



2010-2011 COLLEGE CATALOG

4585 West Seneca Turnpike, Syracuse, New York 13215-4585
(315) 498-2622 | www.sunyocc.edu

About Onondaga Community College

The College

Onondaga Community College is a college of the State University of New York system and one of 30 locally sponsored community colleges throughout New York state. The College is the second largest undergraduate institution in Central New York and one of the fastest-growing community colleges in the nation. Onondaga County is the local sponsor for Onondaga Community College.

In 1962, Onondaga opened its doors to 500 entering freshmen at Midtown Plaza in the urban center of Syracuse, New York. The College moved to its present site in 1973, situated on 270 acres on Onondaga Hill, four miles from the city. The campus is noted for its hills, wooded terrain and expansive views.

Eight academic buildings housing more than 50 different degree and certificate programs as well as bachelor and master's degrees available on campus through the Regional Higher Education Center. Three modern all-suite residence halls make up the present campus and enrollment has grown from the original 500 to more than 12,000 students. The College continues to serve the educational and economic development needs of its region and has more than 38,000 alumni.

The College strives to provide the full college experience and offers a full complement of clubs and organizations to enrich student life. A comprehensive array of student support services enables our students to be successful in achieving their academic goals no matter what their life stage when entering the academic setting.

Our Philosophy

Onondaga Community College values diversity and is committed to creating an atmosphere where individuality is not only recognized, but also honored and encouraged to contribute to the rich fabric of the campus and the community. Onondaga Community College is dedicated to being a diverse educational learning community made up of students, employees and all those who support community-based higher education for all. We inspire our students to acquire the knowledge, skills and dispositions essential to living well and becoming fully engaged citizens in their communities.

The College welcomes those who, at any life stage, desire to pursue higher education, seek preparation for a specific career or job, or acquire new knowledge and skills, or wish to enrich their lives.

To reflect our shared educational philosophy, Onondaga Community College has established an essential set of Institutional Learning Outcomes, which serves as the underpinning of all programs and services offered by the College. Regardless of degree program, the outcomes that all Onondaga graduates will meet are:

1. Aesthetic & Ethical Growth

The student will develop an expanded awareness and appreciation of the arts and nature, and act ethically and responsibly in personal and professional settings.

2. Analytical Reasoning & Critical Thinking

The student will think critically to identify, analyze and solve problems in a variety of situations and areas of study.

3. Global Awareness & Inclusion

The student will recognize and respect similarities and differences among global, generational and historical perspectives.

4. Effective Communication

The student will speak, read, write and listen well.

5. Technological Literacy

The student will use forms of technology critically and effectively to achieve informational, educational, personal and professional goals.

6. Personal Growth & Wellness

The student will maintain and improve physical, mental and emotional well-being.

In addition to the academic coursework in which students will engage in support of these outcomes, Onondaga Community College is committed to providing extra- and co-curricular opportunities for all students to enhance their educational experience. These activities include, but are not limited to, service learning, arts events, intramurals & athletics, internships, and clubs and organizations.

Educational Mission

Onondaga Community College makes high-quality educational programs accessible to our diverse citizenry, empowering individuals to explore and discover their inherent potential and to transform themselves to live, work and thrive in our global community.

Vision

Onondaga Community College will be recognized as a leader in higher education and as one of the nation's most innovative community colleges. Students will discover highly credentialed faculty who have chosen to dedicate their careers to teaching, employees who focus on the value of and service to a diverse student body, and an inclusive and welcoming environment that supports achievement of highest potential. Lifelong learning will be nurtured by personal connection, innovative technology, global perspectives and open minds. Through its unique public stewardship responsibility to prepare citizens for productive careers in this region, Onondaga will serve a primary role in enriching and enhancing the quality of life for all who live and work in Central New York.

Principles of Community

Respecting the dignity and diversity of others is fundamental to the educational process, as well as the hallmark of citizen participation and interpersonal relationships. Respect knows no bounds whatever our differences in socioeconomic status, race, age, gender, sexual orientation, ability, ethnic heritage or religious conviction.

Therefore, I will respect the dignity and diversity of all people.

Personal integrity is a highly held value to be consciously chosen by an individual both in the classroom and throughout the campus community.

Therefore, I will sincerely pursue knowledge with honesty.

We are all in this life and community together. And each of us is 100% responsible for our own actions.

Therefore, I will learn to work as a member of the community as well as independently.

We each affect one another; we are interdependent. We are role models for each other. What happens to one affects us all. A community characterized by civility and decency brings out the best in each of us.

Therefore, I am committed to act with the greatest compassion and deepest wisdom.

Sustainability

Onondaga Community College has made a commitment to reduce and eventually eliminate emissions, and to accelerate the educational efforts to equip society to re-stabilize the earth's climate. These goals will be accomplished through a comprehensive institutional action plan to begin to move the campus toward climate neutrality. Current initiatives include campus wide recycling, sustainable landscape, composting, and conservation of energy and natural resources. Students are encouraged to participate in the campus' sustainability efforts. If you are interested in joining the sustainability task force, please contact the office of Corporate & Public Partnerships.



Onondaga Community College is an equal opportunity employer and an affirmative action institution. The College does not discriminate on the basis of race, color, creed, sex, national origin, marital and parental status, age, disability, sexual orientation, or status as a disabled or Vietnam-era veteran in admissions, employment, access to programs and administration of educational policy. In addition, College policies make sexual harassment unacceptable and intolerable. These policies apply to applicants for admission and employment, students, employees and sources of referral for applications for admissions and employment.

The College complies with Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; the Equal Pay Act of 1963; the Age Discrimination Act of 1974; Sections 503 and 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act; Executive Order No. 11246, as amended; the Vietnam Era Veteran readjustment of 1974 and other federal, state and local nondiscrimination laws as they may apply.

Questions regarding this statement or compliances with its provisions, including how to file a charge of discrimination protected by the above policies, may be directed to Christine McCullough, Human Resources, Coulter Library, Room 222, (315) 498-2330.

Important Information

Authorization and Accreditation

Onondaga Community College is accredited by the Middle States Commission on Higher Education. Accreditation was renewed in 2008. Middle States, 3624 Market Street, Philadelphia, PA 19104, telephone (267) 284-5000.

Computer Engineering Technology: accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC of ABET), 111 Market Place, Suite 1050, Baltimore, MD 21202-4012, telephone (410) 347-7700.

Early Childhood Education Specialization/

Human Services: accredited by the National Association for the Education of Young Children, Early Childhood Associate Degree Accreditation, 1313 L Street NW, Suite 500, Washington, DC 20005-4101, telephone (202) 232-8777.

Electrical Engineering Technology: accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC of ABET), 111 Market Place, Suite 1050, Baltimore, MD 21202-4012, telephone (410) 347-7700.

Health Information Technology: accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), 233 North Michigan Avenue, Suite 2150, Chicago, IL 60601, telephone (312) 233-1183.

Nursing Program: accredited by the National League for Nursing, Accrediting Commission, 3343 Peachtree Road, NE, Suite 500, Atlanta, GA 30326, telephone (404) 975-5000.

Physical Therapist Assistant Program:

accredited by the Commission on Accreditation in Physical Therapy Education, American Physical Therapy Association, Department of Accreditation, 1111 North Fairfax Street, Alexandria, VA 22314, telephone (800) 999-2782.

Respiratory Care: accredited by the Commission on Accreditation for Respiratory Care (CoARC), 1248 Harwood Road, Bedford, TX 76021-4255, telephone (817) 283-2835.

Surgical Technology: accredited by the Commission on Accreditation of Allied Health Education Programs, 1361 Park Street, Clearwater, FL 33756, Phone: (727) 210-2350

Documents for accreditation and licensure can be reviewed by contacting the agencies listed above.

Approved by:

Onondaga Community College is approved by and registered with the New York State Department of Education. The College is authorized by the Board of Regents of the University of the State of New York to award Associate in Arts, Associate in Science and Associate in Applied Science degrees.

All degree and certificate programs are approved for veterans and veterans' dependents eligible for Veterans Administration education benefits under the various public laws.

Memberships:

The American Association of Community Colleges.

Onondaga Community College reserves the right to cancel any offerings described herein (or in any other catalog or brochure), including but not limited to degrees, certificates, programs, specializations, minors or courses. The College also reserves the right to change any rules governing curriculum, administration, tuition, fees, admissions, regulations affecting students, dates and course content **when such action will serve the interest of the College or its students. Students are responsible for acquainting themselves with the regulations pertinent to their status. The College reserves the right to modify its regulations in accordance with accepted academic standards and to require observance of the modifications.** Such changes shall take effect whenever the administration deems necessary.

This catalog contains all modifications that occurred prior to June 1, 2010; however, changes may be made periodically. For current information, visit www.sunyocc.edu.

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Applying to Onondaga

The following pages give you information on the process and the procedures to follow in order to prepare and file your application.

If you have any questions or concerns, or need help working through the process, please call Student Central at (315) 498-2000.

We look forward to welcoming you to Onondaga!

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Applying to Onondaga

“Matriculated” Explanation

You may attend Onondaga as either a matriculated or non-matriculated student. How do you know which is which?

A **matriculated** student is one who meets all admission requirements, has been formally accepted by the Office of Recruitment and Admission, and is enrolled in an associate degree or credit certificate program. Matriculated students are eligible to apply for financial aid (see Financial Aid, page 18).

A **non-matriculated** student is one who has not made formal application or has not been accepted into a credit degree/certificate program, but has enrolled in a class or classes. Non-matriculated students may enroll in either day or evening courses, on-campus or at extension sites. Non-matriculated students are **NOT** eligible to receive financial aid.

Pre-admission Counseling

Some students know they would like to attend college, but are unsure about what they would like to study. You are invited to meet with an admission counselor to discuss options most suited to your needs. Interest tests, counseling, and career information are also available at the Counseling Center.

To arrange an appointment, call the Office of Recruitment and Admission, (315) 498-2221.

Campus Visit/Interviews

You are encouraged to visit Onondaga Community College. We welcome the opportunity to meet with prospective students and parents to discuss college plans.

In addition to our fall and spring Open House events, College tours and interviews are offered weekdays by appointment. **To arrange a visit or interview, call the Office of Recruitment and Admission, (315) 498-2221.**

Admission Requirements

Admission to any specific program offered at the College will be based upon consideration of the following criteria:

1. Completion of the Onondaga admission application (no fee required) online at www.sunyocc.edu or hard copy (by special request from Student Central at (315) 498-2000).
2. Presentation of an official high school transcript showing proof of graduation from high school, an original (or a copy of) a high school equivalency diploma (GED), or an official college transcript if applying as a transfer student. A degree from another college (B.A., B.S., A.S., or A.A.S.) is acceptable as proof of high school equivalency. Transfer students must provide both a high

school transcript and college transcript(s), unless they already have a degree (B.A., B.S., A.S., or A.A.S.).

Note: Onondaga participates in the New York State Educational Opportunity Program (EOP) for students who are considered academically and financially disadvantaged. Please see page 37 for more details.

3. Satisfactory high school grades and/or satisfactory college-level grades.
4. Appropriate academic preparation for the desired program of study at Onondaga.
 - a. Some students may be required to take one or more non-credit, developmental courses before taking courses required for their degree.
 - b. Certain courses and programs may require a minimum level of achievement in science and mathematics. Please refer to our Web site at www.sunyocc.edu for the most up to date program requirements.

Onondaga participates in the Full Opportunity Program of the State University of New York. Under this program, the College accepts all recent high school graduates and returning veterans from the sponsorship area (Onondaga County).

College policy pertaining to the admittance of ex-offenders is available from the Office of Recruitment and Admission. The College will consider applications for admission from ex-offenders upon receipt of all necessary information. Paroled individuals should be aware of the implications regarding licensure in some professions.

Contact the Office of Recruitment and Admission at (315) 498-2202 for further information.

Deferred Admission (Postponing Enrollment)

Once you have been accepted by Onondaga, you may defer enrollment at the College for up to two semesters. If you have not attended Onondaga (enrolled) by then, and later choose to attend Onondaga in a degree program, you must begin the application process again, including filing an application, and provide required academic documentation.

Admission of Non-High School Graduates: The Ability to Benefit Provision

If you do not possess a regular high school diploma (or its equivalent) from an accredited high school, public or non-public, registered and recognized by your state, and are beyond the age of compulsory education, you may be considered for admission under the Ability to Benefit provision. Under this provision, applicants must achieve satisfactory scores on pre-admission testing as approved

by the Secretary of Education. A personal interview is strongly recommended to clarify your goals.

Additional information is available from the Office of Recruitment and Admission at (315) 498-2202 or the Counseling Center at (315) 498-2675.

Admission of Home-Schooled Students

Home-schooled students who submit the necessary documentation demonstrating compliance with the minimum requirements of the home instruction regulations, and have been granted a letter of substantial equivalency from their local school district, will be considered for admission to Onondaga in the same manner as a high school graduate.

Without the letter of substantial equivalency or a GED, students can still be considered for admission to Onondaga under the Ability to Benefit Provision, providing they demonstrate satisfactory scores on pre-admission testing.

Admission of International Students

Onondaga Community College welcomes and supports international students whose presence enriches the diversity of the student body, fosters an international perspective throughout the campus community, and adds vitality to a dynamic, growing college environment.

By definition, international students are neither United States citizens nor permanent, legal United States residents.

In order to pursue academic studies and/or language training programs in the United States (U.S.), international students are required to obtain a nonimmigrant student visa. For visa information, visit the U.S. Citizenship and Immigration Services (USCIS) Web site: www.uscis.gov.

Onondaga Community College Issues F-1 Nonimmigrant Student Visas Only.

International students are encouraged to apply for an F-1 Nonimmigrant Student Visa as soon as they are prepared to do so to allow ample time for visa processing. Applying three months before the start of the desired semester of enrollment is recommended, as additional time for special Consular clearances and administrative processing varies from country to country.

For F-1 Nonimmigrant Student Visa information, visit the U.S. Department of State Web site: http://travel.state.gov/visa/temp/types/types_1268.html

For F-1 Nonimmigrant Student Visa Processing wait times, visit: http://travel.state.gov/visa/temp/wait/tempvisitors_wait.php

Visa Change of Status

International students already in the U.S. who need to change their nonimmigrant visa status to F-1 are required to consult with the Onondaga Community College Office of Recruitment and Admission before their current immigration status expires and before initiating a change of status process. Please be aware that the U.S. Citizenship and Immigration Services (USCIS) division of the U.S. Department of Homeland Security (DHS) adjudicates requests on a case-by-case basis, and there is no guarantee that a change of status to F-1 will be granted.

F-1 Transfer Students

F-1 students who transfer from a U.S. college, university of other educational institution must initiate the release of their Student and Exchange Visitor Information System (SEVIS) file at least three months before the start of the desired semester of enrollment at Onondaga Community College. To begin the transfer process, a SEVIS Transfer-In Verification Form must be completed and submitted to the Onondaga Community College Office of Recruitment and Admission. Download the SEVIS Transfer-In Verification Form at: www.sunyocc.edu

International Admission Requirements

All incoming students must apply for admission by downloading and completing the Onondaga International Student Application Package at www.sunyocc.edu (no fee required). See below.

1. Onondaga Community College Admission Application

Applications can be obtained by going to www.sunyocc.edu and printing the .pdf file (preferred) or by contacting the Office of Recruitment and Admission via email (international@sunyocc.edu) or phone (001) 315 498-7266 to receive one via U.S. Postal mail. International applicants may NOT use the online version of the application due to technical issues.

