beginning of the semester for approval by a selected faculty member and the coordinator of Physical Sciences. 
**Prerequisites:** Two semesters of college-level physics. 
**May be offered by request.**

**Police Basic Training**

**Criminal Justice & Public Safety**

**PBT 103 Principles of Law for Police Officers** 7 cr.
An introduction to the law as required of candidates. Topics include jurisdiction and responsibility of law enforcement, criminal and civil adjudicatory process and court structure, constitutional law, penal law, criminal procedure law, juvenile law, civil liability, ancillary NYS statutes and vehicle and traffic law.
fa12 sp13 fa13 sp14

**PBT 105 Police Procedures** 4 cr.
Police Procedures teaches candidates the various topics, knowledge, actions and procedures required of a police officer. Topics include observation and patrol procedures, reacting to and dealing with bombs and bomb threats, the nature and control of civil disorder, domestic violence, crimes in progress, traffic enforcement procedures, arrest procedures, and dealing with intoxication (alcohol).
fa12 sp13 fa13 sp14

**PBT 106 Police Procedures-Proficient** 8 cr.
This course integrates the academic, basic physical and psychomotor skills required of a candidate. The physical applications of this course curriculum complements the academic instruction introduced and established throughout the Police Basic Training program curriculum. Candidates are instructed and become certified as competent in the areas of arrest techniques, defensive tactics, the use of aerosol and impact devices, riot control formations, emergency vehicle operation, unusual occurrences, critical incident management, and the physical training requirements of an entry level police officer.
fa12 sp13 fa13 sp14

**PBT 109 Police Investigative Techniques** 6 cr.
Public Safety investigation techniques teach candidates the various topics, knowledge, actions, and procedures required to investigate a crime. Topics include information development, interviewing techniques, physical evidence, injury and death cases, sex crimes, criminal investigation techniques specific to larceny (specifically auto theft, burglary, robbery and arson), narcotics and dangerous drugs, case preparation, organized crime, missing or abducted children, human trafficking, animal abuse cases, and basic crash management.
fa12 sp13 fa13 sp14

**PBT 111 Community Relations for Police Officers** 5 cr.
This course covers community relations issues and skills for the candidate. Topics include community-oriented policing and problem solving, community resources, services to victims and witnesses, crime prevention, crimes against the elderly, ethical awareness issues, cultural diversity, bias-related incidents, persons with disabilities, sexual harassment issues and contemporary police problems.
fa12 sp13 fa13 sp14
Political Science
Social Sciences, Education & Human Services

POS 201 American Government 3 cr.
An analysis of the institutions and processes of power of the American political system, this course emphasizes the study of American values and beliefs, democratic theory, the role of media, and the interrelationship of economic and political power. fa12 sp13 fa13 sp14

POS 202 Comparative Government 3 cr.
The government and political processes of various nations, including the major European powers, are analyzed in this course. To be announced.

POS 203 State and Local Government 3 cr.
In this analysis of the institutions and processes of political power at the State and local levels, students consider such concerns as crime, education, environmental pollution, and conservation and health and welfare. To be announced.

POS 206 Introduction to International Relations 3 cr.
This course is designed to introduce students to the signifi-
cant issues and problems of international politics. The course will acquaint students with various methods for analyzing change and continuity in the interaction of both state and non-state actors in world politics. Attention will be given to competing theoretical arguments to explain and predict international behavior before and during the post-Cold War era. fa12 sp13 fa13 sp14

Psychology
Social Sciences, Education & Human Services

PSY 101 General Psychology 3 cr.
An examination of human behavior, this course covers such topics as learning, memory, problem solving, perception, motivation, personality, intelligence, testing, and abnormal behavior. su12 fa12 sp13 su13 fa13 sp14

PSY 200 Psychology of Child Development 3 cr.
In this course, which investigates human behavior and development from conception until adolescence, students study biological, motor, perceptual, intellectual, language, personality, and social development as well as practical approaches to child rearing. Prerequisite: PSY 101. fa12 sp13 fa13 sp14

PSY 201 Social Psychology 3 cr.
Students explore individual human behavior as it occurs in social settings. Specific topics include nonverbal communication, liking, loving, attitude change, conformity, leadership, bystander intervention in emergencies, and individual behavior within groups. Prerequisite: PSY 101. To be announced.

PSY 203 Abnormal Psychology 3 cr.
In this analysis of the determinants, assessment, classification, and treatment of abnormal behavior, students examine theoretical, clinical, and experimental data. Prerequisite: PSY 101. fa12 sp13 fa13 sp14

PSY 206 Psychology of Adolescence 3 cr.
With a focus on human development during the segment of the life span from puberty to early adulthood, students investigate the physical, social, cognitive, moral, and emotional dimensions of development during this period. In addition, the interrelation of these dimensions of development and their impact on the contextual situations in which adolescents live and function, such as the family, school, peer group, and society, are studied. Prerequisite: PSY 101. fa12 sp13 fa13 sp14

PSY 209 Introduction to Forensic Psychology: Theory and Application 3 cr.
This course introduces students to the field of forensic psychology and promotes an understanding of the relationship between psychology and the law. The course will provide students with a fundamental understanding of psychological theory, research methods, and the application of psychological principles to specific areas of the legal system. The course promotes an interdisciplinary approach for students who intend to pursue careers or further academic study in psychology, social work, law enforcement, or other criminal justice professions. Prerequisite: PSY 101. To be announced.

PSY 210 Life Span Development 3 cr.
Physical, cognitive, emotional, and social development of the individual across the life cycle are covered in this course. Students examine challenges and issues associated with each stage of development and the impact of social and cultural dynamics on the individual. Because of duplication of material, PSY 210 is not open to students who have completed 6 credits from PSY 200 or PSY 206. Prerequisite: PSY 101. su12 fa12 sp13 su13 fa13 sp14

PSY 212 Memory and Learning 3 cr.
This course focuses on the foundations of cognitive psychology. Major contributors, theories, and research findings will be examined and compared. This course is designed to provide students with a professional and personal foundation for understanding key concepts and theories contributing to the understanding of human memory, text-processing, and mental organization. Prerequisites: ENG 101 and PSY 101. To be announced.

PSY 270 Special Topics in Psychology 3 cr.
This course will allow for the exploration of special topics in the field and more concentrated study within the discipline. Each course will emphasize a basic understanding of content, concurrent with the development of critical thinking skills in the analysis of relevant issues. Special topics courses may be taken twice for credit. The College’s repeat course policy does not apply. Prerequisite: PSY 101. To be announced.
Science

Biological Sciences

SCI 104 Environmental Themes 3 cr.
Designed for the nonscience major, this course provides students with a basic understanding of how various aspects of the global natural environment interconnect with each other and with human society. Emphasis is placed on sustainable technological, economic, and social solutions to environmental dilemmas. Such topics as resource management, energy sources, pollution control, water resources, legal aspects, economics, and ethics are covered. 3 hrs. lect; optional 3 hrs. lab SCI 105 for 1 credit. fa12 sp13 fa13 sp14

SCI 105 Environmental Themes Lab 1 cr.
Designed for the nonscience major, this course provides students with a basic understanding of how various aspects of the global natural environment interconnect with each other and with human society. Emphasis is placed on sustainable technological, economic, and social solutions to environmental dilemmas. Such topics as resource management, energy sources, pollution control, water resources, legal aspects, economics, and ethics are covered. 3 hrs. lect; optional 3 hrs. lab SCI 105 for 1 credit. May be offered by request.

SCI 107 Chemistry and Physics for the Health Sciences 4 cr.
This course is designed for students entering health science professions. Emphasis is placed on the practical and clinical aspects of chemistry as well as basic chemical theory. The first portion of the course stresses fundamental principles of physics and radioactivity as they relate to health care. The remainder of the course stresses several basic areas of inorganic chemistry, especially those with direct biological and medical applications. Analytical and problem-solving techniques are emphasized in both the lecture and laboratory. Prerequisite: VTS 148. fa12 sp13 fa13 sp14

Sign Language Interpreting

English, Foreign Languages & Philosophy

SGN 113 Beginning Sign Language I 3 cr.
Students gain experience with contact sign and are introduced to American Sign Language (ASL). They learn the use of the manual alphabet for finger-spelling and how to develop vocabulary through sign production. Students become familiar with the history of sign language and gain an understanding of effective facial expressions. Prerequisite or corequisite: ENG 101. fa12 sp13 fa13 sp14

SGN 114 Beginning Sign Language II 3 cr.
A continuation of SGN 113, students continue to develop vocabulary and gain extensive experience in signing situations created by the instructor. Signing simple songs and stories, as well as receptive reading of signed stories of classmates, is practiced in small group activities. Prerequisite: SGN 113 or by advisement. fa12 sp13 fa13 sp14

SGN 115 Intermediate Sign Language I 3 cr.
Students continue to increase expressive skills and vocabulary in American Sign Language (ASL). Students develop conversational competence and increasingly complex grammatical aspects unique to ASL. Students gain experience and understanding of timing signing with facial expressions. Prerequisites: SGN 114 or by advisement. su12 sp13 sp14

SGN 116 Intermediate Sign Language II 3 cr.
A continuation of SGN 115, students develop advanced American Sign language comprehension and production skills. Students compare and contrast similarities and unique differences between English and ASL to increase communication competence. Using panel discussions and interactive role playing, students continue to increase both their receptive and expressive skills. Prerequisite: Completion of SGN 115 with a grade of C+ or better or by advisement. Students may repeat SGN 116 for credit. The College's repeat course policy as outlined in this Catalog does not apply to SGN 116. fa12 fa13

SGN 213 Intermediate Conversational Sign Language 3 cr.
Conducted in ASL, Intermediate Conversational Sign Language emphasizes the improvement in voice-sign and sign-voice interpretive skills. Emphasis in signing fluency and grammatical accuracy will be an integral part of the course. Students read and discuss a variety of sign language topics from several sign language source books. Prerequisite or corequisite: SGN 116 or equivalent or by advisement. sp13 sp14

SGN 230 Communications Internship 2 cr.
Practical work experience in Sign Language Interpreting under the supervision of a communications faculty member is provided in this internship. The work assignment is at an approved area facility. SGN 230 may be taken twice for credit. The College's repeat course policy does not apply to SGN 230. Enrollment is open to students registered in the Sign Language Interpreting program and is by advisement. su12 fa12 sp13 su13 fa13 sp14

SGN 293 Communication Internship 3 s.h.
Students will be engaged in practical work experience within the areas of Communications and Media Arts. The parameters of the internship will be established between the student and the hosting organization under the department's supervision. A contract specifying hours and a method of evaluation will be signed by the parties with sufficient hours for the credits earned. This opportunity will be open to second-year students, with the approval of the student's academic advisor and the department chairperson.
**Social Science**

**Social Sciences, Education & Human Services**

**SOS 107 Introduction to Deaf Culture**  
3 cr.
In this course students are introduced to the culture and heritage of deaf Americans. The course covers the causes of deafness and the social needs of deaf individuals, giving an analysis of the deaf community as a unique subculture in America, and familiarizes students with the diverse philosophies of deaf education. **Prerequisite:** English 101. Sp13 sp14

**SOS 211 Independent Study in the Social Sciences**  
1 cr.
**SOS 212 Independent Study in the Social Sciences**  
2 cr.
**SOS 213 Independent Study in the Social Sciences**  
3 cr.
These offerings provide students with the opportunity to do guided research in the areas of economics, history, and political science or the behavioral sciences. Students work under the guidance of a selected instructor from the Department of Social and Behavioral Sciences with the written approval of the department chairperson. Emphasis is on helping students develop a sense of initiative and self-direction while working in a chosen area. Students may repeat Independent Study in the Social Sciences only once. The College's repeat course policy as outlined in this Catalog does not apply to these offerings. **Prerequisite:** Open only to students with sophomore standing. May be offered by request.

**SOS 214 Contemporary Issues**  
3 cr.
The major issues confronting the individual in today's complex society are studied in this course, including the individual in contemporary society, mass movements, ideology and science, and human values. The overall intent of the course is to examine these issues using a many-sided approach and integrating views from the different social sciences whenever possible. **Prerequisite:** 3 credits in any of the social sciences and by advisement. To be announced.

**SOS 220 Death and Dying**  
3 cr.
An exploration of the cultural, sociological, and psychological aspects of death and dying, this course deals with such topics as historical and contemporary perspectives of death, current practices regarding death in American society, and social and psychological aspects of the terminally ill and bereaved. **Prerequisites:** ENG 101 and PSY 101. To be announced.

**SOS 221 Contemporary Latin America**  
3 cr.
The origin and independence of Latin American states, their domestic problems, and their position in international affairs are studied in this course as is Pan-Americanism. **Prerequisite:** By advisement. To be announced.

**Sociology**

**Social Sciences, Education & Human Services**

**SOC 101 Principles of Sociology**  
3 cr.
Students learn and use basic perspectives and research methods of sociology in examining individual and group interactions and institutions. This course concentrates on such topics as culture, the social origins of the self, collective behaviors and social movements, and social stratification. **su12 fa12 sp13 su13 fa13 sp14**

**SOC 203 Criminology**  
3 cr.
The different patterns, definitions, and theories of crime are critically examined. The strengths and limitations of crime statistics and society's responses to crime are also reviewed. **Prerequisite:** SOC 101. **Prerequisite or Corequisite:** ENG 101. fa12 fa13

**SOC 206 Social Problems**  
3 cr.
Students use a sociological perspective to critically analyze how social issues and problems are developed and changed. This course focuses on such topics as crime and violence, racial and ethnic inequality, gender inequality, aging, employment, poverty, healthcare, and drug and alcohol use. **Prerequisite:** SOC 101. **Prerequisite or Corequisite:** ENG 101. sp13 sp14

**SOC 207 Sociology of the Family**  
3 cr.
Students will learn about and better understand family structure and its relation to society by using sociological methods and concepts. This course examines the diversity of U.S. families, using cross-cultural views to encourage students to analyze contemporary issues such as gender roles, the formation and dissolution of families, employment and family conflicts, domestic violence, and social policies. **Prerequisite:** SOC 101. **Prerequisite or Corequisite:** ENG 101. fa12 fa13

**SOC 213 Cultural Diversity**  
3 cr.
This course focuses on the theoretical foundation of cultural diversity in the United States. Racial, ethnic, gender, and class differences are examined from sociological perspectives. In order to develop deeper understanding of American culture, cross-cultural perspectives will be introduced. Active participation in class discussion is required. **Prerequisite:** SOC 101. **Prerequisite or Corequisite:** ENG 101. sp13 sp14

**Spanish**

**English, Foreign Languages & Philosophy**

**SPA 101 Elementary Spanish I**  
4 cr.
A four-skills approach (listening, speaking, reading, writing) is taken in this introductory course for beginners. Communication in Spanish is emphasized and regular practice with language tapes and videos forms an integral part of the course. SPA 101 is not open to students with two or more years of high school Spanish except by advisement. **fa12 fa13**
SPA 102 Elementary Spanish II 4 cr.
In this second-level course for students who already have some knowledge of Spanish, the focus is on the use of the preterite and imperfect to talk about the past. In addition, students learn to use the future, the conditional, and the subjunctive in everyday conversations. Regular practice with language tapes and videos forms an integral part of the course. **Prerequisite:** Two years of high school Spanish, the equivalent of SPA 101 or SPA 110, or by advisement. su12 fa12 sp13

SPA 110 Basic Conversational Spanish I 3 cr.
In this second-level course for students who already have some knowledge of Spanish, the focus is on the use of the preterite and imperfect to talk about the past. In addition, students learn to use the future, the conditional, and the subjunctive in everyday conversations. Regular practice with language tapes and videos forms an integral part of the course. **Prerequisite:** Two years of high school Spanish, the equivalent of SPA 101 or SPA 110, or by advisement. su12 fa12 sp13

SPA 111 Basic Conversational Spanish II 3 cr.
In this second-level course for students who already have some knowledge of Spanish, emphasis is on the further development of fluency in the spoken language. Regular practice with language tapes and videos forms an integral part of the course. **Prerequisite:** The equivalent of SPA 101 or SPA 110 or two years of high school Spanish. su12 fa12 sp13 su13 fa13 sp14

SPA 112 Elementary Spanish Review 3 cr.
Intended for students with high school credit in the language who need a complete review on the elementary level, this course emphasizes practice with language tapes and videos, and practice of written and oral communications skills. **Prerequisite:** Two to three years of high school Spanish or by advisement. wi12 wi13

SPA 115 Accelerated Elementary Spanish I & II 6 cr.
This is a review course for students who have taken high school Spanish, but who do not have the language skills necessary for placement in SPA 102 or SPA 111. Communication in Spanish is emphasized and regular practice with language tapes and videos forms an integral part of the course. The course is intended to satisfy two semester language requirements. It meets for six hours a week. **Prerequisite:** One to two years of high school Spanish or by advisement. su12 fa12 sp13 su13 fa13 sp14

SPA 201 Intermediate Spanish I 4 cr.
Improvement in speaking, reading, and writing Spanish is stressed in this course for students who can already communicate orally in simple Spanish and who have a good knowledge of basic Spanish grammar. Students read articles from Spanish newspapers and magazines and simple short stories. In addition, they review Spanish grammar and practice, applying it in conversations, reports, and compositions. **Prerequisite:** Three to four years of high school Spanish; the equivalent of SPA 102, SPA 111, or SPA 115; or by advisement. su12 fa12 sp13 fa13 sp14

SPA 202 Intermediate Spanish II 4 cr.
Emphasis is on improvement of speaking, reading, listening, and writing skills in this course for students who can communicate orally on the intermediate level and who can begin to read unsimplified Spanish literature. Students read selections from Spanish and Latin American literature, learn about leading contemporary authors, listen to Spanish radio magazines, and work on their remaining problems with Spanish grammar. The instructor conducts the course almost entirely in Spanish. **Prerequisite:** SPA 201 or ability to follow a course given in Spanish and to read Spanish prose with the help of a dictionary. sp13 sp14

SPA 207 Advanced Conversational Spanish I 4 cr.
Conducted in Spanish, this is a fifth-level course for students who can speak Spanish but need to improve their fluency and accuracy. Vocabulary building, fluency, and grammatical accuracy are stressed. Students read and discuss a variety of literary and journalistic selections. In addition, they watch a variety of Spanish videos and listen to Spanish radio magazines. **Prerequisite:** SPA 202 or equivalent or a minimum of five years of high school Spanish. fa12 fa13

SPA 208 Advanced Spanish Grammar and Composition 3 cr.
Students review and consolidate their understanding of Spanish grammar to improve their ability to express themselves in written Spanish. The course is conducted entirely in Spanish. **Prerequisite:** SPA 202 or by advisement. sp13 sp14