2. Proof of English Proficiency

- a. Non-native English-speaking applicants must demonstrate a minimum English language proficiency to ensure their understanding of college-level course content, and the Test of English as a Foreign Language (TOEFL®) is required. For TOEFL® Test information, go to: www.toefl.org

To request that a TOEFL® Test Official Score Report is sent directly to the Onondaga Community College Office of Recruitment and Admission, refer to Institution Code #2627.

Minimum acceptable TOEFL® Scores:

- Internet-based: 61
- Computer-based: 173
- Paper-based: 500

- b. In addition to submitting the TOEFL® Test Official Score Report, non-native English-speaking applicants must complete and submit the State University of New York (SUNY) English Proficiency Report, Form FSA-3.

The FSA-3 English Proficiency Report form is found on the State University of New York (SUNY) Web site at: <http://www.suny.edu/student/forms.cfm>

Non-native English speaking applicants already in the U.S. may be eligible for alternate English-language testing. For further information, please contact the Office of Recruitment and Admission at: international@sunyocc.edu or 001-315-498-7266.

3. Proof of Financial Resources

In order to obtain an F-1 Nonimmigrant Student Visa, international student applicants must demonstrate the ability to finance an Onondaga Community College education for one (1) year.

As proof of financial resources, the following two documents are required:

- a. FSA-4 Foreign Student Financial Statement and Instructions form, found on the State University of New York (SUNY) Web site at <http://www.suny.edu/student/forms.cfm>.
The FSA-4 statement must provide equivalent available funds in U.S. dollars (USD\$).
- b. A statement from your personal/home country bank (or the bank of whomever is responsible for financing your Onondaga Community College education and expenses) supporting the information reported on the FSA-4 Foreign Student Financial Statement.
The country bank statement must provide equivalent available funds in U.S. dollars (USD\$).

Onondaga Community College offers neither scholarships nor financial support. When admitted, international students are required to deposit the first semester tuition with the Bursars Office. Tuition and fees (subject to change) are USD\$ 3,618 per semester and the recommended one-year total educational expense is USD\$ 17,450. Please refer to our Web site, www.sunyocc.edu, for the most up to date tuition and fees.

4. Proof of High School Graduation and/or College Attendance

a. High School Graduation Documents

International students must be graduates of a school that is considered equivalent in level to a U.S. high school as determined by the American Association of Collegiate Registrars and Admissions Officers

(AACRAO). As proof, the following original, official documents must be submitted and accompanied by a certified English translation:

- i. Transcripts
- ii. Diploma Certificates

b. College Attendance Documents

To receive academic transferred credit for college-level courses taken and/or degrees earned at non-U.S. colleges or universities, international student transcripts must undergo evaluation by foreign credential evaluation services.

We recommend the following foreign credential evaluation services:

- i. Evaluation Service, Inc.:
www.evaluationservice.net
- ii. World Education Services:
www.wes.org

Please arrange to have all Proof of High School Graduation and/or College Attendance documents, accompanied by certified English translations, in addition to the completed application for admission, sent directly to the Office of Recruitment and Admission, 4585 West Seneca Turnpike, Syracuse, NY USA 13215.

5. Proof of Immunization

For complete immunization requirements, information and forms, go to:

www.sunyocc.edu/admissions and choose immunization requirements.

New York State Public Health Law requires all students attending college born after December 31, 1956, to provide immunization records to demonstrate immunity to measles, mumps and rubella. Acceptable immunization records need to be signed or stamped by a health care provider or school nurse.

Immunity consists of:

- a. Two (2) doses of live measles vaccine, on or after the first birthday, and at least thirty (30) days apart, or blood work demonstrating immunity
- b. One (1) dose of live mumps vaccine or blood work demonstrating immunity
- c. One (1) dose of live rubella vaccine or blood work demonstrating immunity
- d. One (1) dose of meningococcal meningitis vaccine, highly recommended (especially for students living in residence halls), but not required. Students who elect not to be immunized for meningococcal meningitis must sign a statement declining immunization. For students less than 18 years of age, statements must be signed by a parent or guardian.

Before a student may register for classes, all required Proof of Immunization records and forms must be completed and received by the Health Services Office, Coulter Library, Room 103C.

International students may carry their immunization records to campus with them or fax them in advance directly to the Health Services Office (Fax: 001 315 469 9270).

6. Request for On-Campus Housing in Residence Halls

Our suite residence halls offer secure, apartment-style on-campus living. Suites are equipped with a full kitchen, living room, bedrooms and two full bathrooms. Due to the overwhelming demand for on-campus housing, applying early is recommended.

For information, an online application for on-campus housing and a virtual tour, visit: www.sunyocc.edu

Please direct all international admissions inquiries and correspondence to:

Onondaga Community College
International Admission
Office of Recruitment and Admission (G220)
4585 West Seneca Turnpike
Syracuse, New York 13215-4585, USA

Tel: 001 315 498 7266

Fax: 001 315 498 2107

E-mail: international@sunyocc.edu

International student applications for admission are reviewed when all required and accurately-completed documents are received.

Additional information regarding international student services is found on page 37 of this catalog.

Admission of English Speakers of Other Languages

English speakers of other languages seeking admission to the college may be required to demonstrate a minimum English proficiency, including written work, depending upon their educational background.

Please contact the Office of Recruitment and Admission at (315) 498-2202 for the proper enrollment process.

Application Credentials and Admission Decisions

As an Onondaga applicant, you are responsible for filing all the credentials listed below that pertain to your situation. Your application will be considered complete when all official applications, fees, transcripts and, if necessary, placement tests and letters of recommendation are on file.

Note: Students applying to one of the four Health Profession programs must have completed placement testing before application is considered complete.

We cannot process your application until all information has been received.

Please use this checklist to assist you with the admission process. If you have concerns or questions about the program you're interested in, call the Office of Recruitment and Admission at (315) 498-2202 or e-mail us at OCCadmissions@sunyocc.edu and we will help you.

1. Complete an application for admission (Note: F1 students must download and complete the application by hand.)

- a. APPLY ONLINE AT www.sunyocc.edu (no fee required), OR
- b. APPLY via the Onondaga Paper Application (available by special request from Student Central 315-498-2000) OR
- c. APPLY via the SUNY online application (\$40 fee)

NOTE: Only one application is needed.

2. Send an official high school transcript to Onondaga Community College

In addition to your completed application, we will need one of the following:

- a. An official high school transcript showing proof of graduation from high school. Applicants still in high school should send their most recent transcript at the time of application and a final transcript upon graduation, OR
- b. An original or a copy of an official GED certificate and score report

Please Note: If you are neither a high school graduate nor a GED recipient and are beyond the age of compulsory education (16 years of age), you may be considered for admission under the Ability to Benefit Provision. Under this provision, applicants must achieve satisfactory scores on pre-admission testing as approved by the Secretary of Education. An informational interview to discuss this option is highly recommended. Call the Office of Recruitment and Admission at (315) 498-2221 to schedule an appointment.

3. Send college transcripts (if applicable) to Onondaga Community College

Send official transcripts of college credits or advanced placement scores earned before admission/matriculation to the Office of Recruitment and Admission for inclusion in your admission file. Note: If you have earned an associate degree or higher, your official college transcript can also serve as proof of high school completion.

PLEASE NOTE: Some programs (particularly in Health Occupations and Performing Arts) have additional requirements for acceptance; you are encouraged to check with the Office of Recruitment and Admission or visit the Web site at www.sunyocc.edu for details.

Admission Decisions

Whichever way you choose to apply, we will evaluate your application when all required forms have been received. As soon as our evaluation is complete, you will receive an admission decision via standard mail. If you have questions regarding your admission status, please call us at (315) 498-2202 or E-mail us at OCCadmissions@sunyocc.edu.

Application Deadlines

The College will establish a deadline date for submission of application materials each semester. Early application is strongly encouraged to ensure the best possible selection of courses.

You may begin work on nearly all Onondaga programs during any semester. Please contact us at (315) 498-2000 if you have any questions or concerns regarding this process.

Further Requirements

Certain programs require new students to have physical examinations; you will be notified if this applies to you.

Applicants may wish to investigate the Collegiate Science and Technology Entry Program (CSTEP) or Educational Opportunity Program (EOP) as part of the application process. See page 35 for detailed information.

Transfer Applicants

Students Who Have Attended Any Other College Prior to Onondaga

If you have begun college work at another institution and wish to transfer to Onondaga, follow the procedures outlined in Applying to Onondaga (see page 6). It is your responsibility to arrange for all official transcripts from previous college(s) attended to be sent to Onondaga's Office of Recruitment and Admission.

Students who have been dismissed for any reason from their previous college may be required to interview with an Admission Counselor prior to acceptance. Call the Office of Recruitment and Admission at (315) 498-2221 for scheduling.

You will be notified of your placement test requirements after official transcripts from previous institutions have been received and evaluated.

As an incoming transfer student, you must successfully complete at least half the required academic credit hours at Onondaga Community College in order to fulfill requirements for the Associates degree from Onondaga.

Granting of Credits for Students Who Wish to Transfer to Onondaga from Another Institution

1. Official transcripts of advanced placement scores or college credits earned before admission/matriculation at Onondaga should be sent to the Office of Recruitment and Admission for inclusion in your admission file. Courses will be evaluated for credit after you are admitted. The evaluation of transfer credits is coordinated by the Counseling department. Course work which has been satisfactorily completed with a grade of C (AP grade of 3) or better at any regionally accredited college or university will be considered for credit at Onondaga Community College. Only courses applicable to your intended curriculum will be accepted. Transfer credits from institutions on a "quarter plan" or "trimester" will be adjusted in accordance with College policy. You will be notified by the Counseling department of the number of credit hours from your other institution(s) that Onondaga will accept.
2. Credit may also be granted for evidence of learning or experience other than in a high school or college on the basis of a qualifying examination in that subject. This includes work done in the NYHS College Proficiency Examination Program, the College Board College Level Examination Program (CLEP)*, International Baccalaureate (HL Exams) and other acceptable examination programs. Results of qualifying examinations should be sent to Student Central.

Please Note: CLEP examination scores and experiential credits cannot be used to receive credit for Modern Language courses.
3. Individuals who have served in the military should submit an AARTS, SMART, or CLAF transcript to Student Central for evaluation of educational experiences.
4. If you take courses at other institutions during summer terms, or at any time after official acceptance to an Onondaga Community College degree or certificate program, you should have official transcripts forwarded directly to Student Central.

Testing, Advisement and Registration

Once you receive notification of acceptance to Onondaga Community College, you will need to make sure a number of requirements are met to complete the enrollment process. The acceptance letter and packet you receive include steps to enrolling specific to your status (freshman, transfer or international student). Those steps include:

- Immunizations - submit proof of immunizations to Health Services. Required for those students born on or after January 1, 1957. (See next section for details.)
- Placement Testing - most students will take placement tests to determine readiness for college-level English, Mathematics and Reading. (See Placement Testing for details.)
- Advisement - upon completion of placement testing, students will be notified of available advisement sessions and scheduled accordingly.

- Registration - once students have satisfied the immunization requirement (when necessary), completed placement testing and met with an advisor, they will be able to register for courses. Students may register on the Web at www.sunyocc.edu. The system enables students to register and/or withdraw from courses. You may also register in person at Student Central, located in the Gordon Student Center.

For more information about testing, advisement and registration, contact Student Central at (315) 498-2000.

Immunization Requirement

If you were born on or after January 1, 1957, you are required to provide proof of immunity to measles, mumps and rubella according to New York Public Health Law 2165. Proof of immunity consists of documentation of the following:

Measles - 2 doses of live virus vaccine, at least 30 days apart, and administered on or after the first birthday; or serologic evidence of immunity; or physician diagnosis of disease, signed by the diagnosing physician.

Rubella - 1 dose of live virus vaccine administered on or after the first birthday or serologic evidence of immunity.

Mumps - 1 dose of live virus vaccine administered on or after the first birthday; or serologic evidence of immunity; or physician diagnosed disease, signed by the diagnosing physician.

Vaccines administered prior to 1968 will not be accepted as a live virus vaccine unless specifically identified as such.

Meningitis - New York State Health Law requires all students enrolling in more than 5 credit hours be provided with information on meningococcal meningitis. Immunization for meningococcal meningitis is recommended but not required. Students will need to read the information and either show proof of meningococcal meningitis immunization within the past ten years, or sign a statement declining the immunization. There is no age limit on this requirement.

You will not be scheduled for courses until the proof of immunization is submitted to Health Services. If you are restricted from class attendance for failure to comply with this requirement, you will not be eligible for tuition reimbursement or special accommodation from faculty or staff.

Exemptions are available through Health Services for students with genuine and sincere religious beliefs contrary to immunization or students for whom immunization is medically contraindicated.

Physical Requirements

Students enrolled in specific curricula may be required to submit additional health information. Annual physicals are required for participation in intercollegiate sports. Students will be provided with the appropriate forms either through Health Services or the academic department.

Students participating in physical activities will be screened by Health Services. If the nurse determines there may be detriment to participation, the student will be required to bring in a clearance from his or her physician.

Placement Testing

The Testing Services department in the Gordon Student Center administers English, math and reading placement tests to ensure placement in appropriate courses.

Starting with the correct courses is an important step in achieving your academic goals and potential. Onondaga uses ACCUPLACER computerized placement testing that includes Sentence Skills, Reading Comprehension and Mathematics to determine placement into appropriate courses.

Transfer students are not required to complete placement tests if they have successfully completed (grade of C or higher) a course equivalent to our ENG-103, RDG-153 and MAT-087 or higher.

Students who have scored a 500 or higher on the Critical Reading section of the SAT are exempt from the placement exam in English and reading.

Students entering Onondaga in the year immediately following high school graduation who have successfully completed high school level Pre-Calculus or Calculus (C/75 or better) are exempt from the mathematics portion of the placement exam.

As a newly admitted student, you will receive placement test information in your acceptance letter. No appointment is necessary; however, you can contact Student Central at (315) 498-2000 or visit www.sunyocc.edu for testing hours.

Please note: It is the policy of Onondaga Community College that all students shall be proficient in these areas in order to be prepared for college-level course work.

Once newly admitted students have been tested, and necessary developmental courses have been determined, students must complete those courses successfully.

Students not in a degree program who wish to register for a beginning English, math or reading course need to take placement tests for the specific courses they are registering for. Anyone who believes s/he may need testing accommodations due to a disability is encouraged to first contact the Disability Services Office at (315) 498-2245.

More information about Testing can be obtained from Student Central at (315) 498-2000. For testing hours and/or review sheets, call (315) 498-2000 or go to www.sunyocc.edu/testing

Credit for Experiential Learning

Using Skills and Knowledge to Gain Academic Credit

Experiential learning includes knowledge and skills gained from life experience. Academic credit may be awarded for experiential learning by any academic department of the College, although no department is required to do so. Credit may be awarded for demonstrated competencies in a specific course offered by the College at the time the credit is awarded. This credit, called “experiential credit,” is awarded for the knowledge and skills gained, not for the experience itself.

To be awarded experiential credit, you must be admitted to a degree or certificate program at Onondaga. Experiential credit may account for not more than 50 percent of the total credits required for your degree or certificate and not more than 50 percent of the credits required by the degree-granting department. Learning acquired through experience must be demonstrated by a satisfactory level of performance. Experiential credit is not assigned a grade and is treated as transfer credit.

The manner in which experiential learning will be evaluated (e.g., by standardized or departmental examination, portfolio evaluation, clinical observation, laboratory evaluation, or by combinations of these or other methods) is determined by each academic department.

A fee is charged for credit awarded by portfolio evaluation, departmental examination, practicum or clinical evaluation. (*See Additional Fees on page 15.*)

Experiential learning evaluation forms may be obtained from the department from which credit is requested. A faculty member will perform the evaluation. Credit will be awarded upon the recommendation of the evaluator and the approval, by majority vote, of all faculty members in the department. In the event that credit is not awarded, reasons will be provided in writing.

For specific information regarding journeyman electrical and building trades experience, see specific curriculum entry under Programs of Study.



Tuition and Fees

*Your education is
your greatest investment.
Onondaga works diligently to
make sure we keep our service to
you as affordable as possible.*

*These pages outline the
cost of attending Onondaga.
Following these pages are the
many ways we help you pay
for your education, including
financial aid options such as
grants and scholarships.*

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Tuition and Fees (per semester)

Please Note: Tuition and fees are subject to change without prior notice.

Residency Status	Full-time** (12 or more eq. cr. hrs.)	Part-time** (less than 12 eq. cr. hrs.)	Residency Definition
Resident	\$1,809	\$142 per hour	A legal resident of New York state for one year and of the County of Onondaga for six months. Both periods of residency must immediately precede the date of registration.
With Certificate of Residence*	\$1,809	\$142 per hour	A legal resident of New York state for one year immediately preceding registration but not a resident of Onondaga County. Presentation of a Certificate of Residence* from the county of residency is required to be eligible for resident tuition. (See Certificate of Residence* below)
Non-Resident without Certificate of Residence*	\$3,618	\$284 per hour	A NEW CERTIFICATE IS REQUIRED FOR EACH ACADEMIC YEAR. Certificates must be dated after July 1, and should be returned to the Bursar's office before the start of the semester . Once on file with the Bursar's office, the certificate will be valid through the academic year.
Out-of-State Resident	\$3,618	\$284 per hour	A legal resident of a state other than New York including students on a visa from another country.
Activity Fee	\$82	\$42	Activity fee is mandatory for all students.
Health Fee	\$19	\$13	Health fee is mandatory for: 1) all full-time students, 2) part-time students enrolled in any daytime, on-campus course.
Technology Fee	\$102	\$32	Technology fee is mandatory for all students.

Residence Halls	Miscellaneous Residence Hall Charges
Fall Semester – Single Room.....\$3,438	Residence Life Programming Fee.....\$75/semester
Fall Semester – Double Room.....\$2,916	Residence Life Improper Checkout Fee.....\$50/semester
Fall Semester – Triple Room.....\$2,552	Late Payment Fee (Balance below \$100).....\$10
Winter Semester.....\$117/week	Late Payment Fee (Balance \$100-\$500).....\$25
Spring Semester – Single Room.....\$3,438	Late Payment Fee (Balance more than \$500).....\$40
Spring Semester – Double Room.....\$2,916	Returned Check Fee.....\$30
Spring Semester – Triple Room.....\$2,522	Payment Plan Processing Fee.....\$31
Summer Semester.....\$117/week	Parking Fee.....\$40/semester
	Parking Ticket Fee.....\$25

The above figures are based on a 9-month academic year, and are for housing costs only. Tuition and Fees are extra. Please see the Onondaga Community College website at www.sunyocc.edu for complete payment & refund policies.
Rates are subject to change without prior notice.

* Certificate of Residence — Presence alone in the locality (Onondaga County) does not in and of itself constitute legal residence. One's domicile (legal residence) is based first upon the individual's intent and purpose for residing in the locality. Thus, if a person is residing in Onondaga County primarily to attend college, he/she may not be considered a resident of the county for tuition rate purposes. Consequently, a certificate of residence from the New York state county of legal residence must be obtained and presented to the Bursar's office. Questions regarding residency should be directed to the Bursar's office. The application form can be obtained from the Bursar's office, (315) 498-2367.

** Full-Time and Part-Time Students — A full-time student is one enrolled for 12 or more equivalent credit hours. A part-time student is one enrolled for less than 12 equivalent credit hours. A student who enrolls for 12 or more equivalent credit hours any time during the semester will be charged the full-time student rates.

Additional Fees

Curriculum, Course and Lab Related Fees

Architecture Curriculum

Full time.....	\$37
Part time.....	\$22

Art Curriculum

Full time.....	\$29
Part time.....	\$15
Art Lab fee.....	\$22

Auditing.....same as tuition fee

Emergency Vehicle Operations Course..... \$400

Experiential Learning Evaluation* \$16

Health Curriculum**.....\$42

Interior Design Curriculum

Full time.....	\$37
Part time.....	\$22

Lab fee (general - for all labs)..... \$18

Malpractice Insurance** \$8

Music (Applied) fee.....\$103

Nursing Curriculum

Nursing Clinic (modular)..... \$33

Clinical Evaluation* \$31

Nursing ATI Comprehensive Program fee
(one time only upon registration for NUR 191
or 230).....\$376

Nursing ATI Online Tutoring fee (one time
only upon registration for NUR 291) \$249

Photography Lab fee.....\$39

Recreation Leadership

Camping and Nature Study..... \$35

Respiratory Therapy Exam \$130

SLN (online) fee* \$8

Surgical Technology fee.....\$28

Surgical Technology Accreditation

(National Certification Exam)..... \$232

Other Fees

Administrative Processing fee*** \$38

Alcohol & Other Drug fine (1st violation) .. \$25

Alcohol & Other Drug fine
(subsequent violations)..... \$25

Disabled Parking fine (1st violation)..... \$50

Disabled Parking fine (All subsequent violations) .. \$50

Fitness Center Use fee \$36

ID Card Replacement \$25

Job Placement.....\$2

Networking Lab fee \$50

Orientation fee**** \$34

Parking Violation..... \$25

Returned (by bank) Check fee \$30

Smoking fine (1st violation) \$25

Smoking fine (subsequent violations)..... \$50

Test Proctoring fee \$25

Transcript fee..... \$8

* per credit hour

** per semester; required of students in all health curricula

*** one-time only fee - charged when a student has
completed 30 credit hours

**** one-time only fee - charged when a student registers the first time

Tuition and Fees (Tuition and Fees are subject to change without prior notice.)

The tuition schedule for the 2010-2011 academic year is found on page 14. Tuition charges for credit courses are the same whether the student is taking the course for credit or is auditing the course.

Payment of Tuition and Fees

Payment in full of tuition and fees for the semester is due the day before the semester starts. On weekends and holidays payments may be made at pay.sunyocc.edu. Checks should be made payable to Onondaga Community College for the exact amount due. Personal checks may not be accepted for amounts greater than the full-time resident tuition rate. Cashier's checks, money orders and cash are acceptable. MasterCard, VISA and Discover are also accepted. **Credit card payments may be made by using Web Access at www.sunyocc.edu.** However, if the account is not the student's, a signed authorization from the cardholder permitting use of the account is required.

Payment Plan

To help you meet your expenses at Onondaga, we are pleased to offer an interest-free payment plan by partnering with Nelnet Business Solutions. This convenient monthly budget plan gives you two options for making monthly payments: You can make automatic bank payments, or you can charge payments to your MasterCard, Visa, American Express or Discover Card. There is a \$31 non-refundable enrollment fee per semester for the Nelnet payment plan, of which \$25 is paid to Nelnet Business Solutions for processing costs, and the remainder is paid to Onondaga to fund administrative expenses related to offering this service. The required down payment and the number of monthly payments vary depending upon when you enroll in the plan.

Tuition Deferrals

Tuition deferrals may be granted on the basis of financial aid awards (TAP, Pell, Student Loans) or veterans' benefits. The College may honor an authorization to bill an outside agency, company, etc., for employee tuition programs.

Students who have applied for financial aid must meet certain application deadlines to defer tuition. These deadlines are usually several months in advance of the tuition payment deadlines. (See financial aid information for specific information.) Failure to meet these financial aid application deadlines will result in students being liable for their own tuition and fees.

Students who do not have financial aid as noted above must pay tuition and fees as instructed. The Bursar's office will collect any money owed the College by a student from the **first available funds**. For example, tuition is deferred under TAP, Pell, VAVR, etc. The student receives funds from another source such as a student loan, prior to receipt of the TAP, Pell or VAVR payment. Money owed the College will be deducted from the FIRST funds received. Any balance will be refunded the student. The student will then receive a check when the TAP, Pell, or VAVR funds under which tuition was originally deferred are disbursed.

Auditing

Auditing a class permits the student to attend lectures only. No credit is given for audited courses; however an audit grade (AU) will be given to students who satisfactorily attend class as determined by the instructor.

A student may audit a course by declaring that intent at the time of registration. A change from audit to credit status may not be made after the registration has been processed. The tuition charge is the same for audit as it is for credit. Audited coursework is not eligible for financial aid.

Tuition Refund Policy

Full Semester Courses

Tuition will be refunded by the College Bursar's office in accordance with this schedule:

Time of Withdrawal*	Refund
(Tuition, Health Fee and Activity Fee)	
Up to first day of semester	100%
Through the first week of classes	75%
Through second week of classes	50%
Through third week of classes	25%
After third week of classes	No Refund

*Fall and spring semesters. (Note: summer refunds are based on different criteria. Please obtain refund dates upon registering. These rates are subject to change without notice. Variable length classes will have different refund policies.)

Please contact the Bursar's office at (315) 498-2367 for any questions about refunds.

If you choose to drop or withdraw from any course, you must do so officially through Student Central, by using Web Access, by mail, or in person before the advertised deadline. The date of the official withdrawal determines the amount of tuition which will be refundable. When withdrawal is done by mail, the postmark date is the official withdrawal date.

Federal Title IV Refunds

With recent federal legislative changes, a revised Refund/Repayment policy has been established for the return of Title IV funds when a student withdraws from all course work before completing more than 60% of the semester or payment period.

The returned funds must be refunded to the following sources in this specific order:

1. Unsubsidized Federal Direct Loans
2. Subsidized Federal Direct Loans
3. Federal Direct PLUS Loans
4. Federal Pell Grant
5. Federal SEOG Grant
6. Other Title IV Assistance, if any

Onondaga Community College is responsible for calculating the percentage and amount of Title IV assistance the student did not earn and returning those funds to the Title IV programs using an approved formula provided to Onondaga by the Department of Education.

Special Notes:

1. Refunds are not issued to students who do not drop or withdraw officially through Student Central or through Web Access.
2. Students who drop from full to part-time status also qualify for refunds, according to the schedule above. However, TAP can not be granted to a student dropping to part-time status during the refund periods.

Tuition Refund Appeals

The College's refund policy is strictly enforced. If you feel there has been an error on the part of the College, or there have been extenuating circumstances and a tuition refund has been denied, an appeal may be submitted to the Division of Student Services. Requests/appeals must be well-documented and specific in order to be considered.

Outstanding Financial Obligations

Transcripts and grades will be withheld if you have overdue library books or outstanding financial or other obligations to the College. In addition, you will not be allowed to register for a subsequent semester. Past due balances must be paid by cash, credit card, money order or certified check.

Student Insurance

The College has no group insurance plan and does not require insurance policies for students. Securing health, automobile, accident, disability, or any kind of insurance program, is up to the individual student. However, please note the following information specific for health insurance.

Health insurance is not a requirement for students but it is highly recommended. If you live with your parents and are under age 22, you may be eligible for coverage under your parents' health insurance. If you are employed, you may be eligible for coverage under your employer's plan.

If you are an international student attending Onondaga under an F1 VISA, you are required to provide proof of health insurance coverage in order to be eligible to receive a student visa and attend Onondaga. If you need assistance finding health insurance, please contact the director of International Student Services, (315) 498-7216.

If your circumstances do not meet any of the above categories, you may be able to purchase health insurance from an insurance company, if you meet certain qualifications. Onondaga does not endorse any particular plan; however, information on health insurance for students is available at the Division of Student Services.

Your health insurance plan may also be able to help cover costs associated with meeting your MMR immunization and meningitis requirements. More information on this requirement can be found in the section on Health Services.

Books and Supplies

You are responsible for purchasing your own textbooks, supplies, and any other necessary tools or materials. The cost of books and supplies averages \$615 per full-time semester depending on your curriculum and the types of courses selected.



Financial Aid

*Onondaga Community College
believes that you should have
every opportunity to pursue
a college education and we
encourage you to apply for student
financial aid as early as possible
to find out what you qualify to receive
in grants, scholarships, student loans,
and/or work-study jobs.*

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Financial Aid

Financial aid programs help cover college expenses such as tuition, fees, room and board, books and supplies, and transportation. Financial aid is available in the form of scholarships, grants, loans and employment, and is based primarily on eligibility for assistance. Nearly 80 percent of Onondaga students receive some form of financial assistance from federal, state, college and private agencies to help pay for college expenses.

No student will be denied assistance based on his or her race, creed, color, sex, age, disability, marital status, national origin, sexual orientation or status as a veteran. Availability of programs is dependent upon funding and is subject to change.

As you read on and become familiar with the financial aid program at Onondaga, please know that it is designed to help eliminate financial obstacles and to find solutions to assist you with the cost of attending college. We are here to help provide financial aid information, financial aid counseling, assistance in filing and timely delivery of funds so that you may succeed in your academic endeavors. Call upon us any time you have questions. Financial Aid is located at Student Central in the Gordon Student Center and our phone number is (315) 498-2291.

General Eligibility

Eligibility for most federal, state, and institutional aid programs is based on financial need and/or academic achievement, and several other factors:

- Be a U.S. citizen or eligible non-citizen with a valid Social Security number (SSN).
- Be matriculated (complete the admissions application for official acceptance into a degree or certificate program).
- Be enrolled at least half-time. "Half-time" means taking at least 6 equivalent credit hours per semester.
- Make satisfactory academic progress toward your degree/certificate. See Academic Standing and Financial Aid on page 21.
- Be aware that some aid programs, NY State TAP for example, require full-time enrollment (12 or more equivalent credit hours per semester).
- Note that some students may be eligible for Federal Pell Grants while being enrolled for at least 3 credits.
- Be registered with the Selective Service if you're a male between the ages of 18 and 25.
- Cannot be in default on a federal student loan.

How and When to Apply for Financial Aid

1. **All students applying for financial aid must submit a completed Free Application for Federal Student Aid (FAFSA) to the Federal Student Aid Processor.** The easiest and quickest way to apply is over the Internet at www.fafsa.ed.gov. To get started, download the fafsa-on-the-web worksheet from www.fafsa.ed.gov after January 1st of each year. All students should indicate Onondaga as a college choice and use Federal Code number 002875. The FAFSA is used to determine aid eligibility for all financial aid programs, including Federal Pell Grant, Federal Supplemental Educational Opportunity Program (FSEOG), Federal Academic Competitiveness Grant (ACG), Federal Work Study (FWS), Federal Direct Loan, Educational Opportunity Program (EOP), Tuition Assistance Program (TAP), Aid for Part-Time Study (APTS) and scholarships awarded by the Onondaga Community College Foundation. The application is free. After submitting your FAFSA, you should receive either a Student Aid Report (SAR) from the processor in about four weeks or an e-mail within five days confirming receipt of your application and links to view or correct your information online.
2. **New York state residents who plan to be full-time students** (12 or more credit hours per semester) should apply for the New York State Tuition Assistance Program (TAP) using the Free Application for Federal Student Aid (FAFSA). Students must complete the online TAP application after filing the FAFSA form. Students can be linked directly to the TAP Web site after filling out the FAFSA online or by going directly to www.tapweb.org after the FAFSA is filed. You will need to establish a HESCPIN (Higher Education Services Corporation PIN number) and then complete the online application. Our TAP Code is 2185. After you submit the online application you will receive a TAP certificate notifying you of the award amounts.
3. **New York state residents who plan to be part-time students** (6 to 11.5 credit hours per semester) will be given consideration for Aid for Part-Time Study (APTS) by filing the Free Application for Federal Student Aid (FAFSA). Students enrolled for fewer than 6 credit hours will be considered for APTS only if funds permit.
4. **Students who wish to borrow from the Federal Direct Loan Program** (subsidized and/or unsubsidized), or Federal Direct PLUS, must file the Free Application for Federal Student Aid (FAFSA) and complete an entrance interview and loan request form. Instructions and the loan request form are mailed to students with their award letter.