SPA 250 Survey of Latin American Literature 4 cr.
Students will study representative works from all of the major periods of Latin American literature with special attention to understanding the historical and cultural context of each period. **Prerequisite:** SPA 207 or equivalent. sp13 sp14

**Surveying Technology**
**Math, Sciences, Engineering & Technology**

SVY 101 Introduction to Surveying 3 cr.
This course is designed to introduce students to Land Surveying Principles, Applications, Terminology and Instruments. The main emphasis of the course is on producing property survey maps using Coordinate Geometry and Trigonometry. These maps will be created from deed research and evidence found in the field using a theodolite and steel tape measure. 3 credits; 1 hr lecture, 4 hr lab. fa12 fa13 ja14

SVY 102 Surveying 1 3 cr.
This course is designed to instruct students in Land Surveying Practices, Applications, Terminology and Instruments as they are used in today’s Land Surveying Profession. The main em-
emphasis of the course is on producing property survey maps using AutoCAD Land Desktop and other related programs. These maps will be created from deed research and evidence found in the field using some of the latest surveying technology. 1 hr. lecture; 4 hr. lab. sp13 sp14

**SVY 110 Legal Aspects-Land Surveying** 3 cr.
Students will foster an appreciation for the finer aspects of surveying, that is the legal aspects. The first half of the course will cover retracements of former surveys based on the record. The second half will cover the creation of new parcels. 3 hrs lect. Prerequisite: LIB 111. sp13 sp14

**SVY 201 Surveying II** 3 cr.
This course is designed to bring students to an advanced level of understanding Land Surveying Principles, Applications, Terminology and Instruments as they relate to the future in the profession of Land Surveying. The main emphasis of the course is on producing property survey maps, topographic maps and subdivision maps using AutoCAD Land Desktop and other related programs. These maps will be created at a level of approval by any municipal planning board. 1 hr. lecture; 4 hr. lab. fa13 fa14

**SVY 210 Land Management** 3 cr.
This course is designed to equip the student with the knowledge necessary to move a project through the various municipal agencies (i.e. planning boards and zoning boards). 1 hr. lecture; 4 hr. lab. fa13 fa14

**SVY 212 Survey Problems** 3 cr.
This course is designed to foster an understanding of survey problems, how to recognize them and how to solve them. The main emphasis of the course is on solving mathematical problems that come across the desk of a typical land survey company. 3 hr. lecture. sp14

**SVY 215 Route Surveying** 3 cr.
Students will experience the proper layout of a roadway and the drainage. Students will produce maps that detail road layout information, vertical profiles and cross-section information for each project. The experience of planning and drawing a road will better prepare the students for work with local engineers and municipalities. 1 hr. lecture; 4 hr. lab. sp14

**SVY 293 Field Experience/Surveying** 3 cr.
Students are given an opportunity to work for a local professional land surveyor. This experience will allow the student to gain firsthand knowledge of the profession and create inroads for employment within the field of surveying. sp13 su13 fa 13 sp14 su14 fa14

### Theater

**Theater**

**Art, Design, Music, Theater & Communications**

**THE 101 Introduction to the Theater** 3 cr.
This course serves as a foundation for those pursuing a major in theater (future theater professionals) and provides insights and understanding for audience members (future theater-goers). Students will read a wide range of plays, constructively evaluate performances, analyze how plays are written and structured, explore ways in which the theatrical experience has varied in the past and the way it continues to change in the present, and understand how each of the theater arts functions today and how all are combined to create the productions we see in the theater. The only way to fully understand how a theater production is created is to participate in the rehearsal process and the construction or running of a show. To facilitate this, students will each have the opportunity to work (logging a minimum of 20 hours) constructing the set or costumes, hanging and focusing the lights, or serving on a backstage crew in support of a Theater Program production. fa12 fa13

**THE 105 Stagecraft** 3 cr.
In this course students will be introduced to all facets of technical theater production. Through a series of practical exercises and projects, students will explore various production roles and processes including construction of scenery, hanging and focusing lighting, light and sound board operation, scenic painting, and building of costumes and props. Students will practice and apply these skills in the actual creative process (logging in a minimum of 30 hours of shop and production time) of a Theater Program production. sp12 sp13

**THE 108 Theater Arts Production** 3 cr.
This course provides an introduction to the elements of technical theater as practiced in production. Students will focus primarily on one element of the creative design or technical process and how it is integrated with the other collaborative elements into production. Beginning the process with pre-production research and evolution of design, through the execution and final performance, students will fully participate in the mounting of a Theater Program production. This involvement includes significant responsibility and may include assuming a significant production role as stage manager, master electrician, carpenter, props, etc. In addition to class hours, students are expected to log an additional 30 plus hours on the production. May be offered by request.

**THE 109 Production Participation** 1 cr.
By participating in actual production, the equivalent of an academic lab experience, students practice and apply the knowledge and skills learned in the classroom. Prerequisite: Advisement of the instructor and approval of the Theater Program coordinator. fa12 sp13 fa13 sp14

**THE 110 Introduction to Acting** 3 cr.
A practical introduction to the actor's technique and performance skills, this course aspires to nurture a supportive and stimulating environment in which students can explore and practice the elements and disciplines necessary to begin...
formal training as an actor. The focus in this course will be on physical and vocal exercises and improvisation, as well as basic text and character analysis. By utilizing these tools, cultivating powers of observation, and stressing and applying the actor’s goal to define the specific intention rendered by the most effective action, we will methodically work toward the mapping of the character’s journey through the text. This course offers methods geared to help students get the most out of themselves and disciplines required to train their “acting instruments” (body and voice) to be more responsive so that they possess a wider range of communication skills. The goal of the course is to introduce the student-actor to the technique necessary to master the basic discipline of truthful behavior in imaginary circumstances. \textit{fa12 sp13 fa13 sp14}

\textbf{THE 121 Acting I} \hspace{1cm} 3 cr.  
A practical introduction to the actor’s technique and performance skills, this course aspires to nurture a supportive and stimulating environment in which students can explore and practice the elements and disciplines necessary to begin formal training as an actor. The focus will be on physical and vocal exercises and improvisation, as well as basic text and character analysis. By utilizing these tools, cultivating powers of observation, and stressing and applying the actor’s goal to define the specific intention rendered by the most effective action, we will methodically work toward the mapping of the character’s journey through the text. This course offers methods geared to help students get the most out of themselves and disciplines required to train their “acting instruments” (body and voice) to be more responsive so that they possess a wider range of communication skills. The goal of the course is to introduce the student-actor to the technique necessary to master the basic discipline of truthful behavior in imaginary circumstances. \textit{Open to Theater majors only. fa12 sp13}

\textbf{THE 125 Voice and Diction for the Stage} \hspace{1cm} 3 cr.  
This course will be an intensive practical exploration of the production of vocal sound and the articulation of that sound into speech, beginning with breathing techniques and including alignment, relaxation, and vocal exercises, all of which facilitate finding and strengthening your own public voice. These exercises are geared toward the reduction of tension and the restrictive habits which interfere with effective communication. The voice should serve the needs of the listener as well as the writer, and to that end this course will look at the marriage of voice and text through storytelling, contemporary drama, oral interpretation of the poetry of Shakespeare and the prose of American writers, participation in mock job interviews, and actively engaging in classroom discussion and conversation. \textit{Prerequisite: Advisement by the instructor. sp13 sp14}

\textbf{THE 135 Movement for the Stage I} \hspace{1cm} 3 cr.  
This course introduces students to the fundamentals of human movement as they apply to contemporary techniques in dance and physical theater. Though this is not a dance technique class per se, students will experience a variety of ways of moving including, but not limited to, authentic movement, guided visualizations, experimental anatomy study, dance fundamentals of ballet and modern, and a variety of physical tasks based on BodyMind Centering, Pilates, and Improvisation. We will begin with exercises that reveal the anatomy of spinal alignment and proper support through breath. Building onto that base, we will explore various movement qualities found in all movement whether pedestrian, occupational, or expressive, using principles of Rudolf von Laban’s Movement Analysis. Readings, quizzes, and projects related to human anatomy and kinesiology will support the experiential modules of the course. Students will begin to develop an individual sense of expression in their movement as they increase awareness of alignment, breath, spatial orientation, and quality of movement. We will touch on specific styles and techniques of movement and their history and development, through additional readings and discussions. This is a beginning-level course open to Theater majors, and to non-majors by permission of the instructor. \textit{sp13 sp14}

\textbf{THE 205 Design Elements for Theater} \hspace{1cm} 3 cr.  
Through the examination of the elements of design, this course provides an introduction to the overall process of design for the theater. Through exploration of design theory, history, and practical application, students will gain the knowledge and skills necessary to execute 2-dimensional drawings and 3-dimensional models. In addition to applying the elements of design, students will research specific historical periods and styles, developing a design vocabulary that can effectively be applied in the execution of specific projects in set, lighting, costume, and sound design, in support of a Theater Program production. \textit{Prerequisites: THE 101 and 105 or 108. fa12 fa13}

\textbf{THE 210 Acting II} \hspace{1cm} 3 cr.  
Building upon the foundation of THE 110 Introduction to Acting, student-actors continue their study with a concentrated exploration of Stanislavsky-based acting techniques, along with continued emphasis on vocal and movement training. This course focuses on applied knowledge through scene work and monologues. Material used in class will draw on a wide range of dramatic literature from around the world. The goal of this course is to encourage and support students as they understand and develop their own disciplines and approaches toward the evolution of an inclusive and effective acting technique. \textit{Prerequisite: THE 110 or by permission of the instructor. fa12 fa13}

\textbf{THE 235 Movement for the Stage II} \hspace{1cm} 3 cr.  
This course addresses more deeply some specific techniques of movement, composition, and improvisation used in the development of a professional dance and/or physical theater practice. We will review and continue to hone fundamentals of alignment and proper support through breath, Rudolf von Laban’s “eight efforts,” and dance fundamentals. Additionally, students will master a challenging modern floor-barre routine as they build on these fundamentals. Musicality, phrasing, and composition will be introduced through solo and small ensemble projects as well as set choreography. Students will continue to develop their practice of improvisation and composition through explorations of vocalizing and utilizing props in conjunction with movement. An understanding of the meaning and context of contemporary dance and physical theater practices will be cultivated through assigned readings, discussions, and projects. The course will culminate in an informal showing of individual projects as well as a large ensemble work co-created by students and instructor. This is an intermediate-level course open to students who have com-
completed THE 135 Movement for the Stage I or who, prior to registration, demonstrate to the instructor an appropriate level of proficiency in fundamentals covered in THE 135. **sp13 sp14**

**THE 240 Theater Workshop** 3 cr.
In this course theater students from different concentrations come together to collaborate in the process of creating theater. Utilizing their individualized skills developed through previous coursework, students are provided the opportunity for continued growth in their abilities to interpret and transform text into performance. This course will also address strategies for career and goal planning, the preparation of resumes and portfolios, and the development of effective audition and interview technique. The course will end with a public presentation or display of the students’ work. This culminating experience is an opportunity to apply skills and knowledge gained during the completed course of study. **Prerequisite:** Approval of the coordinator of the Theater program. **sp13 sp14**

**THE 241 American Musical Theater** 3 cr.
This course examines the development of the Musical Theater genre as an American cultural contribution. Emphasis will be placed on the historical, socio-economic, and cultural forces that have helped to shape the musical as it has evolved into its current form. Students taking this course will ideally have the opportunity to apply their knowledge and understanding of the traditions of this performance genre through participation in a musical theater production. **su12 sp13 su13 sp14**

**THE 270 Special Topics in Theater** 3 cr.
This course will allow the exploration of special topics in the areas of performance, theater history and dramatic literature. Each course presented under this title will offer an opportunity to expand the students' understanding of aspects of theater. Research and writing skills will be stressed. The designation may also be used for artist-in-residence courses. **Prerequisite:** **ENG 101. May be offered by request.**

**THE 280 Independent Study in Theater** 3 cr.
The purpose is to provide students the structure to engage in an academic and/or practical learning experience associated directly with their individual area of interest, which may fall outside current Theater program offerings (directing, performance, stage management, and design). The parameters of the independent study (topic, hours, and method of evaluation) will be established between the student and the participating instructor of record and will be overseen by the coordinator of the Theater program. The student is required to keep a journal, documenting his or her experience of the course. **Prerequisite:** This earned opportunity is open to exceptional second-year students, with the approval and advisement of the students' academic advisor and the coordinator of the Theater program. **fa12 sp13 fa13 sp14**

**THE 293 Internship in Theater** 3 cr.
Students awarded an internship will be engaged in practical work experience within the professional field of the theater. The parameters of the internship will be established between the student and the hosting organization and under the supervision of the coordinator of the Theater program. A contract specifying hours (sufficient for the credit hours earned) and defining a method of evaluation will be signed by both parties and approved by the coordinator of the Theater program. **Prerequisite:** This opportunity is open to second-year students with the approval of the student's academic advisor and the coordinator of the Theater program. **fa12 sp13 fa13 sp14**

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**Veterinary Science**

**Biological Sciences**

**VTS 111 Veterinary Medical Terminology** 1 cr.
This course presents a study of basic veterinary medical terminology. The primary purpose is for the students to be able to analyze a word, to determine its meaning and to use it properly, therefore preparing the student for future classes in veterinary science. **fa12 sp13 fa13 sp14**

**VTS 148 Vet Clinical Calculations** 3 cr.
Students will study the basic mathematical techniques critical to proper calculation and administration of medications to their animal patients. They will also attain the skills to understand the importance of accuracy in calculations, proper use of units, and methods of administration and to become precise in all those areas. Students will learn to become competent in calculations and use of oral, parenteral and intravenous medications. **Prerequisite:** MAT 098 with a grade of C or better or placement test into MAT 100. **fa12 sp13 fa13 sp14**

**VTS 149 Introduction to Veterinary Science Technology** 3 cr.
Students will learn what it means to be a veterinary technician. This course will cover the New York State licensing law, the law and ethics of veterinary practice, veterinary-specific medical terminology, medical record systems, the human-animal bond, client and staff interactions, OSHA safety, and inventory management basics. **fa12 sp13 fa13 sp14**

**VTS 150 Animal Nutrition** 3 cr.
The complex nutritional requirements of companion animals ranging from exotic pets to large farm animals are presented in this course. This course covers both the theoretical and practical aspects of animal feeding through classroom lectures and student projects. Diseases related to nutrition deficiencies and fluid therapy are studied. **fa12 sp13 fa13 sp14**

**VTS 151 Parasitology and Microbiology** 4 cr.
This course presents a brief comparative study of the various classes of microorganisms pathogenic to companion animals and livestock. A majority of the course material covers pathogenic parasites. In the lecture portion, life cycles, diagnosis and identification, and prevention, control and treatment strategies are studied. In the laboratory portion, aseptic technique, preparation and care of surgical materials, and preparation and identification of specimens and pathogens are studied. 3 hr. lect; 3 hr. lab. **Prerequisite:** BIO 100. **fa12 sp13 fa13 sp14**
VTS 152 Animal Anatomy and Physiology 4 cr.
The normal structure and function of the animal body through detailed studies of selected organ systems is studied in this course. In the lecture portion, students study the relationship between structure and function of animal bodies of exotics, carnivores, and herbivores through a detailed analysis of selected organ systems. Laboratory work emphasizes hands-on experiences using models, specimens and dissections of representative species. 3 hr. lect.; 3 hr. lab. Prerequisites: BIO 100, VTS 111. fa12 sp13 fa14

VTS 155 Veterinary Clinical Pathology 3 cr.
Students will study the physiology, clinical presentations and treatments of common metabolic disorders in exotic, companion, and farm animals. Emphasis will be placed on respiratory, urinary, blood, endocrine, and fluid disorders. Hands-on laboratory experiences will emphasize the use of correct laboratory protocols for blood, urine, feces, and other body fluid samples. 2 hrs. lect; 3 hrs. lab. Prerequisites: BIO 100. Prerequisites or Corequisites: VTS 151, VTS 152. fa12 sp13 fa14

VTS 159 Restraint and Handling 1 cr.
Students will study restraint and handling techniques used for both large and small animals. This course will cover selection of the correct restraint techniques for the patient and application of the minimum amount of restraint necessary to complete the procedure. 3 hrs. lab. fa12 sp13 fa14

VTS 250 Behavioral Medicine for Animals 2 cr.
Normal behavior of several domestic species of animals will be studied. Students will also study preventative behavioral medicine and will learn the tools needed for obtaining a thorough history as required for the diagnosis and treatment of behavior problems commonly encountered in the clinical setting. 2 hr. lect. Prerequisite or corequisite: PSY 101. fa12 sp13 fa14

VTS 253 Veterinary Anesthesia and Pharmacology 4 cr.
This course studies all facets of anesthesia including the pre-anesthetic period through recovery. Injectable drugs and inhalation anesthetics are covered along with analgesic medications and other drugs affecting most major body systems. Drug kinetics, adverse reactions, labeling, dispensing, recording and proper handling of various drugs are also studied. 3 hrs. lect; 8 hrs. clinical skills practicum at an off-campus site. Prerequisites: VTS 150, VTS 148, VTS 151, VTS 152, VTS 155, and by advisement only. Corequisite: VTS 256. fa12 sp13 fa14

VTS 254 Veterinary Radiography 2 cr.
This course covers the technology of radiology and ultrasonography. Proper patient positioning, exposure settings, film processing, safety, and the use of contrast materials in radiology will be covered. The laboratory portion of the class also covers these topics as well as having hands-on experience with radiology equipment and patients. 1 hr. lect; 2 hrs. lab. Prerequisites: SCI 107, VTS 152, VTS 253, VTS 256. fa12 sp13 fa14

VTS 256 Small Animal Diseases and Nursing 4 cr.
Students will study how to assess normal and abnormal small animal vital functions, understand vaccine protocols, properly use fluids and medications, recognize common diseases, and provide care for healthy and hospitalized patients. They will learn a wide variety of nursing skills including prophylactic dental care. 3 hrs. lect.; 8 hrs. clinical skills practicum at an off-campus site. Prerequisites: VTS 148, VTS 150, VTS 151, VTS 152, and by advisement only. Corequisite: VTS 253. fa12 sp13 fa14

VTS 257 Large Animal Diseases and Nursing 4 cr.
Students will study how to assess normal and abnormal large animal behaviors and vital functions, recognize common diseases in large animals, understand vaccine protocols, properly use fluids and medications, and provide care for healthy and hospitalized patients. They will learn a wide variety of nursing skills including prophylactic dental care. 2 hr. lect.; laboratory off campus at SUNY Delhi. Students will incur additional expenses for the camp. Prerequisites: VTS 111, VTS 148, VTS 149, VTS 150, VTS 151, VTS 152, VTS 155, MAT 152, and by advisement only. sp13 sp14

VTS 258 Exotic Animal Care and Diseases 3 cr.
This course will cover the assessment of patient behavior and vital signs, care, recognition of common diseases of exotic animals, feeding and grooming of normal and healthy patients, hospital care for sick animals, administration of medicines and fluids, bandaging, and a wide variety of other nursing procedures. Species studied will include birds, reptiles, rabbits, and rodents. 2 hrs. lect.; clinical training off campus. Prerequisites: VTS 150, VTS 151, VTS 152, VTS 153, MAT 152, and by advisement only. fa12 sp13 fa14

VTS 293 Veterinary Technology Internship 3 cr.
Students will be engaged in practical work experience within the field of veterinary technology. Observation and hands-on experience in small animal and/or large animal facilities will allow students to apply their classroom knowledge in a clinical setting. The parameters of the internship will be established between the student and the hosting organization under the department’s supervision. A contract specifying hours and a method of evaluation will be signed by the parties with sufficient hours for the credits earned. This opportunity will be open to second year students, with the approval of the student’s academic advisor and the department chairperson. su12 fa12 sp13 su13 fa14
Academic Standards and Progress

Academic Standards
The College provides the highest quality of instruction, expects learning to reach the highest appropriate level, and maintains a high standard of academic performance in the classroom. Students whose performance does not meet the standards set by the College will be required to improve their performance or be withdrawn from the College. Students are assumed by the College to be mature and responsible and are expected to apply themselves to the utmost in academic endeavors. Furthermore, the College expects students to have a knowledge of the information presented in this Catalog and other College publications.