5. **Applicants may be required to provide income documentation and/or additional information in support of their application.**

If information is needed, notification will be provided by the Federal Student Aid Programs Processing Center and/or the Financial Aid office.

6. **The Financial Aid office will begin review of all aid applications on March 1.**

Once Onondaga accepts (matriculates) an applicant into a degree or certificate program, the Financial Aid office will determine student financial aid eligibility and send a financial aid award letter to the student. Awards for Federal Pell Grant, FSEOG, ACG and Federal Work-Study will be made to students who demonstrate eligibility according to federal guidelines using the Expected Family Contribution as determined by the FAFSA. Students who qualify for the Federal Direct Student Loan program will also be notified through the financial aid award letter. A loan request form will be sent with the award letter, along with entrance interview information.

7. **Application assistance is available on a walk-in basis through Financial Aid at Student Central.**

Families with unusual circumstances are encouraged to schedule an appointment for assistance in completing forms. Should family circumstances drastically change after completing the aid applications, contact the Financial Aid office at (315) 498-2291 for additional information.

Using Financial Aid

Purchasing Books

Students with enough grant and loan financial aid in the form of Pell Grant, SEOG, ACG, TAP and/or Federal Direct Loans qualify for a bookstore line of credit to help with purchasing books and supplies. At least \$25 of expected grant and loan funds money must remain after tuition and fees and residence hall charges if applicable have been paid. These expected funds will be put toward a bookstore line of credit which is normally made available one week prior to the start of classes and during the first three weeks of classes.

Short-Term Loans

The Financial Aid office administers two short-term loan programs at no interest. Both have a limited source of funds. Applications for these short-term loans are made through the Bursar's Office, located in the Gordon Student Center.

Financial Aid Advance Funds — If a student has qualified for financial aid but the funds have not been received, the student may be eligible for a small loan to assist him or her with normal expenses until the financial aid becomes available.

Emergency Loan Funds — These funds are only used to assist students with true emergencies, such as emergency medical costs, transportation breakdowns, costs associated with fire or natural disaster, or travel costs due to the death of an immediate family member.

For additional information on short-term loans, refer to the Student Handbook or contact the Financial Aid office.

Financial Aid Application Timelines/Tuition Deferrals

1. The Free Application for Federal Student Aid (FAFSA) is available January 1, 2010 for the 2010-11 academic year. All students must apply each year for federal and state aid programs. The easiest and quickest way to apply is over the Internet at www.fafsa.ed.gov. To get started, download the fafsa-on-the-web worksheet from www.fafsa.ed.gov.
2. Students wishing to use an approved financial aid award to help defer all or part of a tuition and fee bill must have filed the FAFSA, submitted the TAP Application **and** have all necessary documentation to process a financial aid award **before** the tuition bill is due.
3. The following application timeline will be used to process aid for the 2010-11 academic year:
 - Aid applications will be reviewed beginning March 1, 2010
 - Aid applications completed and mailed to the Federal Student Aid Processor by March 1 will be processed in time to meet the fall and spring tuition due dates. An approved award will be reflected on the tuition bill. This is one of the College's approved methods of meeting your tuition obligation.
 - Aid applications filed after March 1 will continue to be reviewed and processed according to the date received. Students wishing to use an approved financial aid award to meet tuition obligations must file **no later than four weeks before classes begin**.
 - If a student's aid application is filed fewer than four weeks before classes begin, the student must be prepared to cover tuition and educational expenses up-front, and then be reimbursed with financial aid, if eligible, at a later date.

Student Expense Budgets

Onondaga Community College establishes a student expense budget that includes tuition, fees, books, room, board, transportation and personal expenses. Only the amounts for tuition and fees will appear on your billing statement, but the other expenses are calculated into the student expense budget for the purpose of establishing need and awarding aid.

Sample Budgets

(based on 2009-10 costs and subject to change)*

Student without dependents and living at home with parent:

Tuition.....	\$3,618
Activity Fee	\$164
Technology Fee	\$204
Health Fee	\$38
Books + Supplies	\$1,230
Transportation	\$1,800
Home Maintenance	\$6,296
Personal Expense Allowance.....	\$700
Total Budget	\$14,012
Out-of-State with Double Tuition	\$18,236

Student living on-campus or off-campus (not with parent):

Tuition.....	\$3,618
Activity Fee	\$164
Technology Fee	\$204
Books + Supplies	\$1,230
Transportation	\$1,800
Room + Board	\$8,868
Personal Expense Allowance.....	\$700
Total Budget	\$16,662
Out-of-State with Double Tuition	\$20,240

* Please note: Appropriate adjustments are made for part-time students, and for students enrolled in curricula with higher costs.

Consumer Information Regarding Federal Financial Aid

The following information is published in accordance with federal guidelines. The method of payment for all federal financial aid programs is either by crediting the student's account, or issuing a check. The frequency of payment can vary by program as indicated below:

Federal Pell Grant, ACG, FSEOG: Initial funds are made available by the sixth to seventh week of classes each semester and then approximately once a week thereafter. Please note: Students enrolled in a variable length course (such as those carried in the Nursing program) will have funds made available after class has begun and its census date has passed.

Federal Direct/PLUS: Payments are issued in two disbursements: one-half at the beginning of the loan period, and the other half in the middle of the loan period.

Federal Work Study: Paychecks are issued bi-weekly based on actual hours worked.

Academic Standing and Financial Aid

There are three academic standards that may affect your financial aid eligibility. These are:

1. Institutional Academic Standing

This requirement applies to all financial aid programs. Institutional standards for maintaining matriculated status are defined in the academic rules. A copy of the academic rules is available in the Onondaga Student Handbook or in the Office of Certification and Records.

Students who lose matriculation are not considered to be in good standing in accordance with College policies. These students forfeit eligibility for all financial aid programs – institutional, state, and federal. Information on reinstatement to matriculated status is available at Student Central or in the College's academic rules.

2. Federal Student Aid Satisfactory Academic Progress:

This is a federally mandated standard that must be met by eligible recipients of Title IV (federal) financial aid – Federal Pell Grant, ACG, FSEOG, Federal Work-Study, Federal Direct Student Loans, and Federal Direct PLUS.

3. NY State Student Aid Satisfactory Academic Progress

This is a state requirement for recipients of state student financial assistance (TAP, APTS, Child of Veteran, NYS scholarships, etc.).

Both the federal government and the New York State Education Department have mandated that each institution adopt a measure of good academic standing and satisfactory progress to be applied to students who are receiving financial aid under their programs. Onondaga Community College's standards are established in accordance with the College's academic rules.

The standards are quite complex and are not always parallel. Students should be aware that they may lose eligibility for one or more financial aid programs under any individual standard or a combination of standards, and that reinstatement under one standard does not necessarily mean that eligibility is restored under all standards. Students should further understand that dropping or adding coursework may have an impact on financial aid eligibility and should contact Financial Aid any time such changes are being considered.

We realize that this information can be difficult to understand. Please read the following carefully and contact the Financial Aid office at (315) 498-2291 or stop by Financial Aid at Student Central if you have questions.

Satisfactory Academic Progress (SAP) Standards for Federal Financial Aid

Federal regulations require Onondaga Community College to establish Satisfactory Academic Progress standards for the continued receipt of Federal Title IV Financial Aid. The Title IV Financial Aid programs are the Federal Pell Grant, Federal ACG, Federal Supplemental Educational Opportunity Grant (SEOG), Federal Work-Study Program, Federal Subsidized Direct Loan, Federal Unsubsidized Direct Loan, and the Federal Direct Parent Loan for Undergraduate Students. These standards ensure that only those recipients demonstrating satisfactory progress toward the completion of their educational program continue to receive federal financial aid.

Onondaga Community College's Standards of Federal Satisfactory Academic Progress measures a student's performance in the following three (3) areas:

1. Completion Rate

Each semester, a student's academic progress will be measured by comparing the number of attempted credit hours with the credit hours earned. Attempted hours include any Onondaga Community College credit (or equivalent credit, such as remedial) coursework for which the student has remained enrolled and charged tuition as of the census date of the semester. A student must earn 50 percent of the first 0-12 credits attempted to maintain satisfactory academic progress. After the first 12 credits, a student must earn 67% of credits attempted to maintain satisfactory academic progress. Accepted transfer credits will be used to determine the cumulative attempted hours. See Completion Rates and Results Chart below.

The following are considered when evaluating a student's satisfactory academic progress:

- Earned credit hours are defined as the sum of hours for which a student has earned a grade of A, B, C, D, S, SA, SB, P, EM, or M.
- Repeated courses are included in the calculation of attempted and earned hours.

- Transfer credits are included in the determination of cumulative attempted hours.
- Withdrawals (W), Administrative Drops (X), Incompletes (I), Failures (F), Unsatisfactories (U), and Non Masteries (NM) are not earned hours, but will be counted as attempted hours.

Completion Rate Results – For the first 0 -12 hours attempted:

- Students must earn at least 50% of attempted hours to meet Satisfactory Academic Progress.
- Students earning less than 50% will be placed on Financial Aid Probation and given one semester to make up academic deficiencies.

For 13 and greater cumulative hours attempted:

- Students must earn 67% or more of attempted hours to meet Satisfactory Academic Progress.
- Students earning less than 67%, but more than 32%, of the total hours attempted will be placed on Financial Aid Probation and given one semester to make up academic deficiencies.
- Students earning 32% or less of the total hours attempted will be classified as Unsatisfactory, meaning immediate denial of future financial aid consideration, until such time as the student demonstrates academic success as defined by the College's academic rules for reinstatement by completing 6-8 credit hours (together or in sequence) with grades of C or better.

2. Cumulative G.P.A.

In order to retain financial aid eligibility, the student must maintain a minimum cumulative G.P.A. as published in the official Academic Rules, for Onondaga Community College. If a student loses matriculation, the student will also be denied Federal Title IV aid, regardless of the completion rate calculation. When matriculation is reinstated, a student may submit a written request to the director of Financial Aid for a re-evaluation of Federal Satisfactory Academic Progress.

Completion Rates and Results Chart

Cumulative Attempted Hours	Semester Completion Rate	Federal Financial Aid SAP Status
0 -12	50% and greater	Satisfactory Academic Progress - Aid Continues
	Less than 50%	Financial Aid Probation - Aid Continues for 1 semester
13 or more	67% and greater	Satisfactory Academic Progress - Aid Continues
	66% to 33%	Financial Aid Probation - Aid Continues for 1 semester
	32% or less	Unsatisfactory - Aid denied

3. Maximum Time Frame

A student's eligibility for Federal Title IV aid will be terminated (and is not subject to appeal) once 150% of the total hours required for a degree or certificate, as stated in this catalog, have been attempted or when 124 or more credit hours have been earned. Hours attempted equal the sum of all Onondaga credit (or equivalent credit, such as remedial) hours for which tuition was charged (as of the census date) plus all transfer hours accepted for credit. For students in a dual major, as well as for students who seek to earn additional degrees, an academic review will determine how many additional credits will be allowed toward the subsequent program and students will be notified of the allowed maximum total hours.

Important to Note: If a student changes a course of study, the hours attempted under all courses of study are included in the calculation of the maximum time frame.

Specific Information Pertaining to This Policy, Definitions, and Procedures

Evaluation of Federal Satisfactory Academic Progress

A progress review will be conducted at the end of each fall, spring, and summer semester (winter intersession is not included) shortly after final grades have been posted. At that time, a student will either be in Satisfactory Academic Progress, be placed on Financial Aid Probation, or be Unsatisfactory. The student must meet the Completion Rate and be within the Maximum Time Frame to maintain good Federal Academic Progress. In addition, the student must meet the academic standards of the College (cumulative G.P.A.) to continue receiving Federal Title IV aid. First-time students, and transfer students without prior academic history at Onondaga, are considered to be making satisfactory federal academic progress for the first semester.

Corrections/Changes to Grades

If a student's academic record is changed subsequent to the evaluation date, a student may submit a written request to the director of Financial Aid for re-evaluation of Federal Satisfactory Academic Progress.

Federal Financial Aid Probation Status

Federal Financial Aid Probation status will not prevent the student from receiving federal student aid. This probationary status is meant to inform the student of potential academic problems and provide time for corrective action. Students will be encouraged to meet with an academic advisor. If a student does not meet the Federal Satisfactory Academic Progress standards after this probationary period, the student will be considered Unsatisfactory and denied financial aid.

Federal Financial Aid Unsatisfactory

Any student who does not earn the minimum completion rate of hours attempted, or who fails to make satisfactory academic progress after a Federal

Financial Aid Probation period, will be considered Unsatisfactory effective immediately, and will be denied future financial aid consideration until such time as the student demonstrates academic success as defined by the College's academic rules, by completing 6-8 credit hours (together or in sequence) with grades of C or better, or a Waiver Appeal is approved. Notification of Unsatisfactory status is sent to the student along with an Application for Waiver of Satisfactory Academic Progress Standards for Federal Financial Aid.

Federal Financial Aid No Progress

If a student already received a one-time waiver approval for Unsatisfactory progress, then failed to make satisfactory academic progress a second time, the student will be determined to have made No Progress and must meet academic progress standards as defined by the College's academic rules, by completing 6-8 credit hours (together or in sequence) with grades of C or better, without benefit of Federal Title IV aid. See *Regaining Eligibility Through Successful Completion of Coursework* below.

Regaining Eligibility Through Successful Completion of Coursework

A student who loses eligibility may regain it by demonstrating academic success as defined in the College's academic rules, by completing 6-8 credit hours (together or in sequence) with grades of C or better. Such courses must be funded without benefit of Federal Title IV Student Aid. A student who does not wish to apply for a waiver, did not qualify to receive a waiver, or has received a prior waiver, may wish to regain eligibility in this manner. Upon completion of these courses, the student should submit a written request to the director of Financial Aid for re-evaluation of eligibility.

Appeal Procedure and Application for Waiver of Satisfactory Academic Progress Standards

A determination of Unsatisfactory progress may be appealed based on mitigating circumstances. A mitigating circumstance is defined as an exceptional or unusual event beyond the student's control, which contributed to or caused the academic difficulty. To apply, a student must complete and submit an Application for Waiver of Satisfactory Academic Progress Standards for Federal Financial Aid to the Satisfactory Academic Progress Standards Committee at Student Central in the Gordon Student Center. The determination for a waiver decision is made within two weeks of receipt of the application, with decision notification mailed to the student and the director of Financial Aid. The decision of the Committee is final. The Committee may require more time if additional information is needed from the student, or if the student's application for waiver is incomplete.

Special note: A Waiver of Satisfactory Academic Progress Standards for Federal Financial Aid is given only once, and mitigating circumstances may not be used to justify a pattern of poor performance or to override the maximum timeframe standard.

Satisfactory Academic Progress (SAP) Standards for New York State Financial Aid

New York State Financial Aid Includes:

- Tuition Assistance Program (TAP)
- Aid for Part Time Study (APTS)
- NY State Regents and Nursing Scholarships
- VVTA
- Child of Deceased or Disabled Police Officers or Firefighters
- Child of Veteran

New York state requirements for satisfactory academic progress differ from those established for federal aid. In order for students to maintain their eligibility for New York state grants and scholarships, they must meet these general guidelines.

1. Payment Points

A point value is assigned each time a student receives an award from NY state. A full-time award utilizes six points, and a part-time award utilizes three points. Knowing the student's payment points will help him/her to determine where he/she falls on the NY state progress chart.

2. Credit Hours Completed In The Prior Semester

This is also called "Program Pursuit." Depending on how many payment points the student has accumulated, he/she is required to complete a certain number of credits in the prior semester, with a passing or failing grade.

3. Cumulative Credit Hours Earned

Depending on how many points the student has, he/she is required to have accumulated a

specific number of credits in order to maintain academic progress for a New York state award.

4. Grade Point Average (G.P.A.)

New York state requires each student to maintain a minimum cumulative grade point average. Again, the G.P.A. requirement is different depending on how many points the student has, and where he/she lands on the chart.

The following chart summarizes the components of the New York state satisfactory academic progress requirements. If a student knows the number of earned payment points, it is easy to evaluate current and future academic progress.

Failure to Meet Satisfactory Academic Progress for New York State Awards:

Students who fail to satisfy the requirement for satisfactory academic progress lose their eligibility for New York state financial aid. Students will remain ineligible until they:

1. Complete the necessary coursework to make up the deficiency; or
2. Remain out of school for a period of one year (this does not apply to students who have received four or more semesters of New York state awards); or
3. Be approved for a one-time waiver. Students should give careful consideration to this option, since they are eligible to receive only one waiver as an undergraduate student, regardless of the college attended.

Students with serious hardship situations may submit an application for waiver of satisfactory academic progress standards for State Financial

New York State Financial Aid Satisfactory Academic Progress Chart

- Note:**
- Non-credit remedial courses are counted toward a full-time academic load.
 - Non-credit remedial courses are counted as completed credits, but are not considered earned credits.

New York State Award Points Earned	# of New York State Award Payments Already Acquired	Completed Credits in the Prior Semester with a Passing or Failing Grade, where a New York State Scholarship was Paid	Cumulative Credits Earned at Onondaga	Required Cumulative G.P.A. at Onondaga	Next New York State Award Payment To Be Earned
6	1	6	3	.5	2
12	2	6	9	.75	3
18	3	9	18	1.3	4
24	4	9	30	2.0	5
30	5	12	45	2.0	6
*36	6	12	60	2.0	7
**42	7	12	75	2.0	8

*Students are eligible for a maximum of 36 payment points at a two-year school.

**Students enrolled in an approved EOP program, students receiving APTS awards, and veterans may be eligible for additional payments.

Aid within two weeks from the date of their notification letter. It is important to note that filing an application for waiver is not a guarantee that the appeal will be approved, and supporting documentation is required to substantiate the hardship. If an approval is given, New York state aid will be reinstated as appropriate.

Financial Aid Programs

Following are brief outlines of the financial aid programs available. Full and detailed explanations of each of the programs are available in the Financial Aid office. You are advised to file the Free Application for Federal Student Aid (FAFSA) as early as possible since processing takes time and some funds are limited.

GRANTS

Grants are a form of financial aid that does not require repayment. Grants are awarded based on demonstrated financial need and/or academic achievement. Students must maintain good academic standing to remain eligible for grants awarded by New York State and by the federal government.

Grants Provided by the Federal Government

1. Federal Pell Grant

Eligibility: Students must be enrolled for at least 3 credit hours and demonstrate eligibility according to federal guidelines. Students who hold a bachelor's degree are ineligible.

Amount per year: From \$659 to \$5550 depending upon federal legislation and appropriations.

Where/how to apply: Complete and submit the Free Application for Federal Student Aid. File electronically at www.fafsa.ed.gov.

2. Federal Academic Competitiveness Grant (ACG)

Eligibility: First year college students who graduated from high school after January 1, 2006 and who successfully completed a rigorous high school program, as determined by the state or local education agency and recognized by the Secretary of Education. Applicants must be U.S. citizens or eligible non-citizens, enrolled at least half-time in a degree or certificate program, and eligible for a Federal Pell Grant.

Amount per year: Freshman year: \$750.
Sophomore year: \$1,300 with a Grade Point Average (G.P.A.) of at least 3.0.

Where/how to apply: Complete and submit the Free Application for Federal Student Aid at www.fafsa.ed.gov.

3. Federal Supplemental Educational Opportunity Grant (SEOG)

Eligibility: Students must be enrolled on at least a half-time basis and have the lowest expected family contribution. Students who hold a bachelor's degree are ineligible.

Amount per year: From \$100 to \$4,000 depending upon need and availability of funds.

Where/how to apply: Complete and submit the Free Application for Federal Student Aid. File electronically at www.fafsa.ed.gov.

4. United States Bureau of Indian Affairs Aid to Native Americans Higher Education Assistance Program

Eligibility: Applicant must be at least one-fourth American Indian, Eskimo or Aleut; be enrolled in an approved institution and approved program of study; and have financial need.

Amount per year: Awards are contingent upon funds available and are based on financial need.

Where/how to apply: Applications, which must be filed for each semester of study, may be obtained from the Bureau of Indian Affairs. Must also file the Free Application for Federal Student Aid. File electronically at www.fafsa.ed.gov.

5. Veterans' Benefits

Applicants for VA education benefits are encouraged to complete the necessary application forms at the College's Office of Veterans' Affairs (Gordon Student Center, Room 130A).

• Post 9/11 G.I. Bill

Eligibility: Only active duty service performed after September 10, 2001, may be considered for determining eligibility for this new benefit. To be eligible, a service member or veteran must have served at least 90 aggregate days on active duty. However, individuals honorably discharged for a service-connected disability who served 30 continuous days after September 10, 2001, may also establish eligibility.

Entitlement: The maximum basic benefit provides the following:

1. Cost of tuition and fees, not to exceed the most expensive in-state undergraduate tuition at a public institution of higher learning in the state you are attending school;
2. Monthly housing allowance equal to the basic allowance for housing payable to an E-5 with dependents, in the same zip code as the school; and
3. Yearly books and supplies stipend of up to \$1,000 per year.

The maximum basic benefit is earned after serving an aggregate of 36 months of active duty service or after 30 days of continuous

service for those individuals who were discharged for a service-connected disability. Individuals serving between 90 days and 36 months of aggregate active duty service will be eligible for a percentage of the maximum benefit.

The percentage level ranges from 40% of the basic benefit for those whose service is between 90 days and 6 months to 90% for those who served between 30 and 36 months. For example, an individual with 5 months of qualifying service could receive 40% of the tuition benefit, 40% of the monthly housing allowance, and a maximum of \$400 books and supplies stipend.

- **Disabled Veterans**

Veterans with at least a 20 percent service-connected disability may apply for VA Vocational Rehabilitation regardless of their discharge date. Interested persons should contact the DVA area office for information and counseling.

- **Montgomery G.I. Bill (Active Duty)**

Eligibility: Veterans who enlisted on or after July 1, 1985, or enlisted under the delayed entry program prior to July 1, 1985, and entered active duty after June 30, 1985, are covered by the Montgomery G.I. Bill (Chapter 30). However, to use the entitlements the veteran must possess a high school diploma or equivalency certificate earned prior to the completion of the initial enlistment of two or more years and must have received an honorable discharge. (Active military separated at the convenience of the government must have completed 20 months of a two-year enlistment or 30 months of a three- or four-year enlistment to be eligible for Montgomery G.I. Bill entitlements).

Entitlement: Enrollment for the Montgomery G.I. Bill was automatic, unless the veteran specifically opted to disenroll. Those enrolled had \$100 deducted from their pay for the first 12 months of active duty service, for a total of \$1,200, which is non-refundable and is applied toward the Montgomery G.I. Bill basic entitlement. In return the veteran receives 36 months of educational assistance to use within a ten-year time limit after date of separation. The amount of monthly benefits varies depending on the veteran's individual length of enlistment and branch of service. Contact the Veterans' Affairs office for more detailed information concerning your monthly dollar amount from the Montgomery G.I. Bill.

- **Montgomery G.I. Bill (Reservists)**

Eligibility: If you are an enlisted person, you may be eligible if you enlisted, reenlisted, or extended an enlistment in the Selected Reserve, usually for a period of at least six years. Please check with your unit for either Chapter 1606 (Selected Reserve) or 1607 (Reserve Education Assistance Program) eligibility.

You must have completed your initial period of active duty for training if you had no prior active duty service.

You must (1) have completed 180 days of service in the Selected Reserve (either before or after July 1, 1985); (2) be satisfactorily participating in the Selected Reserve; (3) have a high school diploma or equivalency certificate, but (4) have **not** completed a bachelor's degree or equivalent program.

Veteran Dependents

Children, spouses, and survivors of veterans whose deaths or permanent total disabilities were service-connected, or who are listed as missing in action, may be eligible for post-secondary education benefits under certain conditions. Anyone interested in applying is urged to contact the College's Veterans' office at (315) 498-2200, for assistance and information.

Award Schedule for VA Benefits

Current monthly benefit rate charts are available in the Office of Veterans' Affairs. Monthly payments to eligible disabled veterans under Chapter 31 are based on student status and number of dependents. Eligible veterans, veteran dependents, and reservists under Chapters 30, 35, 1606 and 1607 do not receive additional benefits for dependents. Chapter 30 (Montgomery G.I. Bill) monthly rates are determined on a case-by-case basis.

Veterans enrolled in three-fourths or full-time study under the Montgomery G.I. Bill (Active Duty or Reservists), Dependents, or VA Vocational Rehabilitation and eligible dependents may also request part-time employment under the VA work-study program. For up to 425 hours of work, the student will receive 425 times the minimum wage. Lesser numbers of hours are paid proportionately. Possible placements include the College's Office of Veterans' Affairs, the DVA Area office, DAV, and the VA Medical Center.

Rights and Responsibilities of Recipients

VA recipients are required to report promptly to the College's Office of Veterans' Affairs any interruption of attendance, change in student status, or termination of study. Further details regarding Veterans Standards of Progress are available in the OVA. All VA-sponsored students are responsible for understanding and following these standards.

Grants Provided by New York State

All New York state grants are dependent upon state legislation and appropriations. Students must meet the following regulations:

- Maintain good academic standing
- Meet one of the United States citizenship requirements
- Meet New York state residency requirements
- Enroll in and remain in an approved program of study (be matriculated)

- May not be in default on any student loan guaranteed by NYS Higher Education Services Corporation (HESC)
- May not exceed the income limitations established for the program

1. Tuition Assistance Program (TAP)

Eligibility: New York state residents who are full-time students at any accredited college in New York state. Must maintain good academic standing.

Amount per year: \$100 to full tuition charge, depending on income and New York state funding.

Where/how to apply: Complete the online TAP application after filing the FAFSA, either by direct link from the FAFSA Web site or by going to the TAP Web site at www.tapweb.org.

Requirements for New York State TAP Award

Eligibility: There are a number of different academic criteria that students must meet in order to qualify for a TAP award. Please read the following guidelines and keep them in mind as you register for your classes. By using these guidelines, you will help to make sure that the academic requirements to receive a TAP award will be met.

- Full Time Status.** A student must be registered for a minimum of 12 credit hours per semester in order to qualify for a TAP award. Of these 12 credits, at least 6 must be credit bearing. The remaining 6 credits can be non-credit remedial.
- Ineligible Courses.** The following courses cannot be counted toward the 12 credit hour requirement: MUS 100A, B, C, or D, ELT 298, PEH 195.
- Repeated Coursework.** As mandated by New York State student aid regulations, courses in which a student has already received a passing grade of D- or higher cannot be counted toward full-time enrollment for TAP purposes.
- Satisfactory Academic Progress.** Students must meet the requirements for satisfactory academic progress as outlined on the progress chart.
- Degree Requirements.** Students who register for a course not specifically required for the degree program in which they are matriculated will not be able to count the course toward their 12 credit hour requirement for full-time enrollment. Every degree program the College offers is on file with New York state, along with a listing of the courses required to complete that program. Even if a course is considered to be of great value to the student, it cannot be counted toward the 12 credit hour requirement for TAP.

If you are uncertain how a particular situation will affect your eligibility to receive a TAP award, please contact the Financial Aid office for assistance.

2. Aid for Part-Time Study

Eligibility: New York state residents who are enrolled for 6 to 11.5 credit hours at participating institutions. Students enrolled with less than 6 credits may be considered if funds permit. Information about additional criteria may be obtained from the Financial Aid office.

Amount per year: Varies depending upon enrollment status and other aid. Award may not exceed cost of tuition.

Where/how to apply: Applicants must complete the FAFSA and apply for New York state TAP.

3. Vocational Rehabilitation

Eligibility: Any disabled person with a substantial employment handicap, who can become employable within a reasonable period of time, may be eligible.

Amount per year: Clients are asked to share the expense, based upon state standards, of some college expenses and other services.

Where/how to apply: Disabled persons may obtain information locally from: New York State Office of Vocational Educational Services for Individuals with Disabilities (VESID), State Office Building, Washington Street, Syracuse, NY 13201; phone: (315) 428-4179. Persons with visual disabilities should contact the Commission for the Blind and Visually Handicapped, State Office Building, Washington Street, Syracuse, NY 13201; phone: (315) 473-8417.

4. New York State Aid to Native Americans

Eligibility: Applicant must be on an official tribal roll of a New York state tribe, or the child of an enrolled member of a New York state tribe; be a resident of New York state; and be enrolled in an approved program. Must maintain good academic standing.

Amount per year: \$1,350 per year for a maximum of four years of full-time study.

Where/how to apply: Applications may be obtained from the Native American Education Unit, New York State Education Department, Albany, NY 12230.

5. Worker Adjustment Act (WAA) Individual Tuition Assistance Program

Eligibility: Be certified and enrolled as a dislocated worker and be accepted in an educational program offered by a provider approved by the State Education Department.

Amount per year: Generally, the cost of tuition.

Where/how to apply: County offices of employment and training services, or the New York State Department of Labor's Grant Management Bureau, State Campus, Building 12, Albany, NY 12240.

6. Persian Gulf, Vietnam and Afghanistan (including Iraq) Veterans Tuition Awards

Eligibility: State residents matriculated in a degree program and taking at least six credit hours at any New York state accredited college. Applicants must have served in the U.S. Armed Forces in the Persian Gulf hostilities between 8/2/90 and 11/30/95 as evidenced by receipt of the Southwest Asia Service Medal, OR on or after 3/19/03 as evidenced by eligibility for or receipt of the Global War on Terrorism Expeditionary Medal.

Amount per year: For part-time study (3 – 11 credit hours/semester), \$500 or tuition, whichever is less. For full-time study (12 or more credits/semester), \$1,000 or tuition, whichever is less. If a TAP award is also received, the combined award cannot exceed tuition.

Where/how to apply: Applications available through the College's Office of Veterans' Affairs or NYS Higher Education Services Corporation. Documentation must be submitted with application. Must establish eligibility by applying to HESC on or before 9/1/08. Must also file the FAFSA and TAP application.