Academic Progress
It is the student’s responsibility to be aware at all times of the quality of his or her individual academic work and to maintain satisfactory progress toward completion of the requirements established for the curricular program under which the student is enrolled. At the close of each semester, the student’s grades are made available at my.sunyulster.edu. During the semester, if a student is in doubt concerning the quality of his or her work or realizes the work is unsatisfactory, the student should request a conference with the instructor or instructors concerned. During such conferences, the instructor informs the student of the quality of individual work and seeks to help the student improve academically. There are many services to help assure student success. See page 41.

Grading and Quality Point System
Grades are issued at the end of each semester. The College uses an alphabetical system to describe the quality of the student’s work in each course. To determine a student’s academic standing for purposes of honors, graduation, probation, and dismissal, a quality point system is used.

Grades and their numerical values are

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<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
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<tbody>
<tr>
<td>Highest Achievement</td>
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<tr>
<td>A</td>
<td>3.67</td>
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<tr>
<td>B+</td>
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<td>B</td>
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<td>C</td>
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<td>D+</td>
<td>1.00</td>
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<td>D</td>
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<tr>
<td>Failure</td>
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The semester and cumulative averages are computed by dividing the number of quality points earned by the number of semester hours of credit attempted. Example: A student who attempts 15 credits and earns a total of 30 quality points would have a grade-point average of 2.0.

A Indicates highest achievement. It involves conspicuous excellence in several aspects of the work.
A- Indicates general achievement of a high order. It also involves excellence in some aspects of the work, such as the following: completeness and accuracy of knowledge, sustained and effective use of knowledge, independence of work, and originality.
B Indicates the acceptable standard for graduation from SUNY Ulster. It involves in each course such work as may fairly be expected of any SUNY Ulster student of normal ability who gives to the course a reasonable amount of time, effort, and attention. Such acceptable attainment should in-
Academic Information

SUNY Ulster 183

Carries credit but no grade average, and the credit is not counted in computing the grade-point average. An unsatisfactory grade carries no credit and is not counted in computing the grade-point average. In accordance with the established grading system, a satisfactory grade would range from A-D. This policy does not apply to those courses offered only on a satisfactory/unsatisfactory basis.

AU Audit grade. Grade issued when a student has satisfactorily audited a course according to the instructor’s requirements. No credit is awarded for an audit grade, and the grade is not calculated in the student’s average. The course may not be used for graduation purposes and is not transferable.

The audit privilege at SUNY Ulster is primarily designed for adults in the community who are interested in continuing their education by pursuing college-credit courses but who are not concerned with credit or grades. It also provides opportunity for full-time students to enrich their academic experiences.

A student who audits will receive an audit notation on the transcript upon the direction of the instructor of the course. Auditors are encouraged to observe attendance regulations of the College and to participate in class to the extent deemed reasonable and necessary by the instructor in order to receive the audit notation.

Procedures for Auditing

1. Information and materials for auditing may be obtained from the Registrar’s Office.
2. Permission to audit must be obtained before registering. An audit student registers for a course in the same manner as prescribed for credit students.
3. Fees and tuition rates for auditing are the same as those established in the fee schedule for credit courses.

Audit Regulations

1. Permission to audit a course must be obtained from the course instructor.
2. Full-time students may not audit more than one course each semester.
3. A change from audit to credit status will be permitted only during the first week of classes.
4. A change from credit to audit status will be permitted with the consent of the instructor. The deadline for this change is no later than two-thirds of the time period during which the course is offered.
5. A full-time student will not be permitted to audit any course more than once except by official approval. If a student is allowed to audit a particular course more than once, the student will not be permitted to take the course at a later time for credit.
6. Adults age 60 and older who are residents of Ulster County may audit credit courses without paying tuition. The only provision is that there be space available in the course after other students have registered. Participants must pay the

...
mandatory accident insurance fee and any other fees associated with the course. Participants may register on the first day of classes each semester.

7. In order to receive an audit grade, the student must complete the course to the instructor's satisfaction. A student not satisfactorily completing a course being audited will be given a W.

Grades followed by # are awarded in developmental courses, which carry no college credit. They are not calculated in the student's average. Grades followed by > indicate that the courses were removed from calculation in the student's average under "Program Change" or "Fresh Start" policies. The "Fresh Start" policy was implemented in September 1991.

**President’s and Dean’s Lists for Full-Time Students**

Excellence in scholastic achievement at SUNY Ulster is recognized each semester by the compilation of the President’s and Dean’s Lists. The Lists are distributed to the local media, and students receive a letter honoring their achievement. Students are eligible provided

**President’s List:**
- They are formally matriculated.
- They must complete at least 12 semester hours of credit-bearing courses.
- They have a semester grade-point average of 3.75.
- They have a cumulative grade-point average of at least 3.3.
- They have no current semester grade lower than a C.
- They have no I grades in the qualifying semester.

**Dean’s List:**
- They are formally matriculated.
- They have a semester grade-point average of 3.3.
- They have a cumulative grade-point average of at least 2.0.
- They have no I or F grades in the qualifying semester.

**President’s and Dean’s Lists for Part-Time Students**

Part-Time students become eligible provided

**President’s List:**
- They are formally matriculated.
- They are registered as part-time students (fewer than 12 credits).
- They have a semester grade-point average of 3.75.
- They have a cumulative grade-point average of at least 3.3.
- They have no current semester grade lower than a C.
- They have no I grades in the qualifying semester.

**Dean’s List:**
- They are formally matriculated.
- They must complete at least 12 semester hours of credit-bearing courses.
- They have a semester grade-point average of 3.3.
- They have a cumulative grade-point average of at least 2.0.
- They have no I or F grades in the qualifying semester.

**Probation and Dismissal Policy for Matriculated Students**

Students are expected to remain in satisfactory academic standing. The phrase “satisfactory academic standing” means that the student has maintained an acceptable grade-point average (GPA) for course work at SUNY Ulster:

<table>
<thead>
<tr>
<th>Semester Hours of Credit Attempted</th>
<th>Satisfactory GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-24</td>
<td>1.5</td>
</tr>
<tr>
<td>25-36</td>
<td>1.7</td>
</tr>
<tr>
<td>37-54</td>
<td>1.9</td>
</tr>
<tr>
<td>55+</td>
<td>2.0</td>
</tr>
</tbody>
</table>

A matriculated student who fails to maintain a satisfactory GPA is subject to academic probation or dismissal. Academic probation, including any accompanying restraints upon the student's activities, is intended to encourage greater effort by the student who appears to be having difficulty meeting academic standards. Probation lists are compiled at the end of the fall and spring semesters and applied to the student's academic standing for the next semester(s). A student on probation who does not achieve the minimum acceptable GPA by the end of the next spring or fall semester will be subject to dismissal review by the Academic Review Committee.

The progress of part-time matriculated students will be reviewed in units of six credits or more. A part-time student placed on probation for two consecutive semesters (excluding summer sessions) will be subject to dismissal review by the Academic Review Committee.

Academic dismissal means that the student has lost matriculated status at the College and must petition for reinstatement.

A student who has been dismissed and who believes that an error has been made or extenuating circumstances exist has the right of appeal. A student who is currently enrolled will
be permitted to continue attending classes until a decision is made on the appeal. A student appeals for reinstatement by following these steps:

1. The appeal must be made in accordance with the instructions in the letter of dismissal.
2. A written appeal for reinstatement must be submitted to the Associate Dean of Student Services.
3. This appeal may be supported by written recommendation(s) from any faculty member wishing to support the appeal.
4. The appeal will be reviewed by the Associate Dean of Student Services and forwarded to the Academic Review Committee for consideration and decision.
5. The student will be notified in writing of the Academic Review Committee's decision.

If dismissal is not appealed or the appeal is denied, the student may then petition for reinstatement after the lapse of one spring or fall semester. The procedure for petition and reinstatement is as follows:

1. The student will submit to the Associate Dean of Student Services a written petition for reinstatement. This petition must include evidence that the student is ready to resume a program of study successfully.
2. The Associate Dean of Student Services will compile all relevant documents and submit them to the Academic Review Committee.
3. The decision and recommendations of the Academic Review Committee will be given in writing to the Associate Dean of Student Services. The Associate Dean will advise the student in writing of the Committee's decision and recommendations.

**Status of Students on Probation**

Any student who is entering a second consecutive semester on probation or who has been reinstated and is still on probation may not take more credits than are specified for the student's program in the College Catalog. Further credit restrictions may be imposed by the Academic Review Committee. The student will also be restricted from holding a club or Student Government office, from assuming the editorship of a College publication, and from participating in intercollegiate athletics until such time as the student is removed from probationary status.

**Academic Advising**

After matriculated students, both full- and part-time, have registered for the first time in a program of study, they are assigned a permanent academic advisor. Students should consult with their advisors on career and educational plans, transfer possibilities, and concerns about academic difficulties. Before the end of each semester, students should arrange to meet with their advisors to plan the next semester's schedule of courses. Students may find out who their advisor is by asking the secretary of the department in which their program is located or by inquiring in the Registrar’s Office.

**General Education**

General Education at SUNY Ulster defines a set of common learning goals for all students in all curricula. It provides every student with the skills and knowledge essential for continuing intellectual development beyond his or her college experience and creates a learning environment sensitive to the needs of the student, the community and society. General Education endeavors to equip students with the intellectual skills needed for them to perform as productive workers and leaders in their chosen fields and as effective and ethical citizens in a democratic society.

The Learning Goals of General Education at SUNY Ulster are detailed on page 48 in the Instructional Programs section of this Catalog.

**Graduation Information**

**Requirements**

Students are responsible for applying at the Registrar's Office for graduation. Students who are determined eligible for graduation by the College shall be awarded the appropriate degree, certificate, or diploma for their program. Responsibility for meeting the requirements for a degree, certificate, or diploma rests with the student. In order to be graduated, a student must meet the following requirements:

- Have a cumulative grade-point average for all courses of at least 2.0. (There may be additional, specific requirements for particular programs.)
- Successfully complete all requirements as listed in the program for which the student is enrolled. (Any change in meeting these requirements must be approved by the Dean of Academic Affairs prior to registration for the semester in which the student expects to receive the degree, certificate, or diploma.)
- Satisfy the College’s residency requirement: at least 30 hours of successfully completed credits taken at SUNY Ulster for a degree, 15 hours for a diploma, and at least half of the total required credits in certificate programs.
- Satisfy the College’s General Education requirements.

Degrees, certificates and diplomas are conferred three times each academic year: fall, spring and summer. Commencement exercises are held each spring. All eligible students—that is, those who have completed all their coursework before the date of the Commencement exercise—are urged to attend. It is the student’s responsibility to make a formal application for a degree, certificate, or diploma in the Registrar’s Office. There is a fee for rental of academic regalia and other ceremonial costs. If the student does not attend the formal graduation, a diploma will be issued by mail.

Applications for spring semester graduation should be filed early in the semester, no later than March 1. Fall graduation should be filed no later than November 1 and summer gradu-
tion by July 1. Before submitting the application, prospective graduates should meet with their advisors to go over their College records to ensure completion of graduation requirements. Students should do this when they register for the final semester of study at SUNY Ulster as it may be several weeks into the semester before the Registrar's Office reviews graduation applications; by then it may be too late to add courses if students have unfulfilled course requirements.

**Course Waivers and Substitutions**

Students need the recommendation of a faculty advisor for all waivers and substitution of courses from prescribed curricula. After the advisor has recommended the change, it must go to the appropriate department chair and then to the Dean of Academic Affairs for final approval. This should be done before students register for the semester in which they plan to be graduated.

**Graduation with Distinction**

To be graduated with distinction, students must have a cumulative grade-point average of 3.3. A notation of “W Distinction” will then appear on the student’s transcript.

**Graduation from Honors Studies**

Graduates who have participated in Honors Studies will receive appropriate Honors Studies recognition on their transcripts and by certificate. See page 54.

**Transcript Requests**

Requests for official transcripts to be sent to other agencies or schools must be made in writing by the student. Transcript request forms are available in the Registrar’s Office, or the student may go to www.sunyulster.edu or write to the Registrar’s Office. The request should include the student’s name, current address, phone number, date of last attendance, any name change, student’s ID or social security number, and the name and address where the transcript is to be sent. No transcripts will be sent for students who have outstanding debts to the College (financial obligations, library books, traffic violations, equipment, and so forth) until the student clears these debts with the appropriate office.

There is a nominal processing fee per official transcript request (see page 17). Payment must be submitted at the time of the request by credit card if requesting the transcript via fax; credit card, personal check, or money order if requesting the transcript via mail; or cash, credit card, personal check, or money order if requesting the transcript in person. Approximately two weeks after grades are submitted, transcripts are processed.

**Students with Financial or Other Obligations to the College**

Students who have completed their academic requirements but who have outstanding financial or other obligations to the College will be graduated. The diploma, however, will be held and no transcript or certification of graduation will be released until financial or other obligations are cleared.

Each semester, students can access final grades and their entire academic record on my.sunyulster.edu, as long as there are no outstanding debts to the College.

**Other Academic Information**

**Course Levels**

A student generally is not permitted to take a course if the student has taken and successfully completed a higher-level course in the same discipline.

**Final Examinations**

There is an end-of-semester examination for all students at the College. This can take the form of a final examination; a unit examination; a term project; or a final evaluation of projects, papers, or performances completed by students. Within the first two weeks of classes, the individual instructor will inform students of the method to be used.

**Minimum Competency in Writing**

At the end of the semester, students must take and pass a writing competency test, which is evaluated by a panel of instructors. Students who pass the test receive the grade earned during the semester; those who do not pass must repeat the course. Passing the Departmental final exam is required for successful completion of this course. In addition, the student must have earned at least a C as a final grade to advance to the next course.

**Repeat Course Policy**

When a course is repeated, only the last grade (A-F) will count in the grade-point average, even if the last grade is lower than the grade(s) received on the previous attempt(s). No repeated courses or their grades, however, will be removed from the student’s transcript. Repeating a course may affect a student’s financial aid status. This policy does not apply to courses which, because of their varied content, have been designated as courses that may be repeated for credit.

**Drop and Add Course Period**

Full-time and part-time students will be allowed to make changes during the first five days of classes. The times are announced in the Schedule of Courses bulletin. Students must obtain a Drop/Add form from the Registrar’s Office. Changes in which a different course is selected must have the approval of the student’s advisor.
Change of Address
Students who change their legal or mailing address should notify the Registrar’s Office immediately so that records may be corrected in conformity with the law. Students must present a picture ID in order to request any change to their student record.

Change in Curriculum
If a matriculated student (one formally enrolled in a degree, certificate, or diploma program) wishes to change a major area of study, the student must complete a Change of Curriculum form. A formal change of program requires the signature of the student’s academic advisor and of the department chairpersons of the areas of study the student desires to leave and to enter, respectively. Forms are available at the Registrar’s Office. General Education requirements will not be waived for a student changing curriculum.

Second Degree Policy
To earn a second degree at SUNY Ulster, a student must successfully complete a minimum of 15 credits, in residence, beyond those earned for the first degree. These 15 credits must be in a different field of study and must, when combined with the other credits, fulfill the requirements of the second degree. Intermediate Studies courses may not be included in the 15 credit-bearing residency requirement.

Transcript Re-evaluation
The student who changes from one program to another within the College may desire a modification of the academic record to delete nonapplicable grades from the academic average. Students selecting this option must utilize from the previous program the credits and grade-point average of all required courses that are applicable to the new program as determined by the curriculum coordinator or chairperson of the new program. The student may request to utilize from the previous program the credit and grade-point average of any courses that fulfill the requirements for unspecified electives under the new program as determined by an advisor. Changes involving modification of transcripts must receive final approval of the Academic Status Subcommittee, which is chaired by the Associate Dean of Student Services.

The grade-point average of those courses applicable to the new curriculum will be calculated in the student’s cumulative average at the end of the first semester (spring or fall) in the new program. Such considerations may occur only once during a student’s studies at SUNY Ulster.

Withdrawal from Courses
Students wishing to withdraw from a course must secure the necessary withdrawal form from the Registrar’s Office. The withdrawal must be processed promptly by the student, particularly in immediately notifying the instructor involved, the advisor, and the Registrar’s Office.

A student may officially withdraw from a course through the first two thirds of the time period of that course and will receive a grade of W. A student may withdraw during the last third of the course only for verified special circumstances, such as death in the family, hospitalization, transfer from area, or prolonged illness. Special circumstances must be submitted by the instructor through the office of the Dean of Academic Affairs on a form available in the Registrar’s or Dean’s Offices.
Student Appeals Procedure

Grievance
Disagreements between students and instructors are usually resolved on an informal basis. However, the College provides formal avenues for grievances against an instructor. These formal procedures are not intended to replace informal channels, and every attempt should be made to explore the informal avenues before escalation to more formalized procedures.