7. Additional Grants Provided by New York State

Specific program and application information is available at www.hesc.org

AmeriCorps Education Award

Child of Veteran Memorial Scholarship

Military Service Recognition Scholarship (MSRS)

NYS Scholarship for Academic Excellence

New York Lottery Leaders of Tomorrow Scholarship

NYS Volunteer Recruitment Service Scholarship

Regents Health Care Opportunity Scholarship

Regents Professional Opportunity Scholarship

Robert C. Byrd Honors Scholarship

Vietnam Veterans Tuition Awards

World Trade Center Memorial Scholarship

LOANS

Loans are another source of financial aid and must be repaid, with interest. A commitment to borrowing for education is an important decision and students are encouraged to consider carefully before borrowing from any loan program.

Federal Direct Student Loans

Eligibility: At least half-time students who demonstrate eligibility according to federal guidelines. Students borrow on their own signatures from a participating bank or lender.

Amount per year: Maximum of \$5,500 for freshman year; \$6,500 for sophomore year, not to exceed \$31,000 for a four-year course of study. An origination fee is deducted at the time the loan

is disbursed. No interest accrues while in school on the subsidized loan. Interest accrues on the unsubsidized loan.

Repayment and interest begin six months after ceasing to be at least a half-time student. Interest on unsubsidized loans must be paid while in school. Up to 10 years to repay; variable interest rate assigned when loan is disbursed, but will not exceed 9 percent.

Where/how to apply: Any student wishing to borrow from the Federal Direct Loan program must complete and submit the Free Application for Federal Student Aid electronically at www.fafsa.ed.gov. A loan request form and how to complete an entrance interview is sent with a student's financial aid award letter.

Direct Student Loans Typical Loan Payment Schedule:

Total Indebtedness	Number of Payments	Monthly Payment	Interest Charges	Total Repaid
\$2,500	60	\$ 50.70	\$ 541.46	\$3,041.46
\$5,000	60	\$101.39	\$1,082.92	\$6,082.92

Exit Interview: Recipients of student loans under the Federal Direct program are required to report for an exit interview prior to graduating or leaving the College. Students who borrow under these programs should contact the Financial Aid office before terminating attendance at Onondaga Community College. Failure to do so may jeopardize good standing as a borrower.

Federal Direct PLUS

Eligibility: For parents of dependent undergraduate students.

Amount per year: Maximum FPLUS cannot exceed cost of attendance minus financial aid. Interest rates are variable, but will not exceed 10 percent.

Where/how to apply: Participating banks in New York state. The Free Application for Federal Student Aid (FAFSA) should be filed.

Alternative Loans

Alternative loans are designed to assist students who are either not eligible for federal loan funds, or who need additional educational financing.

Eligibility: Loan approval is given by the lender and is generally based on creditworthiness and ability to repay.

Amount per year: Maximum alternative loan amount cannot exceed cost of attendance minus financial aid.

Where/how to apply: Participating banks in New York state. Contact Financial Aid for additional information.

EMPLOYMENT

Federal Work-Study Program

Eligibility: Students must be enrolled on at least a half-time basis and demonstrate eligibility according to federal guidelines.

Amount per year: Students may work up to 20 hours per week when classes are in session or up to 35 hours per week during vacations. Wage varies according to job skill.

Where/how to apply: Complete and submit the Free Application for Federal Student Aid electronically at www.fafsa.ed.gov.

SCHOLARSHIPS

Essentially, scholarships are free money - a form of financial aid that does not require repayment.

OCC Foundation Scholarships

OCC Foundation Scholarships are made possible through the generosity of contributors to the OCC Foundation, and are administered through the Financial Aid office. These are but a few of the scholarships available to students who are seeking financial support. Foundation scholarships are both financial and merit based, and eligibility criteria may require a specific grade point average (G.P.A.), program of study, etc. Some scholarships may require an essay, letters of recommendation, or interview. A majority of Foundation scholarships require that students have an up-to-date Free Application for Federal Student Aid (FAFSA) on file in the Financial Aid office. Early submission is recommended.

Once students file their FAFSA and register for classes, they immediately become candidates for Foundation scholarships. A majority of scholarships require no application form; however, there are some that do. In that case, the Financial Aid office will contact eligible candidates and ask them to provide additional information. Candidates are then required to meet specific deadlines to remain eligible. For some scholarships, students must self-identify. Notices of available scholarships often appear on campus monitors. Recipients of Foundation scholarships are notified by the Financial Aid office.

Thanks to the generosity of Foundation donors, the list of OCC Foundation Scholarships continues to grow each year. Contributions are accepted throughout the year by the OCC Foundation located in Room 207 of the Whitney Applied Technology Building.

Scholarships available for the 2010-11 academic year are marked below with an asterisk. For descriptions, visit the College website at www.sunyocc.edu via Admissions and Financial Aid links.

Presidential Scholars Endowed Scholarship

Allyn Foundation Presidential Scholarship Endowment

Anaren Presidential Scholars Endowment

Bond, Schoeneck & King, PLLC Presidential Scholars Endowment

Carrier Corporation Presidential Scholars Endowment

Community Bank Presidential Scholars Endowment

COR Development Presidential Scholars Endowment

Data Key Communication-Vera House Presidential Scholars Endowment

IBEW #43 Presidential Scholars Endowment

JGB Enterprises Presidential Scholars Endowment

KJ Electric Presidential Scholars Endowment

M&T Bank Presidential Scholars Endowment

Marsellus Family Presidential Scholars Endowment

National Grid Sankofa Student Success Endowment

Henry A. Panasci Jr. Presidential Scholars Endowment

Joan M. Policano Presidential Scholars Endowment

SRC Presidential Scholars Endowment

L. & J.G. Stickley Presidential Scholars Endowment

James A. Stoddard Sr. Presidential Scholars Endowment

Mark & Phyllis Tryniski Presidential Scholars Endowment

Additional Scholarships

Alliance Bank Endowed Scholarship *

Allyn Honors Scholarship *

Allyn Multicultural Scholarship *

Allyn Native Scholarship *

Alumni Council Endowed Scholarship *

Alumni Council Scholarship *

Asia Pacific Group of CNY, Inc. Scholarship

Jack Ault Endowed Memorial Scholarship *

Patricia M. Baggett Memorial ESL Scholarship *

Jerry Barsha Memorial Scholarship **

Best Fine Arts Portfolio Award (Scholastic Arts) *

Bridgestone/Firestone Endowed Scholarship *

Bristol Myers-Squibb Math/Science Scholarship

Café Trust Scholarship *

Stella & Nicholas Caroombas Memorial Scholarship

CDM/C&S Joint Venture Engineering & Architecture Scholarship

CNY Factory Management Council Scholarship *

Counseling Department Emergency Loan

Crouse-Hinds Co. Mechanical Tech. Scholarship *

John F. Curley Memorial Scholarship

Stephen & Lois Cutilla Scholarship

David deLima Endowed Memorial Scholarship *

SUNY/OCC Diversity Honors Scholarship *

John F. Downes Endowed Memorial Scholarship *

Maria E. Dracker Endowed Scholarship for Excellence and Compassion *

Electrical Technology Endowed Scholarship *

Electrical Technology Endowed Student Assistance Scholarship *

Helen and John Etherington Endowed Scholarship *

Arthur O. Eve Community Service Scholarship

David E. Feldman Endowed Journalism Scholarship *

John & Edna Fooks Endowed Scholarship *

John M. Fortino Scholarship

General Scholarship *

Ghana Society Pan-African Scholarship *

Rosamond Gifford Endowed Scholarship *

Katherine Stampalia Hawkins Memorial Scholarship

Donald C. Helmer Endowed Scholarship *

NYS/Onondaga County Home Bureau Scholarship *

Horowitch Native American Endowed Scholarship *

Juanita Jones Crumrine Endowed Scholarship *

Dorothy L. Kelly Endowed Human Services Award *

Rick Kent Automotive Technology Endowed Scholarship *

Library Research Award *

Martin A. Linehan Memorial Scholarship *

Victor and Halyna Lisnyczyj Endowed Scholarship *

Sofia Lotito Endowed Memorial Scholarship **

M&T Bank/Dennis Dowdell Sr. Scholarship *

MACNY Plant Engineers Council Scholarship

Robert F. Malek Memorial Excellence Scholarship *

Dr. Anthony A. Malfitano Endowed Health Professions Scholarship *

William E. Markovitz Accounting/Business Administration Scholarship **

Women's Auxiliary of Master Plumbers of CNY Scholarship *

Donald M. Mawhinney, Jr. Endowed Honors Scholarship *

James McGroarty Memorial Endowed Scholarship *

Ann McKinnon Memorial Endowed Scholarship *

Barbara Micale Endowed Piano Scholarship *

Donald & Mary Miller Endowed Guitar Scholarship *

Kevin & Selma Moore Endowed Music Scholarship *

Sarah T. Morrison Memorial Award *

John H. Mulroy Memorial Endowed Scholarship *

Music Performance Honors Award *

OCC Faculty Award for Academic Excellence *

OCC Foundation Endowed Scholarship

OCC Foundation Scholastic Arts Scholarship *

William S. Oliver Architectural Technology Scholarship **

Onondaga College Credit Now Scholarship *

Onondaga County Fire Service Memorial Scholarship

Onondaga County Health Professions Scholarship *

Onondaga Nation Endowed Native Scholarship *

Pella Architectural Scholarship

Harold A. Phillips Endowed Scholarship *

Richard M. Plummer Memorial Scholarship *

Rodrigo-Reid Art Scholarship *

Syracuse Federation Formers Minna Schupp Book Scholarship *

Marjorie Sexton Memorial Native American Scholarship

Dr. Thomas D. Sheldon Endowed Scholarship *

Donna Speziale-Richards Memorial Endowed Scholarship *

Francis Rogers Sposato Endowed Scholarship *

State Farm Agents Emergency Services Award *

Bettie Mann Stevens Endowed Scholarship *

Edith Stoddard Endowment

Caroline A. Stover Endowed Memorial Scholarship

Percy J. Sutton Award for Academic Excellence

Syracuse Association for the Education of Young Children Endowed *

Wesley P. Valentine Memorial Endowed Scholarship *

Steve Walters Memorial Scholarship *

Charles T. White Endowed Scholarship *

Ralph R. Whitney, Jr. Scholarship *

* Available 2010-2011

** Building towards endowment

If you need additional information on Foundation scholarships or other financial aid opportunities, please contact the Financial Aid office at (315) 498-2291.

Other Scholarship Information

In addition to the scholarships offered through the Onondaga Community College Foundation, a list of Web sites where you can search for third-party scholarships is provided at sunyocc.edu/admissions, under Financial Aid. You can also conduct a search for thousands of scholarship opportunities by visiting the New York State Higher Education Services Corporation (HESC) at www.hesc.com. (Note: These Web sites are not associated with the College). Onondaga Community College is a Collegiate Partner of Scholarship America and the Dollars for Scholars family of community scholarship foundations.

Other Financial Support Programs

Personal Savings:

The 529 College Savings Program

It's never too early to start thinking about saving for college. A 529 college savings program is a tax-advantaged savings plan that enables you to invest for college free of federal and, sometimes, state income taxes.* You can use this investment to pay for tuition, room and board, books, supplies, and other qualified higher education expenses.

To learn more about the 529 College Savings Program, go to the New York State Higher Education Services Corporation (HESC) at www.hesc.com.

*Earnings on non-qualified withdrawals may be subject to federal income tax and a 10% federal penalty tax, as well as state and local income taxes. The availability of tax or other benefits may be contingent on meeting other requirements.

The Hope Tuition Tax Credit

A family may claim a tax credit up to \$1650 for each eligible dependent for up to two tax years subject to a phase-out at \$110,000 of income for married taxpayers and \$55,000 for single filers. The Hope credit is available only until each student's first two years of postsecondary education are complete.

Helpful Resources

www.hesc.com or 1-888-NYSHESC (1-888-697-4372)

New York State Higher Education Services Corporation (HESC) for state aid programs.

1-800-4-FED-AID (1-800-433-3243)

TTY users can call 1-800-730-8913

Federal Student Aid Information Center (FSAIC) for federal aid programs/application assistance.

www.FederalStudentAid.ed.gov

For information on federal student financial aid and to access sources of nonfederal aid.

www.pin.ed.gov

To obtain a federal student aid PIN to apply for federal aid and sign your application electronically.

www.fafsa4caster.ed.gov

To begin exploring your financial aid options and estimate your federal student aid eligibility.

Academic Assistance

*Onondaga Community College
has a staff of professionally
trained counselors and
advisors ready to serve
students or prospective students
with special concerns such as
interpreting degree requirements,
transferring to other educational
institutions, choosing a career,
dealing with personal problems, or
helping with language barriers.*

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Counseling

Gordon Student Center

In an effort to help students explore, discover, and transform, professionally trained counselors are available to assist current and prospective students with their personal, social, and educational growth and adjustment.

The Counseling faculty coordinates the integrated services of the Counseling Center. The Center offers academic counseling, career counseling, transfer counseling and education counseling and is open weekdays throughout the academic year. It has an open-door policy and an appointment is not necessary although one is recommended. For more information, contact the Counseling department at (315) 498-2675/2436, visit Student Central counter 2, or email CAT@sunyocc.edu.

Advisement

The Counseling department, in conjunction with faculty advisors, coordinates the advisement process for all matriculated and non-matriculated students. Faculty advisors are assigned to students during each student's first semester, and assist in course selection. They are available for consultation each semester during regularly scheduled office hours. Although advisors are available to help, it is ultimately the student's responsibility to pursue the courses which will fulfill graduation requirements.

Matriculated and non-matriculated students are assisted as needed by Counseling faculty during drop-in hours Monday through Thursday 8 a.m. – 6 p.m., and Friday 8 a.m. – 4 p.m., as well as by appointment.

Counseling Services

- **Academic Counseling**

Counselors are available to assist students experiencing academic difficulties. A student seeking help with academic issues can contact a counselor in the Counseling department. Counselors will either assist the student directly or make appropriate referrals.

Students who are required to enroll in developmental reading, or who are experiencing academic difficulty, may be assigned to an academic counselor through the Counseling department. Individualized plans are developed to improve students' likelihood of success.

- **Career Counseling**

Career Counseling can help students to develop and implement career decisions which are the result of understanding themselves, the education process, and current career options. The department offers classes and workshops, as well as career and personality assessments, designed to help students engage in the career exploration process.

- **Personal Counseling**

Although college life can be stressful, it is a time for positive personal growth and change. Counselors are available to assist students who are experiencing personal issues, academic difficulties or crises, and to help them develop problem-solving skills. Licensed mental health professionals are available for assessment and referrals. Please be advised that the college does not offer long-term therapeutic services. Counselors are available to assist with referrals to appropriate resources.

- **Transfer Counseling**

Students who are interested in continuing their education at an upper-level institution or professional school may work with counselors to plan individualized programs and to set long-term goals. Applications, recommendation forms, and information on specific curricula are available in the Counseling department.

Since admissions requirements vary by institution and major field, even within the State University system, it is recommended that students who plan to transfer from Onondaga Community College meet with a counselor in advance. Articulation agreements and cooperative degree programs with transfer institutions are current as of the date of this publication. To obtain the most current transfer information, contact the Counseling department or refer to the College website.

Ability to Benefit

The Ability to Benefit provision allows students who have not graduated from high school to get their GED by taking college courses. Students will be advised to take eight 3-hour courses in specific categories applicable to their major and completion of the GED.

StrengthsQuest™ (SQ)

The strengths development program embraced by the College is used in many classrooms and encouraged in academic and student support services. SQ provides the opportunity to develop strengths by building on your individual talents. The Counseling department is one of the SQ "homes", along with the Math Lab, Student Engagement Initiatives Office, Writing and Study Skills Centers, Career and Applied Learning (CAL) Center, and Content Tutoring Center. Visit one of the "homes" to learn more. Discover your talents and maximize your potential with SQ!