The procedures described are purposefully general, rather than detailed, to ensure flexibility for both the student and the instructor in resolving the grievance. Reasonable efforts will be made to expedite the process. Time frames are specified to accommodate this procedure.

These procedures in no way reduce the traditional responsibility and authority of faculty members in establishing academic standards and procedures for their courses.

A. Informal Level
1. The student who wishes to grieve a classroom situation or grade must take his or her complaint to the instructor within 20 days of the occurrence or notice of the grade. The student and the faculty member will meet and attempt to resolve the issue in a mutually acceptable manner.

2. If unable to resolve the issue, the student will contact the Associate Dean of Student Services concerning his or her grievance. If the Associate Dean cannot bring about a successful resolution, he or she will arrange a three-way meeting among the student, instructor, and appropriate department chairperson as soon as practicable.

B. Formal Level
1. If, at the end of the meeting described in No. 2 (Informal Level), the issue is still unresolved, the department chairperson will ask the student to prepare a written grievance within a calendar month after the meeting. A copy of this will be given to the faculty member, who will then respond in writing to the grievance. The department chairperson will forward copies of these documents to the Academic Review Committee, the student, and the faculty member. The Academic Review Committee will meet as soon as practicable; it will consider only the issue addressed in the written documents.

The Committee will invite the student, instructor, and department chairperson involved to be present at its meeting. The student, faculty member, or both, may elect to have present at this meeting an advocate of his or her choice. Advocates will be limited to SUNY Ulster faculty, staff, and students. Only Committee members who have no prior involvement with the student or instructor concerning this grievance may sit on the Committee to review this particular grievance.

The Committee’s written recommendation, along with all pertinent material, will be forwarded to the Dean of Academic Affairs. Two members of the Committee will be designated to deliver these documents and to be available to answer any questions that the Dean may raise concerning the Committee’s recommendation. All members of the Academic Review Committee will receive a copy of the recommendation sent to the Dean.

2. The Dean of Academic Affairs will review the Committee’s recommendation along with the documents of the student and the faculty member. Within two weeks, the Dean of Academic Affairs will render a decision and report his or her findings in writing to the student, the faculty member, and the department chairperson. The Dean will send to the Academic Review Committee members copies of all letters sent to the student, the faculty member, and the department chairperson. The Dean of Academic Affairs is the final step in the Academic Appeals Procedure at the College.

3. A student academic grievance will be adjudicated as soon as reasonable, but no later than the end of the next semester, excluding the summer semester.

Accelerated Grievance Procedure
In order to speed up the grievance process, primarily to accommodate students taking modular courses, SUNY Ulster’s faculty have recently approved an Accelerated Grievance Procedure. This accelerated procedure is important to students who need to pass one modular course before being eligible to take the next course in the sequence.

The full text of the Accelerated Grievance Procedure follows:

A. Informal Level
1. The student who wishes to grieve a classroom situation or grade must take his or her complaint to the instructor within 24 hours of the occurrence notice of the grade. The student and the instructor will attempt to resolve the issue in a mutually acceptable manner.

2. If unable to resolve the issue, the student will contact with 24 hours the Associate Dean of Student Services concerning his or her grievance. If the Associate Dean cannot bring about a successful resolution, he or she will arrange
a three-way meeting with the student, instructor, and appropriate department chairpersons within three days.

**B. Formal Level**

1. If, at the end of the meeting described in No. 2 above, the issue is still unresolved, the department chairperson will ask the student to prepare a written grievance within three days. A copy of this will be given to the faculty member, who will then respond in writing to the grievance within three days. The department chairperson will immediately forward copies of these documents to the Academic Review Committee, the student, and the faculty member. The Academic Review Committee will meet within three days to consider only the issue addressed in the written documents.

The Committee will invite the student, instructor, and department chairperson involved to be present at its meeting. The student, faculty member, or both may elect to have present at this meeting an advocate of his or her choice. Advocates will be limited to SUNY Ulster faculty, staff, and students. Only Committee members who have no prior involvement with the student or instructor concerning this grievance may sit on the Committee to review this particular grievance. The Committee's written recommendation, along with all pertinent material, will be forwarded immediately to the Dean of Academic Affairs. Two members of the Committee will be designated to deliver these documents and to be available to answer any questions that the Dean may raise concerning the Committee's recommendation. All members of the Academic Review Committee will receive a copy of the recommendation sent to the Dean.

2. The Dean of Academic Affairs will review the Committee's recommendation along with the documents of the student and the faculty member. Within three days, the Dean will render a decision and report his or her findings in writing to the student, the faculty member, and the department chairperson. The Dean will send to the Academic Review Committee members copies of all letters sent to the student, the faculty member, and the department chairperson. The Dean of Academic Affairs is the final step in the Academic Appeals Procedure of the College.

3. The process above shall be accelerated as necessary in order for resolution to be completed before the student has completed one third of the presently enrolled course.

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**Student Academic Honesty**

### Student Responsibilities

Academic honesty means that students are expected to do their own work and follow the rules regarding acts such as cheating and plagiarism. It is the student's responsibility to maintain academic honesty. That is, ignorance of the standards of academic honesty is not an acceptable excuse for breaking these standards.

Academic dishonesty - breaking the standards of academic honesty - is taken very seriously by the College. Breaking the rules of academic honesty will result in immediate disciplinary consequences.

Academic dishonesty includes, but is not limited to, the following actions:

1. Cheating on examinations or quizzes. Examples include (a) referring to materials that the instructor has not allowed to be used during the test, such as textbooks or notes or websites; (b) using devices the instructor has not allowed to be used during the test, such as cell phones, text messages, or calculators; and (c) copying from another student's paper or asking another student for an answer.

2. Plagiarism. Plagiarism means the use of words or ideas that are obtained from other sources without giving credit to those sources. Not only do quotations have to be referenced, but also any use of the ideas of others, even if expressed in the student's own words, must be referenced. The College has a service to check for plagiarism. Any student paper can be submitted for this plagiarism check.

3. Submission of work that is not entirely the student's own work. Having another person write a paper or parts of a paper is one example of this offense; allowing another student to copy test answers is another example.

4. Theft or sale of examinations, falsification of academic records, and similar offenses.

5. Submitting work to more than one class. For example, a student who submits to an English class a paper previously turned in to a philosophy class is in violation of academic honesty, unless the English instructor has given permission for the duplicate submission.

6. Unauthorized duplication of computer software or print materials. For example, turning in a term paper downloaded from a website is a violation of academic honesty.

7. Influence. A student should not attempt to get an instructor to change a grade or record for any reason except achievement. For example, trying to get an instructor to
change a grade because of personal hardship—or because of
a bribe—is a violation of academic honesty.

8. Practice of any other form of academic dishonesty not in-
cluded in this list.

Judicial Procedures
In all cases, the objective is to provide fundamental fairness
to the student. It is the responsibility of the instructor to
present adequate evidence in support of charges of academic
dishonesty. When a student has been notified of possible aca-
demic dishonesty, the following procedures will be followed:

1. The instructor will discuss with the student the particular
offense of academic dishonesty, and the student will have
the opportunity to respond.

2. If the instructor finds the student's response unsatisfactory,
the instructor must file an official report with the Associate
Dean of Student Services, together with the evidence of
dishonesty.

3. The Associate Dean will schedule a meeting with the stu-
dent to review and clarify the College's policy on academic
honesty. At this time, the student will sign a statement in-
dicating that he or she understands the issue and its se-
riousness, and that he or she will be dismissed from the
College if a second offense is reported.

4. The student may appeal within ten (10) school days after
this disciplinary action. The appeal must be made in writ-
ing to the Associate Dean of Student Services.

5. The Associate Dean of Student Services will schedule a
time and place for the student and instructor to meet with
the Academic Review Committee.

6. The hearing should provide a fair inquiry into the truth or
falsity of the charges. Both the student and the instructor
may provide witnesses or other relevant support at this
meeting. A written record must be made of the proceed-
ings.

7. After consideration of the evidence, the Academic Review
Committee will make its recommendation to the Dean
of Academic Affairs and the Associate Dean of Student
Services.

8. The decision made by the Dean of Academic Affairs and
the Associate Dean of Student Services is, in all cases, final.

9. The Associate Dean of Student Services will then transmit
to the student and the instructor copies of all actions taken
by the Academic Review Committee, the Dean of Academic
Affairs, and the Associate Dean of Student Services.

Timeliness
It is the responsibility of all parties to take prompt action in
order that charges can be resolved quickly and fairly.

Penalties
Depending upon the circumstances, any first offense will re-
result in one of the following actions:

• Repetition of the assignment or examination,
• A failing grade for the assignment or examination,
• A failing grade for the course, or
• Suspension or dismissal from the program.

Any second offense will result in dismissal from the College
for a period of time not less than one calendar year.

Acquired Immune Deficiency
Syndrome (AIDS) Policy
Individuals with AIDS and HIV-related illnesses will be treat-
ed with compassion, with understanding, and with their hu-
man rights protected by the College to the fullest extent pos-
sible. The College recognizes that HIV infection, HIV-related
illness, and AIDS are disabilities covered by federal, State,
and local statutes. Support and assistance will be provided on
a case-by-case basis in a nondiscriminatory and confidential
manner.

A complete explanation of the College's AIDS policy may
be obtained from the College Nurse, located in the Senate
Gymnasium Building, SEN 139.

Americans with Disabilities Act
(ADA) Policy
It is the policy of SUNY Ulster to provide equal opportu-
nity, free of discrimination, for its students and employ-
ees. Accordingly, the College will apply the Americans
with Disabilities Act of 1990 (ADA) and Section 504 of the
Rehabilitation Act of 1973 to all of its operations.

ADA extends comprehensive federal civil rights protection to
persons with disabilities. Protection is provided in the areas
of employment, public accommodations, government ser-
vices, and telecommunications.

SUNY Ulster, as a recipient of federal funding, has been pro-
hibited from discriminating on the basis of disability since
1973 under Section 504 of the Rehabilitation Act. The Act
provides that “...no otherwise handicapped individual shall
solely by reason of his/her handicap, be excluded from the
participation in, be denied the benefits of, or be subjected
to discrimination under any program or activity receiving
Federal financial assistance.” Compliance with this act re-
quires SUNY Ulster to assure that the same educational pro-
grams and services offered to other students be available to
students with disabilities.
ADA reinforces nondiscriminatory policies for students by requiring that the College make appropriate academic adjustments, provide auxiliary assistance, and remove architectural barriers. It further extends the policies to nondiscrimination in employment and promotion.

A complete copy of SUNY Ulster's ADA Policy may be obtained from the College's Affirmative Action Officer.

### Attendance Policies and Classroom Standards

Students are expected to attend all class meetings scheduled in the classes for which they are registered. Absence does not excuse the student from responsibility for class work or assignments missed. Excessive absence or lateness may lead to a recommendation by the instructor that the student be dropped from the class with an appropriate grade. Individual instructors determine their own class attendance policy and inform their students, in writing, about this policy at the beginning of each semester.

As a public, comprehensive, learner-centered institution, SUNY Ulster is committed to establishing the best learning environment for all students. As part of this goal, principles of suitable classroom behavior include the following:

1. Students are responsible for arriving in class on time and remaining in class for the entire period. Arriving late or leaving early is disruptive to the instructor and other students. Instructors may have specific procedures regarding penalties for tardiness and early departure.

2. Students are responsible for complying with attendance requirements. Excessive absences contribute to poor student performance. If a student misses class, the student is responsible for lecture material, assignments, and handouts for the missed class or classes. Instructors may have other specific procedures regarding academic penalties for excessive absences. These may include withdrawal from the class.

3. Classroom behavior should not interfere with the learning process. Inappropriate behavior during class includes not being respectful of the instructor and other students by leaving one's seat, carrying on conversation with other students, using a cell phone in class, having a pager sound, and using foul language. Policies regarding drugs and alcohol, harassment and assault, and the carrying of weapons can be found in this Catalog. Instructors have the right to Withdraw a Student for Cause should they feel that a student's actions continue to be disruptive following adequate warning. Instructors may have other specific policies regarding classroom behavior.

4. Students should come to class prepared. They should have the required textbooks and completed assignments, be prepared for exams and quizzes, and be prepared for active participation in class discussions where appropriate. Failure to prepare adequately not only puts students in jeopardy in regard to successful completion of the course, but also affects the progress of the entire class. Instructors may have other specific policies regarding preparation for class.

### Students Unable to Attend Classes on Certain Days (Because of Religious Beliefs)

No person shall be expelled from or be refused admission as a student of the College, for the reason that the student is unable because of religious beliefs to attend classes or to participate in any examination, study, or work requirements on a particular day or days specified in the State Education Law. Any student of the College who is unable because of religious beliefs to attend classes on a particular day or days shall be excused from any examination or any study or work requirements.

It shall be the responsibility of the College's faculty and administrative officials to make available to each student who is absent from school because of religious beliefs an equivalent opportunity to register for classes or make up any examination, study, or work requirements which the student may have missed because of such absence on any particular day or days. No fees of any kind shall be charged for making available to the said student such equivalent opportunity.

If registration, classes, examinations, study, or work requirements are held on Friday afternoon after four or on Saturday, similar or makeup classes, examinations, study, or work requirements shall be made available on other days where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study, or work requirements held on other days.

In effectuating the provision of this section, it shall be the duty of the College's faculty and administrative officials to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of making use of the provisions of this section. Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section shall be entitled to maintain an action or proceeding in the Supreme Court of Ulster County for the enforcement of the student's rights under this section.

### Withdrawal for Cause

A student may be removed from class by an instructor at any time when in the judgment of the instructor the student's absences have been excessive or for just cause. A student may also be removed from class by the Dean of Administration if all financial obligations are not satisfied. If the removal takes place before the end of the tenth week, the student receives a grade of W; beyond that time, the student receives a grade of F.
Maintenance of Order

SUNY Ulster is committed to providing an academic environment which will promote the educational growth and cultural enrichment of all members of the College community as well as the region which it serves.

SUNY Ulster affirms that institutions of higher education must freely seek the truth and examine values, as one of the main purposes of the College is to provide students with the ability to function analytically and creatively in a changing environment.

All members of the community comprising SUNY Ulster (i.e., students, faculty, administration, other professional staff, and Civil Service personnel) by virtue of their individual and collective relationship with, and responsibility to, the College through appropriate contractual agreement accept as primary civil and criminal law and those regulations, laws, by-laws, policies, and administrative codes as developed and adopted by the collective individual communities of the College and approved by the Board of Trustees.

Any person, either singly or in concert with others, engaging in acts disruptive of the teaching or learning process or other acts that infringe upon the purpose of the College, or in conduct expressly prohibited by the action of the Board of Trustees of the College, the Penal Law of the State of New York, Section 75 of the Civil Service Law, Laws of the County of Ulster, or other appropriate laws of the State of New York or the County of Ulster shall be informed of such violation and possible action by the appropriate official.

Campus crime statistics can be viewed on the SUNY Ulster website or can be requested from Campus Public Safety at 687-5023. They can also be viewed on the U.S. Department of Education’s website at ope.ed.gov/security.

Some areas of particular concern in the maintenance of order include, but are not limited to, the following:

Alcohol and Drugs

The manufacture, distribution, dispensation, or use of alcohol and/or a controlled substance on College campus premises or at associated educational facilities, in College vehicles, or while engaged in College-sponsored student activities is strictly prohibited. Possession and consumption of alcohol during off-campus College-sponsored activities may be permitted when the function is held at a facility duly licensed to serve alcoholic beverages and said facility controls the dispensation of any alcoholic beverages. Students and employees who are 21 years of age or older may consume alcohol at such events.

Any forced consumption of alcohol for the purpose of initiation into or affiliation with any organization is strictly prohibited. The College reserves the right to sanction employees and students who violate the State law and either of the following College prohibitions:

1. The consumption of alcoholic beverages or possession of alcoholic beverages in public places, including hallways, lounges, buildings, or on College grounds. Note: College grounds include all College parking lots and any vehicles parked on College property.

2. Driving while under the influence of alcohol.

Students and employees found in violation of the College Alcohol Beverage Policy will be subject to disciplinary action, which could include disciplinary probation, suspension, or dismissal from the College.

When a student is placed on disciplinary probation for an alcohol offense, the College reserves the right to notify parent(s)/legal guardian(s) about the disciplinary status consistent with the provisions of the Family Educational Rights and Privacy Act.

The College reserves the right to notify a parent or legal guardian about the student’s disciplinary status, consistent with the provisions of the Family Educational Rights and Privacy Act.

The sale, production, and/or distribution of, as well as attempt and conspiracy to sell, produce, and/or distribute cocaine and its derivatives, marijuana, barbiturates, amphetamines, hallucinogens, or other addictive or illegal substances on College property will result in disciplinary action. Use or possession of cocaine and its derivatives, barbiturates, amphetamines, hallucinogens, or other addictive or illegal substances will result in disciplinary action. Use or possession of marijuana will result in disciplinary action. Second offenses may result in expulsion from the College.

Additionally, State and Federal Trafficking Penalties can result in fines and/or incarceration. A complete list of federal penalties may be found at www.dea.gov/agency/penalties.htm. When a student is sanctioned for a drug-related offense, the College reserves the right to notify a parent or legal guardian about the student’s disciplinary status, consistent with the provisions of the Family Education Rights and Privacy Act (FERPA).

SUNY Ulster is in compliance with the Drug Free Schools and Communities Act (DFSCA), which requires colleges and universities to adopt and enforce policies that include sanctions for illegal alcohol and other drug use and to provide students and employees with appropriate information and services to back up those policies.
SUNY Ulster maintains a written policy that sets forth standards of conduct clearly prohibiting the unlawful possession, use, or distribution of alcohol or illicit drugs on College property or as part of any College activity. This policy clearly states that sanctions apply to employee and student acts committed while under the influence, such as public disturbances, endangerment to self or others, or property damage.

An exception to these policies is the legitimate use of drugs and/or alcohol as part of the curriculum of the Police Basic Training program.

**Domestic Violence**

Amendments to the New York State Education law requiring all colleges to provide information and guidance to incoming students became effective in April 2009. Amendment 6431 requires the establishment of an advisory committee on campus security. Amendment 6432 requires colleges to inform incoming students about sexual assault, domestic violence and stalking prevention measures on campus. SUNY Ulster is in full compliance with these requirements.

**Firearms or Weapons Possession**

Possession by anyone upon any premises to which the College's rules apply, of any rifle, shotgun, pistol, revolver, or any other weapon, device, or knife as defined in New York State Penal Law Section 265.00 as it may be amended from time to time, or any successor statute, any air-gun, spring-gun, or other instrument or weapon in which the propelling force is a spring, air, piston, or carbon dioxide cartridge without the written authorization of the Chief Administrative Officer, or his or her designee, whether or not a license to possess the same has been issued to such person, is strictly prohibited. Nothing herein shall prohibit such possession within the course of employment of employees of the Ulster County Sheriff's Department, New York State Police, or a federal, State, or local law enforcement agency nor any peace officer as defined in New York State Criminal Procedure Law.

**Fraud**

Fraud or other criminal misconduct, such as the use of false identities, forgery of signatures or certifications; and false claims of income, citizenship, or independent student status in applying for financial aid, will result in disciplinary actions being applied and, in the case of fraud involving financial aid, a demand for repayment of funds dispensed.

**Gambling**

Gambling is expressly forbidden at the College. Any gambling, either actual or apparent, will not be permitted.

**Harassment and Assault**

Physical or verbal harassment of any kind because of sex, sexual orientation, race, color, national origin, religion, age, or physical challenge, as well as violent assault, particularly sexual assault or bias-related assault, is strictly prohibited. Under this policy, any hazing of students is also strictly prohibited.

**Smoking**

Smoking of cigarettes and other tobacco products is prohibited campus wide, both inside and outside in accordance with Ulster County Local Law #9. The sale or distribution of smoking products on the campus is also prohibited. Students and College employees who fail to comply with this policy will be subject to appropriate disciplinary action.

In any case where violation of any of the College's rules does not cease after such warning or in cases of willful violations of these rules, the Chief Administrative Officer of the College or the Chief Administrative Officer's designee shall have the violator removed from any premises which are occupied in such violation and shall initiate disciplinary action as provided in those documents or statutes previously cited. Disciplinary action, excluding those penalties determined in a legally constituted court of law, may be any of the following:

Individuals or organizations violating the provisions of this policy shall be subject to one or more of the following penalties:

- **Admonition**: An oral statement to the offender that the offender has violated College regulations.
- **Warning**: Notice to the offender, orally or in writing, that continuation or repetition of the conduct found wrongful within a period of time stated in the warning may be cause for more severe disciplinary action.
- **Censure**: Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any College regulation within a period of time stated in the letter of reprimand.
- **Disciplinary Probation**: Exclusion from participation in privileges or extra-curricular College activities as set forth in the notice of disciplinary probation for a specified period of time.
- **Restitution**: Reimbursement for damage to, or misappropriation of, property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages. Such restitution will also take into account the rights of any victims of the actions of the offender.
- **Suspension**: Exclusion from the College and other privileges or activities as set forth in the notice of suspension for a definite period of time.
- **Expulsion**: Termination of the status of the offender for an indefinite period of time. The conditions of reemployment, if any is permitted, shall be stated in the order of expulsion.

The Chief Administrative Officer or the Chief Administrative Officer's designee may apply to public law enforcement au-
Sexual Harassment Policy and Complaint Procedure

This section excerpts portions of the College's Sexual Harassment Prevention Policies and Procedures. For a complete and updated description, please stop by VAN 119 or visit the Human Resources tab or the Student Resources tab on the College's portal: my.sunyulster.edu.

It is the policy of SUNY Ulster to promote a cooperative work and academic environment in which there exists mutual respect for all College students, faculty, and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the College policy of equal employment and academic opportunity. Sexual harassment is illegal under federal, State, and local laws, and will not be tolerated within the College.

SUNY Ulster disseminates this policy and takes other steps to educate the College community about sexual harassment. The College has established procedures to ensure that investigations of allegations of sexual harassment are conducted in a manner that is prompt, fair, thorough, and as confidential as possible under the circumstances, and that appropriate corrective and/or disciplinary action is taken as warranted by the circumstances. The College requires that members of the College community report the allegations of sexual harassment as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult for the College to investigate the allegations. All members of the College community are required to cooperate in any investigation of a sexual harassment complaint.

Prohibited Conduct

It is a violation of College policy for any member of the College community to engage in sexual harassment or to retaliate against any member of the College community for raising an allegation of sexual harassment, for filing a complaint alleging sexual harassment, or for participating in any proceeding to determine if sexual harassment has occurred.

Sexual harassment of employees and students as defined below is contrary to SUNY Ulster policy and is a violation of federal and State laws and regulations. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing;
2. Submission or rejection of such conduct by an individual is used as a basis for employment or education decisions affecting such individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working or educational environment.

Sexual harassment can occur between individuals of different sexes or of the same sex. Although sexual harassment most often exploits a relationship between individuals of unequal power (such as between faculty/staff member and student, supervisor and employee, or tenured and untenured faculty members), it may also occur between individuals of equal power (such as between students or co-workers), or in some circumstances even where it appears that the harasser has less power than the individual harassed (for example, a student sexually harassing a faculty member). It may also occur between the College's faculty, staff, or students and third-party vendors. A lack of intent to harass may be relevant to, but will not be determinative of, whether sexual harassment has occurred.

Examples of Sexual Harassment

Sexual harassment may take different forms. Using a person's response to a request for sexual favors as a basis for an academic or employment decision is one form of sexual harassment. Examples of this type of sexual harassment (known as quid pro quo harassment) include, but are not limited to, the following:

- requesting or demanding sexual favors in exchange for employment or academic opportunities (such as hiring, promotions, grades, or recommendations);
• submitting unfair or inaccurate job or academic evaluations or grades, or denying training, promotion, or access to any other employment or academic opportunity because sexual advances have been rejected.

Other types of unwelcome conduct of a sexual nature can also constitute sexual harassment, if sufficiently severe or pervasive that the recipient does find, and a reasonable person would find, that an intimidating, hostile, or abusive work or academic environment has been created. Examples of this kind of sexual harassment (known as hostile environment harassment) include, but are not limited to, the following:

• sexual comments, teasing, or jokes;
• sexual slurs, demeaning epithets, derogatory statements, or other verbal abuse;
• graphic or sexually suggestive comments about an individual’s attire or body;
• inquiries or discussions about sexual activities;
• pressure to accept social invitations, to meet privately, to date, or to have sexual relations;
• sexually suggestive letters or other written materials;
• sexual touching, brushing up against another in a sexual manner, graphic or sexually suggestive gestures, cornering, pinching, grabbing, kissing, or fondling;
• sexual violence; and
• gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

Complaint Procedure
Because of the sensitive nature of situations involving sexual harassment, the College will follow a flexible system for complaints to ensure the protection of the right to privacy of the complainant. Employees or students who believe they are being sexually harassed, and College officials who receive reports of sexual harassment should contact the Affirmative Action Officer, who is the Vice President and Dean of Enrollment Management, located in Vanderlyn Hall, VAN 119, 845: 687-5070. In the event an informal or formal complaint is filed against the Vice President, the complainant will report the complaint to the Executive Assistant to the President, who will conduct an investigation, consult with the College attorney, and report the findings to the President.

The informal complaint resolution process will not be used to resolve sexual assault complaints. Grievances must be brought within 60 calendar days of the last incident or within 60 days of the receipt of a final grade.

If a complaint is substantiated, appropriate and strong action will be taken in accordance with the existing Board of Trustees policies. While the procedure does not negate the existing Complaint Procedure Policy, the Affirmative Action Complaint Procedure, or contractual grievance procedures, the complainant must elect a single on-campus procedure in an attempt to resolve the complaint. Nothing in the policy should be construed as in any way limiting students’ or employees’ rights to file a complaint with the New York State Division of Human Rights, the U.S. Department of Education Office for Civil Rights, or the U. S. Equal Employment Opportunity Commission, or to take any legal action which they may deem advisable.

A faculty member, administrator, staff member, student, member of the public, or applicant for employment may not be subject to restraint, interference, coercion, or reprisal for action taken in good faith to seek advice concerning a sexual harassment matter, to file a sexual harassment complaint, or to serve as a witness or a panel member in the investigation of a sexual harassment complaint.

False and Malicious Accusations
Members of the College community who make false and malicious complaints of sexual harassment, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action.

Enforcement
There is a range of corrective actions and penalties available to the College for violations of this policy. Students, faculty, or staff who are found, following applicable disciplinary proceedings, to have violated this policy are subject to various penalties, including termination of employment and permanent dismissal from the College.

Assault
Although any act of assault constitutes a criminal act and although any act of assault is prohibited by the College’s policy on Maintenance of Order, with this policy the College affirms its commitment to prevention of assault on campus, particularly sexual assault or bias-related assault, and confirms its commitment to making its students and employees aware of the legal consequences of such acts. Within this policy, sexual assault is used as a general term to encompass acts which would constitute sexual crimes, offenses, or violations under the New York State Penal Law.

New students and employees will be informed of any violent crimes or sexual assaults occurring on the campus within a year of their admission to the College or their hiring. Any assault or act of violence should be reported immediately to Campus Public Safety (ext. 5221). Campus Public Safety is trained and equipped to handle such situations, or may contact the appropriate law enforcement agency for assistance. They will also notify the appropriate College authorities and obtain the assistance of College Health Services and counseling services for the victim.

Possible disciplinary actions, excluding those penalties determined in a legally constituted court of law, are detailed in the College’s Maintenance of Order policy.
Prohibited Conduct

No person, either singly or in concert with others, shall

a. Willfully cause physical injury to any person, nor threaten to do so for the purpose of compelling or inducing such other person to refrain from any action which he or she has a lawful right to do or to do any act which he or she has a lawful right not to do.

b. Physically restrain or detain any other person nor remove such person from any place where the person is authorized to remain.

c. Willfully damage or destroy property of the institution or under its jurisdiction nor remove or use such property without authorization.

d. Without permission, expressed or implied, enter into any private office of an administrative officer, member of the faculty, or staff member.

e. Enter upon and remain in any building or facility for any purpose other than its authorized uses or in such manner as to obstruct its authorized use by others.

f. Without authorization, remain in any building or facility after it is normally closed.

g. Refuse to leave any building or facility after being required to do so by an authorized administrative officer.

h. Obstruct the free movement of persons and vehicles in any place to which these rules apply.

i. Deliberately disrupt or prevent the peaceful and orderly conduct of classes, lectures, and meetings or deliberately interfere with the freedom of any person to express his or her views, including invited speakers.

j. Knowingly have in his or her possession upon any premises to which these rules apply, any rifle, shotgun, pistol, revolver, or other firearm or weapon without the written authorization of the Chief Administrative Officer, whether or not a license to possess the same has been issued to such person.

k. Willfully incite others to commit any of the acts herein prohibited with specific intent to procure them to do so.

l. Take any action or create or participate in the creation of any situation which recklessly or intentionally endangers mental or physical health or which involves the forced consumption of liquor or drugs for the purpose of initiation into, or affiliation with, any organization.

In any case where violation of these rules does not cease after such warnings, or in cases of willful violation of these rules, the Chief Administrative Officer of the College or his or her designee shall have the violator removed from any premises which he or she occupies in such violation and shall initiate disciplinary action as provided in those documents or statutes previously cited. Disciplinary action excluding those penalties determined in a legally constituted court of law may be any of the actions described in the Maintenance of Order Policy.

The Chief Administrative Officer or his or her designee may apply to public law enforcement authorities for any aid deemed necessary in causing the ejection of any violator of these rules and may include a request that the legal counsel of the College apply to any court of appropriate jurisdiction for an injunction or other legal action as may be deemed appropriate or necessary to restrain the violation or threatened violation of this statement or those rules and regulations referred to herein.

The Board of Trustees affirms and upholds the right of freedom of speech and peaceful assembly and hereby affirms the right of each and every individual referred to herein to be afforded the due process of law as set forth in the Constitution of the United States, New York State Constitution, and all statutory law. It is understood by the Board of Trustees of SUNY Ulster that this statement in its entirety or in part may be amended or revised at any time that fuller consideration and experience may dictate or require, and that the filing of any such amendments to this statement in its entirety or in part must be filed within ten days after the adoption of such changes.

Code of Conduct

Due Process Hearing and Appeals Procedures for Students

A. Reporting Misconduct

Charges for violations of the student code may be initiated by a campus community member (faculty, student, staff, and administrator) or by an on-campus visitor.

1. Retaliation against the person reporting the violation is strictly forbidden and will result in disciplinary action.

2. Code violations (except charges of sexual harassment) are to be filed in writing within the semester of occurrence with the Associate Dean of Student Services, hereafter referred to as the Associate Dean, or designee, who will review the complaint and make a determination whether to proceed with disciplinary action. If the determination is to proceed, the Associate Dean will notify the student in writing of the charges within 7 and no more than 21 days from the original complaint. Sexual harassment complaints should be made to the Affirmative Action Officer within the reporting time limits contained in the Sexual Harassment Policy and Complaint Procedure.

B. Student Due Process Hearing

The Associate Dean will convene a hearing with the student.

1. The student shall have the right to plead his or her innocence and to present evidence or witnesses to that end.

2. The student shall have the right to seek the assistance of another student, faculty, or staff member in the representation of his or her defense. A student may not be represented by legal counsel.

3. The Associate Dean will render a verbal decision at the hearing or a written decision no later than five days thereafter.
4. Warnings, if issued, will stipulate specific beginning and ending dates.

C. Sanctions
Sanctions may include, but are not limited to, oral and written warnings, probation, probation with a limitation of college activities, restitution, community service, suspension, and dismissal.

D. Appeals
In those cases where the Associate Dean renders a formal disciplinary decision, the student shall have the right to appeal the decision of the Associate Dean to the Vice President of the College or the Vice President's designee. All such appeals must be in writing and filed within five business days of the notification of action— that is, warning, probation, suspension, dismissal or other sanction. In those cases where a designee of the Associate Dean has rendered a decision, appeals will be filed in writing to the Associate Dean within five business days of the action. All appeals will receive a response within ten business days. The decision of the Vice President, Associate Dean, or designee shall be final. The student shall not have the right of an in-person appeal.

E. Expedient Authority
1. Interim suspension: In the event a behavior represents, in the judgment of the Associate Dean, a danger to the campus community, the Associate Dean may suspend a student and declare the student persona non grata from the campus pending the convening of the Student Due Process Hearing. In all cases the student will be entitled to a hearing.
2. Removal from class: Should a faculty member determine that a student's behavior in a particular class is disruptive, such that the normal purpose of the class cannot be fulfilled, then the faculty member may direct that the student leave the class. Should the student refuse the directive to leave, the faculty member may call Security to have the student removed from class. At the conclusion of the class, the faculty member will file a written report with the Associate Dean, who will schedule a meeting with the student. The student may not return to class until he or she has met with the Associate Dean. Should mediation not be successful, the Associate Dean will initiate a Student Due Process Hearing as appropriate to the circumstances.

F. Off-Campus Jurisdiction
Violations of local, State, or federal laws, if committed off campus, shall be the subject of College disciplinary action when, in the judgment of the Associate Dean, it represents a danger to life, welfare, or property of members of the College community. The Associate Dean may choose to impose an interim suspension and a declaration of persona non grata pending the outcome of criminal process; however, the student shall be provided the opportunity for a Student Due Process Hearing subsequent to the finalization of the criminal process or, at the election of the student, during the pendency of the criminal matter.

Campus Notification Regarding Registered Sex Offenders
In the interest of safety and security for all campus community members, SUNY Ulster is required to notify students and the campus community about any registered sex offenders who register or intend to attend classes here. This requirement is covered under the following legislation: the federal Campus Sex Crimes Prevention Act, the Campus Security Act of 1990, and the Sex Offender Registration Act.

SUNY Ulster’s Department of Public Safety is notified by the NYS Division of Criminal Justice Services when such individuals are enrolled or employed by the campus. Other agencies may also notify the College regarding sex offender issues. Once such notification is received, a committee of senior administrators is convened to assess the specific circumstances of the notification, review the matter with the College Attorney, and communicate information to the campus community or administrative personnel as appropriate.

If you have questions on this matter, please contact the Director of Public Safety at (845)687-5053. Please be aware that SUNY Ulster does not release names of sex offenders except to appropriate administrative personnel. Other information, including determining whether a specific person is registered, can be obtained at the following sites:

- Ulster County Sheriff's Department, 845: 340-3802
- NYS Division of Criminal Justice Services, http://criminaljustice.state.ny.us/nsor/index.htm
- Sex Offender Registry Information Line ($ .50 fee), 1-900-288-3838

Please be aware that to determine whether an individual is on the list, you will need to have his or her name and at least one of the following identifiers: street address, driver's license number, social security number, or birth date.

Family Educational Rights and Privacy Act (FERPA)
Federal law prohibits release of a transcript to a third party. FERPA is designed to protect the privacy of education records, to establish the rights of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Protection and Regulations Office in Washington, D.C., concerning alleged failures by the College to comply with the act.

Copies of SUNY Ulster’s complete policy statement regarding FERPA are available in the Registrar’s Office, VAN 206. Questions concerning FERPA may be referred to the Registrar or the Associate Dean of Student Services, VAN 119.

The College is allowed to provide directory information to outside parties unless the student requests this information be restricted from disclosure. Directory information is as follows: name, address, telephone number, e-mail address,
major field of study, dates of attendance, enrollment status, degrees and awards received, date and place of birth, most recent previous school attended, photographs, participation in officially recognized activities and sports, and height and weight of athletes.

Institutions are forbidden to designate student ID number, Social Security number, race, ethnicity, nationality, or gender as directory information.

FERPA applies to students who have reached the age of 18 or attend a post-secondary institution. If a student wishes a parent, guardian, or other individual to have access to educational records, he or she must go to the Registrar's Office to fill out a release form, indicating to whom the permission is being granted and which offices are allowed to disclose the student's information to that individual.

**Solomon Amendment**
The Solomon Amendment requires institutions to cooperate with the recruiting efforts of United States armed forces. SUNY Ulster is required by the federal government to provide the following information to the armed forces at the beginning of every fall and spring semester: name, address, telephone number, age or date of birth, class level, academic major, place of birth, degrees received, and most recent educational institution attended.
The nation's largest and most comprehensive state university system, The State University of New York (SUNY), was founded at Potsdam, New York, in 1816. Years later, the Morrill Act of 1862 led to the creation of four Ivy League land-grant SUNY colleges, which now currently exist at Cornell University. SUNY was officially established in February 1948 when New York became the 48th state, of the then 48 states, to create a state university system. SUNY initially represented a consolidation of 29 unaffiliated institutions, including 11 teachers colleges. All of these colleges, with their unique histories and backgrounds, united for a common goal: to serve New York State. Since 1948 SUNY has grown to include 64 individual colleges and universities that were either formerly independent institutions or directly founded by the State University of New York.