ULifeline

The College has partnered with ULifeline, developed by Duke University, to offer additional information and resources regarding mental health. By visiting <http://www.ulifeline.org/schools/sunyocc>, the student can take a quick mental health test using a self-evaluator, which identifies common mental health concerns. The student can also learn more about mental health issues and the warning signs of emotional distress.

For more information on any of the services explained here, please contact the Counseling department at (315) 498-2675/2436, go to Student Central counter 2 in the Gordon Student Center or email CAT@sunyocc.edu.

Study and Skills Assistance

Content Tutoring Center

The Content Tutoring Center (CTC), located in Coulter Library, Room 342, provides comprehensive, coordinated subject-specific tutoring to students in need of tutorial support. Small-group or individual tutoring sessions are offered for a variety of courses by tutors who are carefully selected, trained and supervised.

- Accounting / Business
- Biology
- Chemistry
- Computer Information Systems
- Computer Science
- Modern Languages
- Non-Credit Mathematics
- Music
- Physics
- Physical Science
- Social Sciences
- Technologies

CTC services are available to all currently enrolled Onondaga students during fall, spring, and summer semesters, depending on tutor availability. Scheduling begins the first day of classes and continues throughout the semester. If you need assistance in a particular course beyond the class period, visit the Content Tutoring Center as soon as you begin to experience difficulty. Depending on tutor availability, your tutorial sessions will begin within the week.

Anyone who takes advantage of the CTC's services assumes responsibility for:

- regular attendance in the class
- regular attendance in the Tutoring Center
- completing assignments and preparing for both class and tutoring sessions
- arriving on time to meet with your tutor
- logging in each session

The Content Tutoring Center offers help sessions to all Onondaga students in "Learning Basic Computer Skills" and "Mastering the TI-83/84 Calculator".

These workshops are intended to help students with basic skills. All students are invited to attend. The help sessions will be offered during the first four weeks of the fall and spring semesters.

The CTC also offers help sessions throughout the fall and spring semesters in "Discovering Simple Techniques to Master Your ANGEL Skills." ANGEL is the software many of Onondaga's faculty use to provide information and learning activities on the web for face-to-face courses and for our online courses.

For additional information on tutorial support and help sessions, visit the Content Tutoring Center on the third floor of the Coulter Library, Room 342, or call (315) 498-2573.

Skill Development Centers

These centers are here to help anyone encountering difficulties associated with math, reading, study strategies, time management, or writing. Open to all Onondaga students, the centers are professionally staffed and offer both long-term and short-term tutoring assistance. Whether it's a problem with a particular textbook, difficulty in test-taking, a mystifying math course, poor concentration, or a desire to improve writing skills, you are encouraged to take advantage of these helpful resources.

- **Mathematics Diagnostic Center** - The Math department offers a diagnostic and prescription service for students who need to refresh their arithmetic or algebra skills. Its purpose is to assist students to reinforce the math skills they need to enhance their current course success, or to enable students to enroll in a higher-level course. For more information, contact Math Diagnostics, Mawhinney Hall, Room 208, or call (315) 498-2611.
- **Mathematics Lab** - The Mathematics Lab provides assistance for students enrolled in both credit and non-credit mathematics courses. If you feel you could benefit by receiving tutoring help, drop by for assistance or to make an appointment. Computer tutorials, videos and reserve mathematics texts are available. You will find us in Mawhinney Hall, Room 205, or call (315) 498-2610.
- **Study Skills Center** - The Study Skills Center (SSC) employs professionally-trained tutors who provide learning strategies to students via one-to-one and small group tutoring sessions held in the Center and online. The Center also provides workshop-style sessions, which are held in satellite locations across campus, including weekly in the Evening Program Office and the Nursing Program Office. Students may arrange to work with a tutor on a regular basis throughout the semester, or may come to the Center or attend scheduled workshops for help with specific study strategies. Appointments for tutoring should be made as early in the semester as the need arises. Call (315) 498-2260 or visit the Center in Mawhinney Hall, Room 350.

- **Writing Skills Center** - The Writing Skills Center invites students who want to improve their writing to meet with professional tutors who are experienced in guiding this kind of improvement. Tutors will work with you to help overcome writer's block, generate ideas, and structure and organize essays and research papers. They can also help with spelling, grammar, punctuation and style. Tutoring sessions are usually arranged by appointment; you may come on a regular basis throughout the semester or for a few sessions. Some drop-in hours are available. Check the Center for times. Please call (315) 498-2260 or visit the Writing Skills Center, Mawhinney Hall, Room 350, to make an appointment. Also consider using our online tutoring option, NightWriter. Email writing questions or writing-in-progress to write@sunyocc.edu Sunday through Thursday between 9:00 p.m. and midnight.

Programs and Assistance for Special Populations

CSTEP (Collegiate Science and Technology Entry Program)

The Collegiate Science and Technology Entry Program is a comprehensive support program dedicated to increasing the number of college graduates from traditionally under-represented groups in technical or related fields, and to assisting individuals from economically disadvantaged families who are interested in pursuing careers in science, technology, mathematics, engineering and other licensed professions, such as those in nursing, law/criminal justice, architecture, business and many others.

Students who participate in CSTEP have the ability to benefit from the following services:

- Academic Coaching and Mentoring Support
- Professional Counseling Support
- Extra Tutoring Services
 - One-on-One
 - Small group
- Academic Advisement
- Internship and Research Opportunities
- Campus Visits and Trips
- Conferences
- Laptop Loan Program
- Professional and Academic Enrichment Activities
- Transfer Assistance
- More...

Applying for the Collegiate Science and Technology Entry Program (CSTEP) is a very easy process. Students who have an interest in CSTEP may check the space on the Onondaga Community College application for admission which indicates that they wish to be considered for CSTEP.

Students may also visit our office on the first floor of the Gordon Student Center, Room G130, to pick up a CSTEP application packet. If a student is unable to visit our office, he/she may contact us at (315) 498-2352 and request an application packet by mail. The application packet for CSTEP consists of the double-sided application, a double-sided questionnaire, a one-page essay about the student's career goals, and two letters of recommendation. This application is also available online at <http://students.sunyocc.edu/home.aspx>

Once those items have been completely filled out and answered to the best ability of the student, they may be hand-delivered, mailed, or faxed to our office. Our fax number is (315) 498-2977. Since we have a rolling admission process, students are encouraged to apply throughout the semester. After the College has received a student's application for admission and the CSTEP office has received the CSTEP application, the CSTEP office will contact the student to schedule an interview as a final step to determine the student's eligibility for CSTEP.

Upstate Louis Stokes Alliance for Minority Participation (ULSAMP)

The Upstate Louis Stokes Alliance for Minority Participation (ULSAMP) was formed to attract and maximize the number of potential students from underrepresented populations, specifically African-American, Latino American and Native American (AALANA) students in Upstate New York who are enrolled in the STEM fields of Science, Technology, Engineering, and Mathematics. The ULSAMP program is supported by a grant from the National Science Foundation, and is formed by an alliance of seven Upstate colleges and universities: Clarkson University, Cornell University, Rochester Institute of Technology, Rensselaer Polytechnic Institute, Syracuse University, Monroe Community College and Onondaga Community College. The program works to increase recruitment and the subsequent graduation rate of both first-time freshmen and transfer students by enhancing academic experiences and opportunities.

The mission of ULSAMP is to develop the next generation of innovators and grow a workforce highly qualified for a knowledge-based economy that is representative of our nation's demographics. This is accomplished by tapping into the rich potential of our targeted students through valuable and engaging experiences, including internships, scholarships, fellowships, faculty and peer mentoring, research, and other activities and events.

For more information about the CSTEP and ULSAMP programs, contact the CSTEP office at (315) 498-2352. Applications for the program are available at the CSTEP office in the Gordon Student Center, Room G130, at Student Central in the Gordon Student Center, and online at <http://students.sunyocc.edu/home.aspx>. Once the College has received a student's application for admission and the CSTEP office has received the

ULSAMP application, the CSTEP office will contact the student to schedule an interview as a final step to determine the student's eligibility for ULSAMP.

+ Program: National Science Foundation (NSF) Scholars

Thanks to a National Science Foundation (NSF) grant of almost \$600,000, students accepted into the undergraduate STEM (Science, Technology, Engineering, and Mathematics) degree programs at Onondaga Community College may apply for substantial financial assistance in the S-STEM scholarship program.

The grant will provide NSF Scholarships in Science, Technology, Engineering, and Mathematics to NSF Scholars, with each student receiving up to \$10,000 per academic year for up to two years. Students who are U.S. citizens or permanent residents, enrolled full-time, academically talented, in need of financial assistance, and Pell Grant eligible are invited to apply.

The NSF scholarship program emphasizes the importance of recruiting students to science and engineering disciplines, mentoring and supporting students through degree completion, and partnering with faculty to facilitate student support in career choices.

All NSF Scholars must be CSTEP or ULSAMP students in need of additional financial assistance. CSTEP or ULSAMP students with a GPA of 2.8 or better (preferential consideration for 3.0) who are majoring in one of the following areas are eligible to apply:

- Computer Engineering Technology
- Computer Information Systems
- Computer Science
- Electrical Engineering Technology
- Engineering Science
- Environmental Technology
- Liberal Arts and Sciences: Mathematics and Science
- Mechanical Technology
- Telecommunications Technology

Applications are available in the CSTEP office in the Gordon Student Center, Room G130. Once completed, including the essay requested on the application, the application should be submitted to Financial Aid, in care of Nancy Connery. For more information, please contact (315) 498-2307, or visit the Web site at <http://students.sunyocc.edu/home.aspx?id=17804>

For more information about or applications for CSTEP, ULSAMP, or NSF Scholarship, please call (315) 498-2352, or visit the CSTEP office in the Gordon Student Center, Room 130.

Disability Services

The Disability Services Office works to ensure that students with disabilities have full access to the college. Students must self-report and document disabling conditions to the DSO in order to benefit from accommodative services. Services and resources are made available to each student based on his or her specific needs. These services are planned during meetings between DSO staff and the student.

The DSO serves as liaison to community agencies such as the Vocational and Educational Services for Individuals with Disabilities (VESID), the NYS Commission for the Blind and many others. Students using services from these agencies are advised to plan ahead. Contact these agencies well in advance of the first semester of attendance to verify eligibility and to determine services you may receive. Sign a release of information form if you wish DSO to be able to exchange information with these agencies.

Individual services based on disability are called "accommodations". Prospective students should submit copies of their disability records to DSO so that they may be granted testing accommodations for the Accuplacer placement exam. Keep copies of your documentation for your records. Following the Accuplacer exam, students will attend orientation and select their classes. Plan to attend the DSO workshops given at new student orientation. Each student who submits documentation of disability will meet with a DSO specialist to review the transition to Onondaga and determine appropriate services. Except in situations of danger to self or others, information provided to DSO is confidential. Students wishing to have information shared may sign a release form.

Students may experience an illness or disability while attending college. DSO can make local referrals for diagnosis and assistance. Adjustment issues can be addressed through a variety of services. Accommodations provided under the federal ADA and the Rehabilitation Act include time extension for tests; test-taking in a quiet, private location; interpreter service; adjustment to disability consultation; career testing and consultation through the CAL Center; training with and use of adaptive devices and computer equipment; e-text and other alternate textbook formats. DSO will advocate with faculty and provide training and consultation on effective learning strategies. DSO will coordinate effective service with the other on-campus supports such as advisement, counseling and content tutoring. Adaptive technology is found at several locations on the campus.

The DSO professionals collaborate with the campus community to ensure that Onondaga is in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) in terms of physical and programmatic accessibility according to federal guidelines.

For information or to schedule an intake appointment after registration, call the Disability Services Office at (315) 498-2445, email DSO@sunyocc.edu, or visit DSO in the Gordon Student Center, room 130. The intake form and other information are also found under the DSO section of the college website.

For emergency evacuation procedures for people with disabilities, please contact the Campus Safety and Security Department at (315) 498-2478 (TTY/TDD 315-498-7233).

Educational Opportunity Program (EOP)

Students who are in need of educational and economic support services may be eligible to participate in Onondaga's Educational Opportunity Program. Sponsored by the State University of New York, the EOP provides academic support to state residents who show promise for mastering college-level work, given assistance. As part of the EOP admissions process, an applicant's high school record and test scores are considered along with his/her personal essay and interview. Once admitted to EOP, the new student signs an understanding of their responsibilities to be successful in college. Each student works closely with an EOP counselor, and can thus benefit from individualized advisement and/or tutoring support as well as career, educational, and personal counseling.

Eligibility: To be eligible for admission into the Educational Opportunity Program at Onondaga, you must meet the following criteria:

- Must be a New York state resident for 12 months prior to enrollment;
- Must be a first-semester student;
- Must be educationally disadvantaged as determined by established EOP criteria;
- Must demonstrate potential for completing a college program; and
- Must be economically disadvantaged as determined by the state-established criteria for the Educational Opportunity Program.

How to apply for EOP:

1. Follow the procedures required for traditional admission. Obtain Onondaga Community College application information from your high school guidance department, the College Web site, or Student Central at Onondaga.
2. Be sure to check the space on the application form that indicates your desire to be considered for the Educational Opportunity Program (EOP). Contact the EOP office, by phone or in person, to obtain an EOP Supplemental Application.
3. After Onondaga receives your application for admission, and the EOP office receives your EOP application, personal essay, and two letters of recommendation, the EOP office will contact you to schedule an interview as a final step to determine your eligibility for EOP.

For further details, contact the EOP office in the Gordon Student Center, Room 130, or call (315) 498-2507.

Student Engagement Initiatives (SEI)*

The Student Engagement Initiatives Office (SEI) exists to address the needs of Career and Technical Education (CTE) students. SEI provides academic support and counseling services to promote student success in coursework and accomplishment of academic goals through the following offerings:

- Assistance for CTE students identifying and accessing available resources to achieve educational, career, and personal goals.
- Counseling and referral services to assist CTE students with academic, career, and personal issues.
- StrengthsQuest® used to help CTE students learn what they do best, and to prepare for the future based on those talents.
- Programs and strategies to enhance services to our Career and Technical Education (CTE) students.
- A walk-in tutoring program to provide students access to tutors for key CTE courses when they need them without the need for a scheduled weekly appointment and in the same building in which the courses are taught.
- Free After-Semester Workshops for certain core courses such as CIS 100 that will help CTE students do better in later coursework.
- Lab assistants for introductory courses such as ELT 141 to provide more one on one interaction between students and instructors.

For more information about the services offered by the Student Engagement Initiatives Office, call 498-2607, email sei@sunyocc.edu, or stop by the SEI office in the Whitney Applied Technology Center, room W317.

**Made possible by Perkins Grant funding*

International Student Services

Once international students are admitted, the International Student Services Office (ISSO) will assist them with academic, personal and immigration issues. Although proof of English proficiency (TOEFL score) was submitted with the application packet, computerized placement testing is required to determine course selection. Some students may have to enroll in preparatory English courses for the first couple of semesters, depending upon the results of the placement testing. The ISSO provides the following services.

Mandatory F1 Orientation:

F1 orientation is mandatory for international students to attend. For those who arrive after the orientation, individual sessions will be scheduled. Student Exchange and Visitor Information System (SEVIS) and related services are discussed during the orientation.

Academic Advisement:

The ISSO or ESOL Coordinator will provide academic advisement for the first semester; it is recommended that students be advised or co-advised by their academic department after the first semester.