Today, the State University of New York’s 64 geographically dispersed campuses bring educational opportunity within commuting distance of virtually all New Yorkers and comprise the nation’s largest comprehensive system of public higher education. The State University of New York’s 64 campuses are divided into four categories, based on educational mission, types of academic opportunities available and degrees offered. SUNY offers students a wide diversity of educational options, including short-term vocational/technical courses, certificate, associate, and baccalaureate degree programs, graduate degrees and post-doctoral studies. SUNY provides access to almost every field of academic or professional study within the system with over 7,000 degree and certificate programs.

SUNY students represent the society that surrounds them. In December 2010, 21.4% of all enrolled students were minorities. While SUNY students are predominantly New York State residents, representing every one of the state’s 62 counties, they also hail from every other state in the United States, the District of Columbia, four U.S. territories, and 160 nations. Total enrollment is over 467,000. Nearly 40% of New York State high school graduates choose SUNY and 99.8% of New York residents live within 30 miles of a SUNY campus. SUNY alumni number over 2.8 million graduates who reside in New York State and throughout the world.

SUNY attracts the best and brightest scholars, scientists, artists and professionals and boasts nationally and internationally recognized faculty in all major disciplines. Faculty are regular recipients of prestigious awards and honors. SUNY colleges and universities range from world-renowned community colleges, such as the Fashion Institute of Technology, to first-rate graduate schools and the nation’s top veterinary school. The highly-regarded doctoral degree granting universities are home to top research programs and attract experts in a variety of fields. Students study in campus classrooms and laboratories or work from a distance through the SUNY Learning Network, which provides educational opportunities to more than 100,000 students through courses and degree and certificate programs.

The State University of New York is committed to providing quality education at an affordable price to New Yorkers and students from across the country and the world.

SUNY Websites

University Centers and Doctoral Degree-Granting Institutions

University at Albany
www.albany.edu
Binghamton University
admissions.binghamton.edu
University at Buffalo
admissions.buffalo.edu
Stony Brook University
www.stonybrook.edu
Health Sciences Center at Stony Brook
www.uhmc.sunysb.edu
NYS College of Ceramics at Alfred University
nyscc.alfred.edu
Agriculture & Life Sciences at Cornell
www.cals.cornell.edu
Human Ecology at Cornell
www.human.cornell.edu
Industrial & Labor Relations at Cornell
www.ilr.cornell.edu
Veterinary Medicine at Cornell
www.vet.cornell.edu
Environmental Science & Forestry
www.esf.edu
SUNY Downstate Medical Center
www.downstate.edu
SUNY Upstate Medical Center
www.upstate.edu
College of Optometry
www.sunyopt.edu
Levin Institute
www.levin.suny.edu

University Colleges

Brockport
www.brockport.edu
Buffalo State College
www.buffalostate.edu
Cortland
www.cortland.edu
Fredonia
www.fredonia.edu
Geneseo
www.geneseo.edu
New Paltz
www.newpaltz.edu
Old Westbury
www.oldwestbury.edu
Oneonta
www.oneonta.edu
Oswego
www.oswego.edu
Plattsburgh
www.plattsburgh.edu
Potsdam
www.potsdam.edu
Purchase College
www.purchase.edu
Empire State College
www.esc.edu
Technology Colleges
Alfred State College www.alfredstate.edu
Canton www.canton.edu
Cobleskill www.cobleskill.edu
Delhi www.delhi.edu
Farmingdale State College www.farmingdale.edu
Maritime College www.sunymaritime.edu
Morrисville State College www.morrisville.edu
SUNIT www.sunyit.edu

Community Colleges
Adirondack www.sunyacc.edu
Broome www.sunybroome.edu
Cayuga www.cayuga-cc.edu
Clinton www.clinton.edu
Columbia-Greene www.mycommunitycollege.com
Corning www.corning-cc.edu
Dutchess www.suny dutchess.com
Erie www.ecc.com
Fashion Institute of Technology www.fitnyc.com
Finger Lakes www.flcc.edu
Fulton-Montgomery www.fmcc.edu
Genesee www.genesee.edu
Herkimer County www.herkimer.edu
Hudson Valley www.hvcc.edu
Jamestown www.sunyjcc.edu
Jefferson www.sunyjefferson.edu
Mohawk Valley www.mvcc.edu
Monroe www.monroecc.edu
Nassau www.ncc.edu
Niagara County www.niagaracc.suny.edu
North Country www.nccc.edu
Onondaga www.sunyocc.edu
Orange County www.sunypurchase.edu
Rockland www.sunyrockland.edu
Schenectady County www.sunysccc.edu
Suffolk County www.sunysuffolk.edu
Sullivan County www.sullivan.suny.edu
Tompkins Cortland www.TC3.edu
Ulster County www.suny ulster.edu
Westchester www.sunywccc.edu
SUNY Learning Network www.sln.suny.edu

To order specific campus catalogs or inquire about admissions, contact the campus directly. You may also find information about the State University system and individual campuses at www.suny.edu.
Who’s Who

Trustees
State University of New York

H. Carl McCall
Chair
New York City

Joseph W. Belluck
New York City

Henrik Normann
Dulca

Ronald G. Ehrenberg
Ithaca

Angela Fatta
Buffalo

Stephen J. Hunt
Katonah

Eunice A. Lewin
Buffalo

Marshall A. Lichtman
Pittsford

John L. Murad, Jr.
Jamesville

Kenneth P. O’Brien
Brockport

Linda Sanford
Chappaqua

Richard Socarides

Carl Spielvogel
New York City

Cary F. Staller
Old Field

Gerri Warren-Merrick
New York City

Tina Good

Kevin Rea
Throgs Neck

Trustees
Ulster County
Community College

John H. Dwyer, Sr.
Chair
Kingston

Anne R. Donovan
Kingston

Françoise C. Dunelksy
Port Ewen

William A. LeDoux
Tillson

Susan M. Mcconekey
Kingston

Gabriel F. Sottile
Hurley

William L. Spearman
Lake Katrine

Victoria St. John-Gilligan
Kingston

Timothy J. Sweeney
Stone Ridge

William J. Ryan, Jr.
College Attorney
Kingston

Trustees Emeriti

Peter L. Berger
Ellenville

Harlow F. DeForest
Kingston

John E. Finch
Kingston

George Rusk, Jr.
Marlboro

David H. Rylance
Port Ewen

John J. Wadlin
Highland

Ulster County Executive

Michael P. Hein

Ulster County Legislature

Terry L. Bernardo
Chairperson

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Tracey A. Bartels

Carl Belfiglio

Thomas J. (T. J.) Briggs

David B. Donaldson

Dean Fabiano

Richard A. Gerentine

Donald J. Gregorius

Wayne Harris

Craig V. Lopez

Peter M. Loughran

Mary Beth Maio

James F. Maloney

John R. Parete

Richard A. Parete

Robert S. Parete

Jeanette Provenzano

Kevin A. Roberts

Hector S. Rodriguez

Kenneth J. Ronk Jr.

Mary Wawro

Kenneth Wishnick
Ulster Community College
Foundation, Inc.
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Vice Chair

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Secretary

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Treasurer

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President, SUNY Ulster

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Cheryl Bowers
Robert T. Brown
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Darlene L. Pfeiffer
Richard V. Roth
David H. Rylance
Lorraine Salmon
William L. Spearman
Victoria St. John-Gilligan
Glenn B. Sutherland
Lee Titus
Marianne Collins
Executive Director

Directors Emeriti
Sally Berger
William Collier
Patricia Gould-Peck
John M. Markes
Ann Marrott
Arlene Neporent
Sara T. Rabbino

Faculty & Professional Staff

Donald C. Katt
B.A. SUNY Cortland
M.S. Indiana University
Ed.D. SUNY Albany
President

Ann Marrott
A.S. SUNY Ulster
B.S. Syracuse University
M.S. Iowa State University
Vice President and Dean of Enrollment Management
Winner SUNY Chancellor's Award for Excellence in Professional Service 1995-96

John Albarino
A.A.S. SUNY Orange
B.S. Mercy College
M.S. Long Island University
M.S. New Jersey Institute of Technology
College Nurse

Jules Albertini
B.S. SUNY Cortland
M.A. SUNY Binghamton
Professor of Mathematics
Winner SUNY Chancellor's Award for Excellence in Teaching 2008-09

Beth Alden
B.S. Virginia Polytechnic Institute
Ph.D. University of Tennessee
D.V. M. University of Tennessee
Professor of Biology
Program Coordinator of Veterinary Technology

Robert W. Amundson
A.A. Dutchess Community College
B.A., M.B.A. Marist College
Professor of Business
Winner SUNY Chancellor's Award for Excellence in Teaching 2007-08

Mary Ann Bahruth
B.A. SUNY New Paltz
M.A. SUNY Binghamton
Associate Professor of Mathematics

Monika Baker-Espinasa
B.A. University of California
M.A., A.B.D. New York University
Instructor of Biology
Program Coordinator of Environmental Studies

Amber Beckley
A.A. SUNY Ulster
Assistant Coordinator of Accounting
Brenda Bennie  
Employee Benefits Administrator  
2002

Ulana Berenda  
A.S. SUNY Ulster  
B.S. Baruch College  
Administrative Assistant to the Dean of Administration  
2009

Ellen Bitterman  
Professional Tutor  
Learning Center  
2009

Anita Bleffert-Schmidt  
A.A. SUNY Orange  
B.S. SUNY New Paltz  
M.S. Ed. Iona College  
Ed.S., Ph.D Nova Southeastern University  
Associate Professor of Business  
Chairperson, Department of Business and Professional Studies  
Program Coordinator of CIS/CSC  
Program Coordinator of Accounting & Business Administration  
2004

Julie Boice  
A.A. SUNY Ulster  
B.S., SUNY Oneonta  
M.B.A. SUNY New Paltz  
Professional Tutor – Learning Center  
Instructor in Business  
2005

Myriam Bouchard  
B.S. Empire State College  
M.B.A. Syracuse University  
Counselor – Small Business Development Center  
2001

Matthew Brennie  
B.A. Wake Forest University  
M.S. Mount St. Mary College  
Counselor-Student Support Services  
2011

Gretchen Bruce  
A.O.S. Culinary Institute of America  
Program Coordinator--Continuing and Professional Education  
1995

Kathleen A. Bruegging  
B.A. Rockhurst College  
M.A. University of Kansas  
D.E.A. University of Strasbourg  
Professor of Foreign Languages  
Program Coordinator of Foreign Languages  
Program Coordinator of Individual Studies  
1985

Ryan Bulson  
A.A. Dutchess Community College  
B.A. SUNY Plattsburgh  
Campus Peace Officer  
2009

Florence Butler  
A.A. SUNY Ulster  
B.A. Washington University  
M.A. SUNY New Paltz  
College Nurse  
2006

Catherine Canzian  
A.S. SUNY Ulster  
Director of RSVP Volunteer Program  
1996

Beatrice Capen  
B.A., M.S. SUNY New Paltz  
Professor of English  
1982

Judith Capurso  
B.A. Queens College  
M.L.S. Catholic University of America  
Assistant Librarian/  
Coordinator of Information Literacy  
2008

Robert Cassidy, Jr.  
B.A. Williams College  
M.S.Ed Mount Saint Mary College  
Ph.D. SUNY College of Environmental Science and Forestry  
Associate Professor of Chemistry  
2006

Christopher Chang  
B.A. Stena College  
Director of Financial Aid  
2008

Sheryl Chismore  
B.A., M.S. SUNY Potsdam  
Director of Distance Learning  
1995

Diane Cimorelli  
A.S. SUNY Ulster  
B.A. SUNY Albany  
Learning Strategies Specialist  
2006

Kathleen A. Collins  
B.A. SUNY Binghamton  
M.S. SUNY New Paltz  
Associate Professor of English  
Program Coordinator of English Collegian Program  
Winner Presidents Award for Excellence in Part-time Teaching 2002-03  
2003

Marianne Collins  
B.A. State University College at Buffalo  
Dean of Advancement and Continuing Education  
1995

Lynn Corcoran-Johnston  
B.A. Fordham University  
M.S. SUNY New Paltz  
Director Student Support Services  
1991

Linda Corsones  
B.A. Elms College  
Program Coordinator-Continuing and Professional Education  
1997

Patricia Cosenza  
Coordinator of Health Services  
2006

Donna Cudney  
Administrative Assistant to the Dean of Academic Affairs  
Winner Presidents Award for Excellence in Service 1994-95  
1987

Thomas D’Amicantonio  
A.S. Dutchess Community College  
B.S. John Jay  
M.S. Boston University  
Assistant Professor of Criminal Justice  
2008

Anne Davis  
A.A. SUNY Ulster  
B.A., M.A. Marist College  
Ph.D. SUNY Albany  
Professor of Psychology  
1992

Leslie M. Davis  
A.A.S. SUNY Ulster  
Assistant to the Registrar  
1972

Debra Delanoy  
A.A.S. SUNY Ulster  
Coordinator of Personnel Services  
1987

Cornelia Denvir  
B.S. Rosemount College  
M.B.A. Syracuse University  
Associate Dean of Academic Affairs  
1991

Suzanne De Witt  
A.S. SUNY Ulster  
Instructional Assistant-Biological Sciences  
2008

Donna Diamond  
Instructional Assistant-Learning Center  
1997

Chris Earley  
B.M. Washington State University  
M.M. Western Michigan University  
Assistant Professor of Music  
Program Coordinator of Music  
2008

Sarah Fajardo  
B.S. Syracuse University, School of Management  
Coordinator of Continuing Education and BRC Operations  
2011
<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Year</th>
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<tbody>
<tr>
<td>Linda Farina</td>
<td>Coordinator of Fieldwork</td>
<td>1998</td>
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<tr>
<td>Lisa Farina</td>
<td>B.S. Empire State College</td>
<td>2010</td>
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<tr>
<td>Louise Farkas</td>
<td>B.S. SUNY New Paltz</td>
<td>2007</td>
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<td>Harold Farquhar</td>
<td>Campus Peace Officer</td>
<td>2004</td>
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<tr>
<td>Shannon Fatum</td>
<td>A.A. SUNY Ulster, B.A. SUNY Ulster</td>
<td>2012</td>
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<tr>
<td>Kristin Flynn</td>
<td>A.A.S. Rochester Institute of Technology</td>
<td>2011</td>
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<tr>
<td>John Frampton</td>
<td>A.B. Cornell University</td>
<td>1976</td>
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<tr>
<td>Steven Freer</td>
<td>B.A. St. John's University</td>
<td>2011</td>
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<tr>
<td>Wayne Freer</td>
<td>Director of Safety &amp; Security</td>
<td>2010</td>
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<tr>
<td>Douglas Furman</td>
<td>B.G. SUNY Stony Brook</td>
<td>2005</td>
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<tr>
<td>Stephen M. Gallart</td>
<td>A.S. Nassau Community College</td>
<td>2011</td>
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<td>John Ganio</td>
<td>B.S. SUNY Oneonta, M.A., Ed.S. University of Iowa</td>
<td>2008</td>
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<tr>
<td>E. Margaret Garvila</td>
<td>B.S. Empire State College</td>
<td>1996</td>
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<tr>
<td>Cheri Gerstung</td>
<td>M.S.W. Fordham University</td>
<td>1988</td>
</tr>
<tr>
<td>Matthew Goodell</td>
<td>B.A. SUNY Ulster, B.S., M.P.S. SUNY New Paltz</td>
<td>2010</td>
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<tr>
<td>Marion Goss</td>
<td>A.A. SUNY Ulster, B.S. Mount Olive College</td>
<td>2001</td>
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<tr>
<td>Alan Griggs</td>
<td>B.A. Queens College, M.A. Fairleigh Dickinson University</td>
<td>1993</td>
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<tr>
<td>Beatrice Hamilton</td>
<td>A.S. SUNY Ulster, B.S. Mount Olive College</td>
<td>2005</td>
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<tr>
<td>Nichola Harris</td>
<td>B.A. Gonzaga University, M.A. Washington State University</td>
<td>2009</td>
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<tr>
<td>Karen Helgers</td>
<td>B.S. SUNY Oneonta, M.S. SUNY College of Environmental Science and Forestry</td>
<td>2005</td>
</tr>
<tr>
<td>Diane Henderson</td>
<td>A.A.S. SUNY Ulster, B.S. SUNY Oneonta</td>
<td>1988</td>
</tr>
<tr>
<td>James Hobbs</td>
<td>B.A. Empire State College</td>
<td>1999</td>
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<tr>
<td>Teresa M. Howard</td>
<td>A.A.S., A.S. SUNY Ulster</td>
<td>1986</td>
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<tr>
<td>Thomas Impola</td>
<td>B.A., M.A. SUNY New Paltz</td>
<td>2005</td>
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<tr>
<td>Miho Iwazaki</td>
<td>B.A., M.A. Bukkyo University</td>
<td>1999</td>
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<tr>
<td>B. Robert Johnson</td>
<td>A.A. SUNY Ulster, B.F.A. Pratt Institute</td>
<td>1977</td>
</tr>
<tr>
<td>Samuel Kandel</td>
<td>B.B.A. Baruch College</td>
<td>2002</td>
</tr>
<tr>
<td>Tamara Katzowitz</td>
<td>A.A., B.A. Monmouth University, M.L.S. SUNY Albany</td>
<td>1998</td>
</tr>
<tr>
<td>Deborah Kaufman</td>
<td>B.F.A. Hanford Art School, University of Hartford</td>
<td>2008</td>
</tr>
<tr>
<td>Jennifer Kaufman</td>
<td>B.A. Pennsylvania State University, M.A. University of London, King's College</td>
<td>2006</td>
</tr>
</tbody>
</table>
MacKenzie Kell 2011
A.A. SUNY Ulster
B.A. SUNY New Paltz
M.A. Northern Arizona University
Instructor in English

Kathleen Keyser 2008
B.A. Seton Hall University
Coordinator of RISE Program

Jane Kithcart 1998
A.A.S. SUNY Ulster
B.A. SUNY New Paltz
M.S. Sage Graduate Schools
Director of Academic Support Services and Placement
Winner SUNY Chancellor's Award for Excellence in Professional Service 2005-06

Mindy Kole 2011
M.B.A. New York University
Director of Darlene L. Fajer Center for Entrepreneurial Studies
Winner SUNY Chancellor's Award for Excellence in Teaching (Adjunct) 2009-2010

Mark Komdat 2009
B.S., M.B.A. University of Buffalo
Dean of Administration

Stephanie Koon 2009
B.G.S., M.Ed, University of Missouri
Counselor-Student Support Services

Judith Kuhns 2007
A.S. SUNY Ulster
B.A. SUNY New Paltz
M.S. SUNY Albany
Assistant Librarian-Technical Services

David Lemmon 2000
B.S. University of Lancaster
M.S. University of Toledo
Ph.D. SUNY Albany
Professor of Biology

Salvatore Ligotino 2005
A.A.S. Wake Technical Community College
A.O.S. SUNY Ulster
B.A. SUNY New Paltz
Assistant Professor in Industrial Technology
Program Coordinator of Industrial Technologies

Linda Loomis 2012
A.S.N. SUNY Ulster
B.A. SUNY Plattsburgh
M.S. SUNY New Paltz
Assistant Professor of Nursing

Nicholas Lynchard 2009
B.A., B.S. Mississippi College
M.A., Ph.D. University of Notre Dame
Assistant Professor of Psychology

Patrice Macauley 1986
A.A. University of Bridgeport
B.A. SUNY New Paltz
Program Coordinator-Continuing and Professional Education

Iain Machell 2003
Diploma/Postgraduate Diploma in Art, Grays School of Art
M.F.A. SUNY Albany
Professor of Visual Arts
Program Coordinator of Theater and Visual Arts
Chairperson, Department of Art, Design, Theater & Communication

Kari Mack 1993
B.F.A. Rochester Institute of Technology
M.L.S. SUNY Albany
Director of Library Services
Winner SUNY Chancellor's Award for Excellence in Librarianship 2003-04

Marcy Maiuri 2004
A.A.S. Columbia-Greene Community College
B.S. The King's College
Administrative Assistant to the Vice President and Dean of Enrollment Management

Deborah Mannello 2001
B.S. SUNY Geneseo
M.S. SUNY Albany
Associate Professor of Communications & Media Arts
Program Coordinator of Sign Language

Anthony Marinaccio 2007
A.S. SUNY Ulster
Technical Assistant-Special Events

Debra T. Marinaccio 2000
A.S. SUNY Ulster
Program Coordinator of Industrial Technologies

Ronald Marquette 2006
B.S. Florida State University
M.A. SUNY Fredonia
Coordinator of Community Relations and Special Events

Christopher Marx 2006
B.A. University of Scranton
B.S. SUNY New Paltz
M.Ed. Loyola Baltimore
Director, Continuing and Professional Education

Carol Mason 1995
B.S. Russell Sage College
Instructional Assistant-Nursing

Mary Mendola 2010
B.A. Fordham University
Professional Tutor-Learning Center

Mkajuma Mbohgo 2004
B.Ed. Nairobi University
M.A. CUNY Brooklyn College
Ph.D. CUNY Graduate Center
Associate Professor of Biology

Maria McCabe 2006
A.A.S. Columbia Memorial Hospital School of Nursing
B.S. SUNY New Paltz
M.S. Russell Sage College
Instructional Assistant-Nursing

Wendy McCorry 2000
B.A., M.P.A. Marist College
Assistant Dean of Student Success

Marilyn McHugh 1980
A.A. SUNY Orange
B.Ed. University of Miami
M.P.S. SUNY New Paltz
Professor of English
Program Coordinator of Education Programs
Winner SUNY Chancellor's Award for Excellence in Teaching 2003-04

Donna Meier 2006
A.A.S. Bergen Community College
B.S. Mercy College
Assistant Professor in Veterinary Technology

Jody Mesches 1999
B.S. Russell Sage College
M.S. Sage Graduate School of Nursing
Associate Professor of Nursing
Chairperson, Department of Nursing

Andrea Meyer 2007
A.A. Bronx Community College
B.A. Herbert H. Lehman College
Director of Children's Center

Kathleen Meyer 1982
A.S. SUNY Ulster
Financial Coordinator of College Association

Roy Meyerhoff 1971
A.B. Hunter College
M.A. City College of New York
Ph.D. Bowling Green University
Professor of English
C. Hank Miller  1983  
A.A. SUNY Ulster  
B.S. SUNY New Paltz  
Winner SUNY Chancellor’s Award for Excellence in Teaching 2004-05  
Director of Institutional Research  

Crystal Miller  2007  
A.A. SUNY Ulster  
B.S. SUNY New Paltz  
Financial Aid Specialist and Loan Default Manager  

Chaitanya Mistry  2011  
A.A. SUNY Ulster  
B.S., M.A. SUNY Albany  
Instructor in Mathematics  

John Moriarty  2002  
B.A., M.A. University of Massachusetts  
Counselor, Small Business Development Center  

Lisa Moruzzi  2003  
A.S. Middlesex County Community College  
A.S. SUNY Ulster  
B.S. SUNY New Paltz  
Assistant Professor of Nursing  

Jack Murphy  1998  
B.F.A. SUNY New Paltz  
Certificate in Web Design, SUNY Ulster  
Web Coordinator  

Joseph Murray, III  2006  
Campus Peace Officer  

Gene Nettle  2004  
A.A. Northwestern Connecticut Community College  
A.A.S. SUNY Ulster  
Professional Tutor-Learning Center  

Maureen Nicholson  1985  
B.A. College of Saint Rose  
M.S. Rensselaer Polytechnic Institute  
Associate Professor of Mathematics  
Program Coordinator of Math  
Winner President’s Award for Excellence in Part-time Teaching 1997-98  

Sean Nixon  2004  
B.F.A. Philadelphia College of Art  
M.F.A. School of Visual Arts  
Associate Professor of Graphic Design  
Program Coordinator of Graphic Arts  

Maria O’Brien  2009  
A.A.S. SUNY Ulster  
B.A. SUNY New Paltz  
Counselor-Student Support Services  

Deborah O’Connor  1988  
B.A. Moravian College  
M.Ed. Lehigh University  
Associate Dean of Continuing and Professional Education  
Winner SUNY Chancellor’s Award for Excellence in Professional Service 2003-04  

Janice O’Hare  2007  
B.A. SUNY Buffalo  
M.A. SUNY Albany  
Professional Tutor-Learning Center  

Margaret Ordansky  1992  
B.S. University of Alabama  
Ph.D. SUNY Stony Brook  
Professor of Biology  

Nathan Ordansky  2010  
A.S. SUNY Ulster  
B.S. Binghamton University  
Professional Tutor-Learning Center  

Patricia Ormandy  1999  
A.A./A.S. SUNY Ulster  
B.S. Excelsior College  
Instructional Assistant-Learning Center  

Kevin Pawski  2009  
A.A. SUNY Ulster  
B.A. SUNY New Paltz  
Professional Tutor-Learning Center  

Lucia Pecore  2006  
A.A. SUNY Ulster  
B.A. SUNY New Paltz  
College Admissions Recruiter  

Edward Peifer  2005  
B.S., M.S., SUNY Albany  
Professional Tutor-Learning Center  

James Perry  2004  
A.S. SUNY Ulster  
B.A., M.A. SUNY New Paltz  
Assistant Professor of Computer Science  

Madeline M. Pezzino  1979  
B.S. SUNY New Paltz  
Admissions Counselor  
Winner SUNY Chancellor’s Award for Excellence in Professional Service 2000-01  

Richard Phillips  1997  
B.A. Lafayette College  
M.A. Columbia University  
M.L.S. SUNY Albany  
Ph.D. New York University  
Assistant Librarian-Reference  

Stephen Plumb  1992  
B.S.E.E., M.S.E.E. University of Vermont  
Professor of Engineering  
Program Coordinator of Engineering  

Joseph Previll  2011  
B.S. SUNY Buffalo  
M.S. Roswell Park Memorial Institute  
Educational Placement Coordinator  

Thomas Price  1999  
A.B. Bowdoin College  
A.M. Harvard University  
Ph.D. University of Illinois  
Professor of History  

Robert Pucci  2000  
B.A. Lehman College  
M.A. City College  
M.Phil. CUNY Graduate Center  
Associate Professor of Communications & Media Arts  
Program Coordinator of Communications  

Melanie Quick  2005  
A.A.S. SUNY Cobleskill  
Coordinator-Student Accounts  

Dolores Quiles  1995  
A.A. Columbia College  
B.A. California State University Chico  
M.S. SUNY New Paltz  
Chairperson, Dept. of English, Foreign Languages & Philosophy  
Associate Professor of English  
Program Coordinator of ESL  

Albert Randzin  1992  
A.A.S. Orange County Community College  
B.S. Pace University  
Counselor, Small Business Development Center  

Harold Rayford, Jr.  2009  
A.A.S. SUNY Ulster  
B.A. Virginia State University  
Counselor-Student Support Services  

Raymond Raymond  2005  
B.A. University College, Dublin  
M.Phil., Ph.D. University of Kansas  
Associate Professor of Political Science  

Barbara Reer  2003  
B.S.E.E. Western New England College  
Program Manager-Continuing and Professional Education  

Karen Robinson  1992  
B.A. SUNY Geneseo  
M.S. SUNY Buffalo  
Director of Career Services  
Winner SUNY Chancellor’s Award for Excellence in Professional Service 2001-02
<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Education</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martha Robinson</td>
<td>1997</td>
<td>B.A. Hood College</td>
<td>M.A. SUNY New Paltz&lt;br&gt;Professor of English</td>
</tr>
<tr>
<td>Jean Rose</td>
<td>1991</td>
<td>B.A. Colorado College&lt;br&gt;Executive Assistant of the President</td>
<td>Secretary to the Board of Trustees&lt;br&gt;Executive Assistant of the President</td>
</tr>
<tr>
<td>Burnelle Roser</td>
<td>2001</td>
<td>A.S. SUNY Ulster</td>
<td>B.S., M.B.A. SUNY New Paltz&lt;br&gt;Assistant Director of College Foundation</td>
</tr>
<tr>
<td>William J. Ryan, Jr.</td>
<td>1987</td>
<td>B.A. Marist College&lt;br&gt;J.D. Albany Law School</td>
<td>College Attorney</td>
</tr>
<tr>
<td>Lisa Savage</td>
<td>2012</td>
<td>A.A.S. SUNY Ulster&lt;br&gt;Instructional Assistant/Laboratory &amp; Chemical Safety Coordinator-Math, Science, English, &amp; Technology</td>
<td></td>
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<tr>
<td>Steven Schimmrich</td>
<td>1999</td>
<td>A.A. SUNY Ulster</td>
<td>B.A. SUNY New Paltz&lt;br&gt;M.S. SUNY Albany&lt;br&gt;Professor of Geology and Earth Science&lt;br&gt;Chairperson, Department of Math, Sciences, Engineering &amp; Technology&lt;br&gt;Program Coordinator of Physical Sciences&lt;br&gt;Winner SUNY Chancellor's Award for Excellence in Teaching 2006-07</td>
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<td>Deanne K. Schreiber</td>
<td>2004</td>
<td>A.A. SUNY Ulster</td>
<td>B.A., M.A. SUNY New Paltz&lt;br&gt;Associate Professor of Psychology&lt;br&gt;Program Coordinator of Human Services</td>
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<tr>
<td>Lisa Schulte</td>
<td>2008</td>
<td>A.A.S. SUNY Ulster&lt;br&gt;B.S. Cornell University</td>
<td>M.S.N. SUNY New Paltz&lt;br&gt;Assistant Professor of Nursing</td>
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<tr>
<td>Laura Seelman</td>
<td>2008</td>
<td>A.A. Dutchess Community College&lt;br&gt;A.S. SUNY Ulster&lt;br&gt;B.A. Mount Saint Mary College&lt;br&gt;College Nurse</td>
<td></td>
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<tr>
<td>Arnaoldo J. Seherewert</td>
<td>2002</td>
<td>B.S. SUNY New Paltz&lt;br&gt;M.S. SUNY Binghamton&lt;br&gt;Ph.D. Cornell University</td>
<td>Director, Small Business Development Center</td>
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<td>Maryann Sharpe-Cassese</td>
<td>2009</td>
<td>B.S., M.S. SUNY New Paltz&lt;br&gt;Assistant Professor of Nursing</td>
<td></td>
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<tr>
<td>William R. Sheldon</td>
<td>1983</td>
<td>A.A. Mesa Community College&lt;br&gt;B.A. Arizona State University&lt;br&gt;M.I.M. American Graduate School of International Management&lt;br&gt;Ph.D. SUNY Albany</td>
<td>Professor of Business</td>
</tr>
<tr>
<td>John Shelton</td>
<td>2009</td>
<td>B.S., M.S. SUNY New Paltz&lt;br&gt;Professional Tutor-Learning Center</td>
<td></td>
</tr>
<tr>
<td>Pamela Sherman</td>
<td>2001</td>
<td>B.A., M.S. City University of New York&lt;br&gt;Professional Tutor (ESOL)-Learning Center</td>
<td></td>
</tr>
<tr>
<td>Mary Lou Skaar</td>
<td>1982</td>
<td>B.A. Muhlenberg College&lt;br&gt;M.A. SUNY Albany&lt;br&gt;Professor of English</td>
<td>Winner SUNY Chancellor's Award for Excellence in Teaching 1997-98</td>
</tr>
<tr>
<td>Kathleen Smith</td>
<td>1995</td>
<td>A.A. SUNY Ulster</td>
<td>B.A. St. John's University&lt;br&gt;Director of Transfer Services&lt;br&gt;Winner SUNY Chancellor's Award for Excellence in Professional Service 2010-2011</td>
</tr>
<tr>
<td>Ann D. Songaylo</td>
<td>2002</td>
<td>B.A. Milwaukee-Downer College&lt;br&gt;Program Coordinator-Mid-Hudson Health and Safety Institute</td>
<td></td>
</tr>
<tr>
<td>Deborah Sprenger</td>
<td>1978</td>
<td>A.A. SUNY Ulster</td>
<td>B.A. Empire State College&lt;br&gt;Professional Tutor-Learning Center</td>
</tr>
<tr>
<td>Robert E. Steuding</td>
<td>1969</td>
<td>B.A. Siena College&lt;br&gt;M.A. University of Southern California&lt;br&gt;Professor of English and Philosophy</td>
<td></td>
</tr>
<tr>
<td>Eric Sutter</td>
<td>2004</td>
<td>B.A. SUNY New Paltz&lt;br&gt;M.S., Ph.D. SUNY Albany</td>
<td>Associate Professor of Physics</td>
</tr>
<tr>
<td>Dennis Swauger</td>
<td>1982</td>
<td>B.S. University of Pittsburgh&lt;br&gt;M.A. College of William and Mary&lt;br&gt;Professor of Chemistry</td>
<td></td>
</tr>
<tr>
<td>Ellen Tangney</td>
<td>2011</td>
<td>A.A.S. Queensborough Community College&lt;br&gt;B.S.N. Sage College of Albany&lt;br&gt;M.S.N. Sage Graduate School&lt;br&gt;Assistant Professor of Nursing</td>
<td></td>
</tr>
<tr>
<td>Mary Tarcza</td>
<td>1988</td>
<td>A.S. SUNY Ulster</td>
<td>B.A., M.S. SUNY New Paltz&lt;br&gt;Professor of Communications &amp; Media Arts&lt;br&gt;Winner SUNY Chancellor's Award for Excellence in Teaching 2010-2011</td>
</tr>
<tr>
<td>Ah Tua Teo</td>
<td>2009</td>
<td>M.Div., M.Th. Trinity International University</td>
<td>Professor of Philosophy</td>
</tr>
<tr>
<td>Donald L. Terpening</td>
<td>1975</td>
<td>A.A.S. SUNY Ulster&lt;br&gt;B.A. Marist College&lt;br&gt;M.S. C.W. Post College&lt;br&gt;Professor of Biology&lt;br&gt;Chairperson, Department of Biological Sciences&lt;br&gt;Winner SUNY Chancellor's Award for Excellence in Teaching 2002-03</td>
<td></td>
</tr>
<tr>
<td>Sherry Tesler</td>
<td>2007</td>
<td>B.A. SUNY New Paltz&lt;br&gt;Admissions Counselor</td>
<td></td>
</tr>
<tr>
<td>Christopher Tran</td>
<td>2009</td>
<td>B.S. SUNY Plattsburgh&lt;br&gt;M.S. SUNY Albany&lt;br&gt;Watershed Conservation Coordinator</td>
<td></td>
</tr>
<tr>
<td>James Truitt</td>
<td>2006</td>
<td>A.A.S. Dutchess County Community College&lt;br&gt;B.S., M.P.A. John Jay College&lt;br&gt;Associate Professor of Criminal Justice&lt;br&gt;Chairperson, Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>Candice VanDyke-London</td>
<td>2006</td>
<td>A.S. SUNY Ulster</td>
<td>B.A. SUNY New Paltz&lt;br&gt;Professional Tutor-Learning Center</td>
</tr>
<tr>
<td>Barbara Voerg</td>
<td>2005</td>
<td>B.S. Empire State College&lt;br&gt;Program Coordinator-SBDC</td>
<td></td>
</tr>
<tr>
<td>Hans Vought</td>
<td>2002</td>
<td>B.A. Gordon College&lt;br&gt;M.A., Ph.D. University of Connecticut&lt;br&gt;Professor of History&lt;br&gt;Program Coordinator of History &amp; Political Science</td>
<td></td>
</tr>
<tr>
<td>Pamela M. Wanning</td>
<td>1989</td>
<td>B.S. Stockton State College&lt;br&gt;M.P.S. SUNY New Paltz&lt;br&gt;Program Coordinator of Mid-Hudson Health and Safety Institute</td>
<td></td>
</tr>
</tbody>
</table>
Karl Wick 2000
A.A.S. SUNY Ulster
B.T. Excelsior College Associate Professor of Computer Information
Systems/Computer Science
Program Coordinator of Cisco Academy

Amy Winters 2008
B.S., M.S. SUNY Oneonta Coordinator of Accounting

James Williams 2008
Campus Peace Officer

Hope Windle 2005
B.A. Connecticut College M.F.A. University of California
Multimedia Instructional Designer

Tara Zacharzuk 2009
B.S. SUNY Plattsburgh M.A. Pace University, Lienhard School of Nursing
Instructor in Nursing

Todd Zeff 2006
B.A. Columbia University M.P.A. SUNY Albany
Director of Student Support Services-Disabilities

Jennifer Zell 2006
B.F.A. Hofstra University Administrative Assistant to the President

Support Staff

James Affinito 2010
Building Trades Worker

George Allen 2003
Library Clerk/Learning Resources

Doreen Arnesen 2002
A.A.S. SUNY Ulster Administrative Aide/Typist-Continuing & Professional Education

Millie Atzberger 1999
Senior Account Clerk-Student Accounts

Louise Boyle 1999
Principal Library Clerk -Learning Resources

Annemarie Braden 2009
B.A. Russell Sage College Database Clerk/Typist-Student Accounts

Carol Brechter 2011
B.S. SUNY Oneonta Secretary I-Registrar’s Office

Who’s Who  200  SUNY ULSTER

Patricia Brodhead 1992
Principal Account Clerk-Accounting Office

Debra Cahill 2007
Senior Account Clerk/Typist-Accounts Payable

Joyce Carey 2009
B.A. SUNY New Paltz M.L.S. SUNY Albany
Library Clerk-Learning Resources

Jill Casciaro 2004
A.S., A.A.S. SUNY Ulster
Administrative Assistant/Typist-Maintenance & Plant Operations

Stan Christiana 1982
Security Guard

Liliana Covington 1988
Administrative Aide/Typist -Social Sciences, Education & Human Services
Winner SUNY Chancellor's Award for Excellence in Classified Service 2008-09

Stacy Dziomba 1989
A.A.S., A.S. SUNY Ulster
Campus Administrative Assistant/Typist-Learning Center

Lisa Fabiano 2002
Senior Library Clerk-Learning Resources

Robert Friss 2001
Custodial Worker

Elaine Giebelhaus 1978
Administrative Assistant/Typist - Dean of Academic Affairs
Winner President's Award for Excellence in Service 1998-99

Wayne Greco 2003
Cleaner

Kerrie Hicking 1989
B.A. St. Francis College
Campus Administrative Assistant/Typist-Registrar's Office
Winner President's Award for Excellence in Service 2004-05

Hilda Kastanis 1977
A.A.S. SUNY Ulster
Campus Administrative Assistant/Typist-Business &Professional Studies

Michelle Keuning 2009
A.A.S. The Berkeley College
Administrative Aide/Typist-Math, Sciences, Engineering & Technology

Arnold Knittel 2002
Cleaner

Mark Kossuth 1988
Water/Sewage Treatment Plant Operator

Elaine LaBoy 2010
A.A.S. Westchester Community College
Administrative Aide/Typist-Admissions

Patricia LaSpina 1979
Cleaner

Monica Kiersted Leonardo 1978
A.S., A.A.S. SUNY Ulster
Administrative Assistant/Typist-English, Foreign Language, Philosophy, Art, Design, Music, Theater & Communication
Winner President's Award for Excellence in Service 1996-97

Susan Martino 2005
Administrative Assistant-Payroll

Marie Mastronardo 1973
Library Assistant-Learning Resources

AnnMarie Melchionne 2008
Senior Typist-Continuing & Professional Education

Christine Mergendahl 2005
A.S. SUNY Ulster
Head Account Clerk-Accounting Office
Winner President's Award for Excellence in Service 2007-08

Tina Musal 1998
A.A.S. SUNY Ulster
B.S. Keuka College
Principal Account Clerk-Continuing & Professional Education
Winner SUNY Chancellor's Award for Excellence in Classified Service 2009-2010

Jeff Nerone 1991
Stock Clerk-Central Services

David Nissen 2007
Electrical Construction and Maintenance Supervisor

Suzanne North 2000
Receptionist/Typist- Central Services

Tony Pagliaro 2000
A.A.S., A.S. SUNY Ulster
Senior Security Guard
Winner SUNY Chancellor's Award for Excellence in Classified Service
Aleta Pahl 1999
Senior Typist - Continuing & Professional Education

Robert Quick, Jr. 1989
Cleaner

Donna Restaino 2004
A.A.S. SUNY Ulster
Senior Typist-Mid-Hudson Health & Safety Institute

Katherine Restaino 1990
A.A.S. SUNY Ulster
Administrative Assistant-Student Accounts
Winner President’s Award for Excellence in Service 2005-06

James Reynolds 1990
Campus Maintenance Specialist

Shirley Rion 1990
Cleaner

John Wayne Roosa 2002
Building Maintenance Specialist

William Russell 2003
Library Assistant-Learning Resources

Janet Salanitri 1990
Administrative Assistant/Steno-MacDonald Dewitt Library
Winner President’s Award for Excellence in Service 2001-02

Barbara Schmidt 1979
A.S., A.A.S. SUNY Ulster
B.A. SUNY New Paltz
Administrative Assistant/Typist -Biological Sciences

Denise Schmidt 1999
Administrative Aide/Typist-Registrar’s Office

Dennis Sickler 2007
Building Trades Worker

Richard Sisilli 2006
Business Associates, Palm Beach Junior College
Building Maintenance Worker I

Beverly Smith 1986
Cleaner

Diane Smith 1982
Cleaner

Lisa Stenson 1986
Diploma SUNY Ulster
College Secretary I -Registrar’s Office

William Stokes 2004
Campus Maintenance Specialist

Thomas Stange 2011
Building Trades Worker

Fran Trippodo 1970
Physical Education Assistant -Athletics

Lorraine Trott 1987
Campus Administrative Assistant/Typist
Community Relations & Marketing
Winner President’s Award for Excellence in Service 2006-07

Olivia Twine 2003
B.A. Rider College
M.A. Teachers College, Columbia University
Administrative Aide/Typist-Financial Aid

Dianne Valdivia 2001
A.A. SUNY Ulster
Administrative Aide/Typist-RSVP

Noel Van Etten 2006
A.S. SUNY Ulster
B.S. Empire State College
M.P.S. Stony Brook University
Administrative Assistant/Typist-Admissions

Danielle Wayman 2008
A.S. SUNY Ulster
Program Assistant-Criminal Justice & Police Basic Training

Patricia Wright 1984
Cleaner

Donna Zentner-Rea 2000
Cleaner

Faculty Emeriti and Distinguished Former Staff Members

Carol Aaronson 1991-2010
B.S. City College of New York
M.A.T. Yale University

Louis Amaru 1967-1997
B.S. State College at Salem
M.A. SUNY Binghamton

B.S., M.A. Kent State University
Ph.D. Cornell University

Alfred C. Bedell 1970-1996
A.A.S. Dutchess Community College
B.S., M.B.A. SUNY Albany

George Benz 1969-1987
A.B. Dartmouth College
M.A., Ph.D. University of Texas

Lawrence Borzumato 1974-1995
B.A. Emerson College
M.A. University of Rhode Island

Paul W. L. Brasky 1970-1999
B.A. C.W. Post College

A.A.S. SUNY Cobleskill
B.A. SUNY New Paltz
M.S. SUNY Albany
Winner SUNY Chancellor’s Award for Excellence in Professional Service 1996-97

Robert T. Brown 1965-1997
A.A.S. SUNY Orange
B.S. Northern Arizona University
M.B.A. Marist College
President Emeritus

Beatrice Capen 1982-2010
B.A., M.S. SUNY New Paltz

B.A. SUNY Geneseo
M.L.S. SUNY Albany

Patricia Carroll-Mathes 1971-1999
B.A. Western Reserve University
M.L.S. SUNY Albany

Louis G. Cesaratto 1968-2001
B.A. Baldwin-Wallace College
M.A. New School for Social Research
<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
<th>Education</th>
</tr>
</thead>
</table>
| James J. Clarke      | 1968-1994 | B.A. Newark State College  
M.A. Monclair State College                                        |
Winner SUNY Chancellor's Award for Excellence in Teaching 2001-2002 |
| A. Barbara Connelly  | 1973-1992 | B.S. College of St. Rose  
M.S. SUNY Albany                                                    |
M.S. Indiana University                                           |
| Mary L. Cotton-Miller| 1978-2003 | B.A. Swarthmore College  
M.S., C.A.S. SUNY New Paltz  
Winner SUNY Chancellor's Award for Excellence in Professional Service 2002-2003 |
| W. Mark Cranfield    | 1966-1999 | B.S., M.S. SUNY Cortland                                                      |
| Betty Croswell       | 1967-2002 | A.S. SUNY Ulster  
Winner President's Award for Excellence in Service 1997-98                     |
| Fred A. Dannemann    | 1969-1990 | B.B.A. Iona College  
M.A. Columbia University                                      |
| Anita DeFina-Hadley  | 1982-2005 | B.S., M.S. SUNY New Paltz                                                  |
| Albert DiBernardo    | 1963-1994 | B.S., M.S. City College of New York                                         |
| James Donadio        | 1970-2008 | Maintenance/Construction Supervisor  
Winner President's Award for Excellence in Service 2000-01                      |
| Honey Fein           | 1981-1997 | B.S. Boston University  
M.S. Russell Sage College                                        |
| Lewis Gardner        | 2000-2008 | A.B. Columbia University  
M.A. University of Chicago                                    |
| Roberta Gavner       | 1982-1997 | B.S.N.E. College Misericordia  
M.S. Russell Sage College  
M.S. College of New Rochelle                                      |
| Richard J. Gelston   | 1966-2008 | B.B.A. St. John's University  
M.B.A. Pennsylvania State University  
Dean of Academic Affairs  
Winner SUNY Chancellor's Award for Excellence in Teaching 1996-97 |
| Anna May Gibbons     | 1974-1996 | B.S. Skidmore College  
M.A. New York University                                       |
| Joan Gilbert         | 1999-2001 | A.A. SUNY Ulster  
B.S. SUNY New Paltz  
M.S. SUNY Albany                                                  |
| Peg Gutridge         | 1980-2007 | B.A. University of Virginia  
M.A. Purdue University                                         |
| James R. Hadley      | 1965-2005 | B.S. Massachusetts State College  
M.S. SUNY Albany  
M.A. Columbia University                                      |
| Constance N. Hallam  | 1985-2007 | B.A. University of Virginia  
M.A. Purdue University                                         |
| Mary H. Jones        | 1979-2000 | A.B. Oberlin College  
M.A. Depauw University                                        |
| Martin Jordan        | 1979     | A.S. SUNY Ulster  
Winner SUNY Chancellor's Award for Excellence in Professional Service 2008-09 |
| Joseph C. Keefe      | 1963-1994 | B.S. SUNY Albany  
M.A. University of Iowa  
Ph.D. Syracuse University                                     |
| Shirley Krembs       | 1981-1997 | B.S. Pace University  
M.S. Russell Sage College                                         |
| Keith LaBuade        | 1970-1991 | B.S. University of Wisconsin  
M.B.A. Harvard Business School                                      |
| John LaHoud          | 1988-2000 | B.A. Syracuse University  
M.A. Empire State College                                        |
Ph.D. Union Graduate School, Antioch College                        |
| Sandra Larsen        | 1970-2005 | A.A.S. SUNY Ulster                                                      |
| Pat LaSusa           | 1995-1999 | B.S. University of Dayton                                                |
| Adele LeBlanc        | 1981-2000 | B.A. University of Montevallo                                            |
| Helene Lehtinen      | 1968-1999 | B.A. College of New Rochelle  
M.S. SUNY New Paltz                                                 |
Ph.D. SUNY Binghamton                                              |
B.S. Tufts University  
M.F.A. Rochester Institute of Technology                         |
| James J. Loricchio   | 1970-1999 | B.S., M.S. SUNY Albany                                                 |
| Patricia Makowsky    | 1974-2006 | Winner SUNY Chancellor's Award for Excellence in Professional Service 1994-95                               |
| Robert J. Markes     | 1968-1985 | A.B. Union College  
M.S. SUNY New Paltz  
Ed.D. New York University                                        |
| Lawrence R. Matson   | 1971-1999 | B.S. Ed., M.S.Ed. SUNY Cortland  
M.S. Case Western Reserve University                             |
| Virginia Meier       | 1968-1994 | B.A. Queens College  
M.A. Columbia University  
Prof.Dipl. Teachers College of Columbia  
University            |
| Howard H. Mills      | 1968-1992 | B.S. Colorado State University  
M.Litt. University of Pittsburgh                              |
| Fredric N. Misner    | 1963-1992 | B.S. Union College  
M.Ed. Harvard University                                                 |
Edward P. Nadel 1967-1997
B.A. Queens College
M.A. Northwestern University

B.Mus. MacPhail College of Music
M.Mus. Northwestern University
Ed.D. University of Illinois

Edward Peifer 1968-2003
B.S., M.S. SUNY Albany
Winner SUNY Chancellor's Award for Excellence in Teaching 1998-99

Joseph Perna 1979-2010
B.S. SUNY Cortland
M.B.A. Fordham University
Winner SUNY Chancellor's Award for Excellence in Teaching 2005-06

Vern Piantanida 1998-2010
B.S. St. Mary of the Plains College
M.S. Wichita State University

B.A. Boston College
M.A. New York University

James F. Quirk 1969-2005
B.A. SUNY Geneseo
M.S. SUNY Albany

Sylvia Ricci 1983-2006
Winner President's Award for Excellence in Service 1999-00

Elsie Saar 1979-1998
A.A.S. SUNY Ulster
B.A. SUNY New Paltz

Barbara Sartorius 1983-2003
B.A. SUNY New Paltz
M.A. Marist College

Charles A. Schenck 1966-1997
B.A. Lafayette College
M.S. SUNY Albany

Robert A. Sena 1968-2000
B.S., M.S. St. John's University
Winner Chancellor's Award for Excellence in Teaching 1994-95

Michael Shore 1995-2008
B.A. Kent State University
Director of Plant Operations

Theodore Skaar 1976-2010
B.S. Lafayette College
M.S. University of Massachusetts
Winner SUNY Chancellor's Award for Excellence in Teaching 2000-01

B.S.Ed. Gorham State Teachers College
M.B.S. University of Colorado

Florence J. Staats 1989-1999
B.S. New York University School of Education
M.Ed. Pratt Institute Graduate School
Ed.D. Columbia University Teachers College

Derwin H. Stevens 1966-1994
A.B. Harvard College
M.A. Bennington College
Ed.M. Harvard University

Joseph Stinton 1981-1999
A.A.S. SUNY Ulster

Claude Suhl 1977-2003
B.S. City College of New York
M.A. Columbia University

David Tart 1973-1999
A.A.S. Hudson Valley Community College
B.S., M.S. Union College

Eugene L. Turgeon 1968-1991
B.B.A. University of Massachusetts
M.Ed. North Adams State College
M.S. SUNY Albany

B.S. Roanoke College
M.S. Virginia Polytechnic Institute

Jean Vizvary 1981-2007
A.S. Genesee Community College
B.P.S. SUNY College of Technology at Utica/Rome
M.P.S. SUNY New Paltz

Emily Vosper 1996-2007
B.A. Queens College
M.S. SUNY New Paltz

Robin Walsh 2000-2010
B.A. SUNY Potsdam
M.L.S. SUNY Albany

Nancy Wiegert 1985-2005
A.S. SUNY Ulster

Theodore H. Wohnsiedler 1969-2002
B.S. Pennsylvania State University
M.S. University of Maine
Ph.D. Pennsylvania State University

Hsiao-Kang Yeh 1965-1991
B.S.E. National Central University
M.S.M.E. University of Massachusetts

Rosanne M. Yetzer 1986-2007
A.A. SUNY Ulster
B.A. SUNY New Paltz
M.S. SUNY Albany
Winner SUNY Chancellor's Award for Excellence in Professional Service 1997-98

Christine Zettler 1978-2011
B.S.E. SUNY Cortland
M.Ed. Springfield College

Winner SUNY Chancellors Award for Excellence in Teaching 2000-01

Winner SUNY Chancellor's Award for Excellence in Teaching 1994-95

Winner SUNY Chancellor's Award for Excellence in Teaching 2005-06

Winner SUNY Chancellor's Award for Excellence in Teaching 1998-99

Winner President's Award for Excellence in Service 1999-00
Directions

SUNY Ulster Stone Ridge Campus

The main campus of SUNY Ulster is on Cottekill Road, Stone Ridge, New York.

From N.Y. State Thruway
Exit 19 (Kingston/Woodstock) to Route 28 west (Pine Hill). After a short distance, take Route 209 South (Ellenville). Take 209 South for 9.6 miles to the first traffic light (note the Davenport Farms farm stand and the sign for SUNY Ulster); make a left turn onto Cottekill Road. Travel about ¼ mile to College entrance on right.

From New Paltz/Wallkill
Take Route 32 North to Rosendale. In Rosendale, after bridge, take first left turn onto Route 213 west. Travel approximately 1.7 miles and make a right turn onto Ulster County Route 26A (Cottekill Road). At stop sign, make a left turn and continue on Cottekill Road. At next stop sign, continue straight on Cottekill Road. Travel approximately 1.2 miles to College entrance on left.

From Marlboro/Highland
Take Route 299 west into New Paltz. Follow directions from New Paltz/Wallkill.

Business Resource Center

The Business Resource Center (BRC) is located at One Development Court in Kingston, New York.

From the NYS Thruway Exit 19
(Kingston)
From the Thruway traffic circle, take the Broadway/Kingston exit (Chandler Drive, Route 587). At the first traffic light, turn left onto Albany Avenue and continue for 8 traffic lights. The Business Resource Center will be located on your left, at One Development Court (the Ulster County office complex). Landmarks on the left include McDonald’s and the Kings Valley Diner and Pancake House. The BRC is at the extreme left of the Development Court complex.

From Route 209 North
(from Ellenville)
Take the Kingston exit (Route 28 east) to the traffic circle. Take the Broadway/Kingston exit (Chandler Drive, Route 587). At the first traffic light, turn left onto Albany Avenue and continue for 8 traffic lights. The Business Resource Center will be located on your left, at One Development Court (the Ulster County office complex). Landmarks on the left include McDonald’s and the Kings Valley Diner and Pancake House. The BRC is at the extreme left of the Development Court complex.

From Route 9W South
(from Port Ewen and points south)
Drive north to Kingston, until you reach a “T” at the intersection of Route 9W with Route 32/Flatbush Avenue. Turn left at this traffic light. At the next traffic light turn right and continue on Route 9W and the East Chester Street Bypass. At the second traffic light, turn left onto Ulster Avenue. Continue on Ulster Avenue just under one mile. The Business Resource Center will be on your right. The BRC is at the extreme left of the Development Court complex.

From Route 9W North
(from Saugerties and points north)
Drive south on Route 9W (right lane for Ulster Avenue) and bear right at the intersection with the East Chester Street Bypass. Go over the Conrail Bridge on Ulster Avenue, and continue south 3 traffic lights; the Business Resource Center will be on your right. The BRC is at the extreme left of the Development Court complex.

From Route 9
(from Northern Dutchess County)
Drive west on Route 199 across the Kingston-Rhinecliff Bridge. Take Route 9W South exit and drive south on Route 9W (right lane for Ulster Avenue) and bear right at the intersection with the East Chester Street Bypass. Go over the Conrail Bridge on Ulster Avenue, and continue south 3 traffic lights; the Business Resource Center will be on your right. The BRC is at the extreme left of the Development Court complex.
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