Mandatory Health Insurance:

Health insurance is required of all international students. If students don't currently have health insurance, they are required to purchase health insurance upon arrival. The ISSO will assist with health insurance information.

Social Security Number:

As of October 13, 2004, international students without employment cannot apply for a Social Security number. However, if students secure on-campus employment, the ISSO will assist them in filing for a Social Security number.

Employment:

International students are allowed to work on campus up to 20 hours weekly (40 hours weekly when school is not in session). Onondaga has limited opportunities for campus employment for international students. Please check with the ISSO for references.

Note: For Optional Practical Training (OPT) and Curricular Practical Training (CPT) choices, consult with the coordinator of International Student Services

Transportation:

While some students drive to school in their cars, others use the Centro public bus system. Although bus services to the college are on a regular basis, it may be most convenient to own a car. There are ample parking spaces in the Syracuse area and parking fees are affordable.

Travel Outside of USA:

When students plan to travel outside of the USA, please consult with the ISSO coordinator in advance. Students need a travel endorsement from the ISSO coordinator and will be given some helpful tips for international traveling. You may be advised not to travel depending upon your visa or passport status.

Personal and Social Concerns:

The International Student Services Office is the students' home away from home. Students are encouraged to let us know how they are doing. If students have any personal or special concerns, they should discuss the situation with someone in the ISSO or a counselor. Confidentiality will be strictly observed.

The ISSO sincerely wishes that all our international students have meaningful experiences academically and socially during their stay at Onondaga.

For more information, please contact the ISSO located in the Ferrante Hall, Room 188. You may e-mail chenh@sunyocc.edu or parkm@sunyocc.edu, or call (315) 498-7217/ 7216.

English for Speakers of Other Languages (ESOL)

Onondaga Community College offers a variety of courses at the intermediate and advanced level to meet the needs and abilities of speakers of other

languages who want to develop their English skills. Emphasis is on developing skills to enhance self-confidence and academic success.

Prospective international students are required to take the Accuplacer Levels of English Proficiency Test (LOEP) to begin taking courses at the College. You must have a raw score of at least 173 and a writing sample that places you into ESL 115. You may take these courses whether you are matriculated in a degree program, or for personal or professional reasons. To supplement formal course work, you may also work individually with professional tutors in the Writing Skills Center and the Study Skills Center.

If you are unable to meet the minimum requirements (listed above), you will be referred to another appropriate ESOL program in the community.

You may take a 12-hour block of developmental language courses in one semester. This may be required of some matriculated students in their first semester. A typical schedule may include:

- Listening Comprehension
- Reading Skills
- Fundamentals of Communication
- English Pronunciation
- English as a Second Language II or Composition for International Students
- College Learning Strategies
- Writing Skills Tutorial
- Reading and Study Skills Tutorial

For more information about English for Speakers of Other Languages, contact the ESOL coordinator in the English department, (315) 498-2417, or e-mail endem@sunyocc.edu

Diversity Services

Diversity Services provides leadership in the promotion of cultural diversity at all levels of the college and the community.

Our purpose is to sustain an environment where relationships among people will foster inclusive, equitable experiences for learning, working and living. The historical focus remains that of serving as an ally to people of color, racial/ethnic under-represented groups and protected class* populations. While academic achievement is of primary importance, educational programs and co-curricular events provide students the opportunity to socialize and interact with peers and community role models who visit campus, as well as hear from national and local speakers on a variety of themes and strategies for addressing specific issues on inclusion, diversity, and international relations. Students are encouraged to engage in these experiences of diversity of ideas, thoughts and perspectives both in and out of the classroom.

The Ann Felton Multicultural Center and the International Student Services Office, both located on the first floor of Ferrante Hall, provide a welcoming and supportive atmosphere for students to come together to share their cross-cultural experiences. The Center features an art gallery, computer stations, and a big-screen television.

For more information, stop by the Multicultural Center or by Diversity Services in the Whitney Applied Technology Center, Room 106, or call (315) 498-2565.

* Ethnicity, religion, sex, national origin, marital status, age, sexual orientation, disability, and veteran status.

Onondaga Community College Advantage Admission Agreement for Syracuse City School Students

If you attend any of the four Syracuse City high schools, you can make your plans to attend Onondaga as early as your eighth grade year. The Onondaga Community College Advantage program prepares eighth grade and older students for college success through early goal setting, motivation, encouragement and academic support.

For more information regarding the Onondaga Community College Advantage Program, contact the Office of Recruitment and Admission at (315) 498-2202.

Senior Citizens Tuition-Free Auditing

Persons 60 years of age and older are invited to take advantage of the education law of the state of New York which allows them the opportunity to audit courses at community colleges at no charge and on a space-available basis. Interested individuals should declare audit at the time of registration. Inquiries about enrollment in credit courses may be made through Student Central in person or by calling (315) 498-2000.

College Credit Now (CCN)

Onondaga Community College's concurrent enrollment program allows high school students to earn college and high school credits simultaneously prior to high school graduation. Students can gain a head start on their college career by enrolling in a variety of liberal arts and technical courses offered at their high school. Participants officially register for the classes and are eligible for reduced tuition rates. Classes are delivered by high school teachers in cooperation with Onondaga Community College mentors. All courses are approved Onondaga Community College courses and will appear on an official SUNY transcript, which may be requested upon successful completion of the program. These courses may be transferred to other postsecondary

institutions under standard transferability guidelines. The CCN program meets the very highest of program standards and is nationally accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP).

Liberty Partnership Program (LPP)

The Onondaga Community College Liberty Partnership Program is a joint effort among the College, the Syracuse City School District, community organizations, businesses, and parents to help students graduate from high school prepared for higher education or meaningful employment. The program uses a variety of measures to raise student performance expectations, to fulfill the SED graduation standards, and to prepare students to be academically and socially prepared for higher education.

CNY Career Pathways Partnership

The CNY Career Pathways Partnership administers Perkins-Title II programming, a national educational initiative that prepares high school and college students for the high-skill, high-wage careers of this century that are growing in Central New York. The CNY Career Pathways Partnership is comprised of area school districts, BOCES, post-secondary institutions, businesses and community agencies that work together to create a seamless transition for students from high school to college and finally, into their selected career.

The program begins in high school and transitions into a college program at a two-year or four-year institution. Career Pathways programs include the following components:

- A strong foundation in math, science and communications, and technology using contextual instruction.
- Career exploration activities, such as job shadowing and internships.
- Specific career focus in areas such as Health, Business, Environmental Technology, or Computer-related fields.
- Concurrent enrollment college courses which are appropriate for students' career focus.

The Career Pathways Partnership is supported through federal funding via the Carl D. Perkins Act.

Veterans' Services

Onondaga maintains a full-time Office of Veterans' Affairs (OVA), staffed by veterans, to aid student veterans and veteran dependents in adjustment to academic life. As a direct link between these students and the US Department of Veterans' Affairs, the OVA handles applications, expedites claims, and follows up on payment inquiries. Veterans and dependents of deceased or disabled veterans eligible for VA educational benefits considering enrollment at Onondaga should contact or stop in at the College's Office of Veterans' Affairs to discuss individual situations.

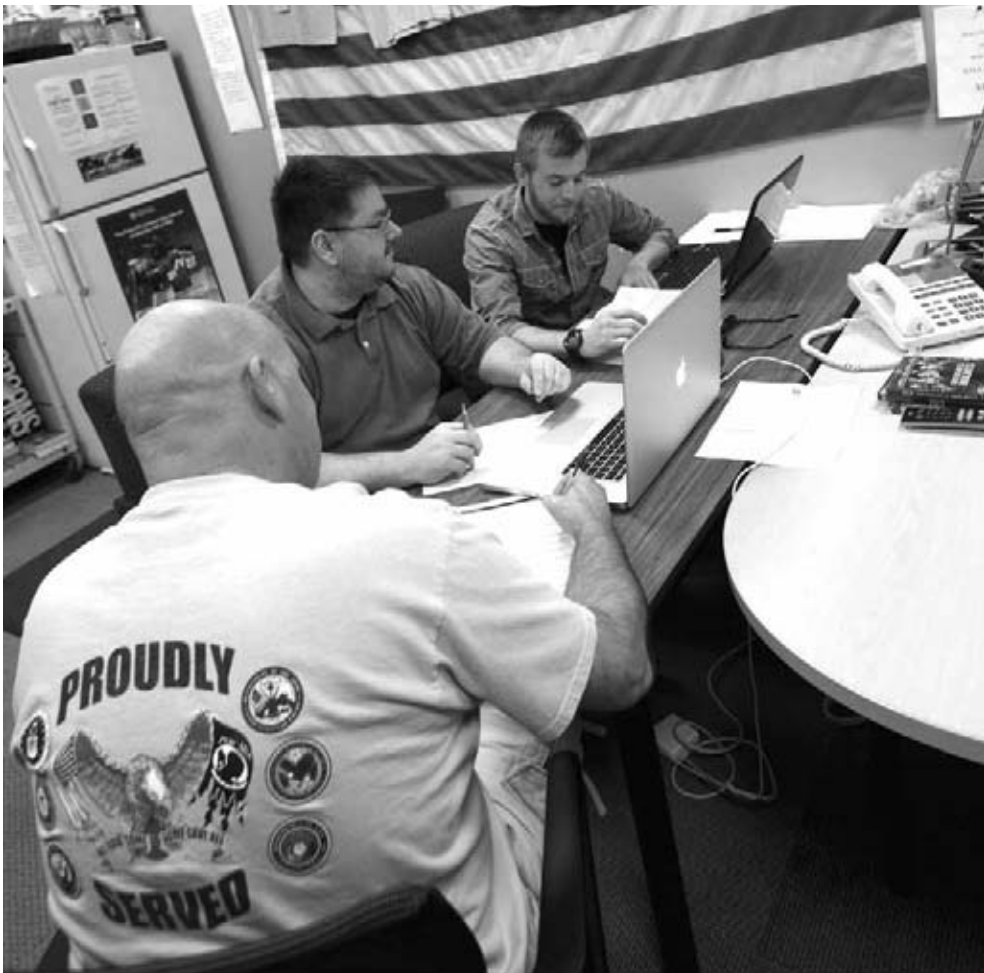
Onondaga's degree and certificate programs are approved for full VA educational benefits. (For more details, refer to the Veterans' Benefits Section on page 25.)

At Onondaga, a Veterans' Tuition Deferral Plan has been established to assist the first-time enrolled vet who has submitted proof of eligibility for VA benefits, provided evidence of financial need, and who has not yet begun receiving monthly checks.

The student veteran may receive college credit for service schools attended, military experience, College Level Examination Program (CLEP), or College Proficiency Exams, according to the recommendation of the American Council on Education and departmental approval. Veterans, therefore, may have a head start on their degree.

Any veteran or eligible person under Chapters 30, 31, 33, 35, 1606 or 1607 VA education benefits is responsible for being aware of and fulfilling Onondaga Standards of Progress as mandated and approved by the Veterans' Administration; these may include a monthly attendance reporting requirement during the academic year. Detailed information is available at the Office of Veterans' Affairs.

The Office of Veterans' Affairs is located in the Gordon Student Center, lower level, and may be reached at (315) 498-2200.



Degree Choices and Requirements

The following pages provide descriptions of degree and certificate programs along with the requirements for admission to those particular areas of study. You will see what it takes to get started, and the career and employment options you will have when you are finished with your degree or certificate program.

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Requirements for the Associate Degree

All curricula offered at Onondaga Community College have been registered with the New York State Education Department and approved by the State University of New York with authorization to award the degrees of Associate in Arts (A.A.), Associate in Science (A.S.), and Associate in Applied Science (A.A.S.). According to New York State Education Law, “Associate degree programs shall normally be capable of completion in two academic years of full-time study, or its equivalent in part-time study, with an accumulation of not less than 60 semester hours.” Eligibility for a degree is based on the successful completion of the program of study outlined by a curriculum.

A core group of courses in the liberal arts and sciences is required in each curriculum. These courses fall into four fields — humanities, mathematics, natural sciences, and social sciences. This liberal arts core is intended to provide the student with exposure to and knowledge of the cultural, social and scientific heritage which has shaped today’s world.

The Associate in Arts degree requires completion of at least 75 percent of course work in the arts and sciences. Students pursuing the Associate in Science degree must complete at least 50 percent of their course work in the arts and sciences. And those in Associate in Applied Science programs must complete at least 33 percent of their course work in the arts and sciences.

Associate degree candidates must fulfill the following general requirements:

1. Be accepted and currently matriculated in a degree program, and complete all curriculum requirements (which will include at least 60 credit hours exclusive of physical education activities) and maintain a minimum 2.0 cumulative grade point index. Students must also comply with any program-specific requirements that may exist, consulting catalog descriptions and academic departments.
2. Complete at least one-half of the academic credit hours required for the degree at Onondaga Community College. (No more than 12 credit hours taken by independent study at Onondaga may be applied toward degree requirements.)
3. Complete two physical education courses and one credit hour of health.

NOTE: Physical Education activities requirements are waived if you:

- a) are 30 years of age or older at the time of matriculation, or
- b) are a veteran who submits a DD214 form indicating at least six months of active duty, or
- c) submit a physician’s statement which precludes your participation in aquatics and/or activities.

Complete information on physical education waivers can be found in the academic rules (see page 231). Information and applications are also available from the College’s Health Services office.

4. Receive the recommendation of the curriculum proctor, Scholastic Standards Committee, the College Faculty, the President and the Board of Trustees.
5. Meet all financial obligations to the College and fulfill all other College requirements.

Requirements for Certificates

The one-year certificate is available in several academic programs. The certificate is designed for students seeking a quick path to job opportunities. The programs provide the essential coursework typically required by employers for entry-level positions.

Certificate candidates must fulfill the following general requirements:

1. Be accepted and currently matriculated in a certificate program, and complete all curriculum requirements (which will include at least 30 credit hours and a minimum 2.0 cumulative grade point index).
2. Complete at least one-half of the academic credit hours required for the certificate at Onondaga Community College. (No more than 6 credit hours taken by independent study at Onondaga may be applied toward degree requirements.)
3. Receive the recommendation of the curriculum proctor, Scholastic Standards Committee, the College Faculty, the President and the Board of Trustees.
4. Meet all financial obligations to the College and fulfill all other College requirements.

Multiple Degrees

You may earn more than one degree at Onondaga

A minimum of twenty of the academic credits for any associate’s degree and ten academic credits for any certificate must be credits which have not been applied to any previously or concurrently awarded degree. You may not earn more than one degree from any single curriculum grouping.

Information about curriculum groupings and placement of new programs is available at Student Central in the Gordon Student Center, and are listed on page 231 of this catalog.

Liberal Arts & Sciences

As defined by the New York State Education Department (22 October 2009)

Courses of a general or theoretical nature that are designed to develop judgment and understanding about human beings' relationship to the social, cultural, and natural facets of their total environment.

Working corollaries for counting liberal arts courses:

1. Independent of specific application
2. Theoretical understanding as opposed to practical application
3. Breadth and scope in principle covered
4. Not definitely directed toward particular career or specific professional objectives
5. Not chiefly "how to" in manipulative skills or techniques
6. Not "applied" aspects of a field

The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences.

A. Examples of course types that are generally considered within the liberal arts and sciences:

1. Humanities:

- English—composition, creative writing, history of language, journalism, linguistics, literature, literature in translation, playwriting
- Fine arts—art appreciation, history or theory
- Foreign languages—composition, conversation, grammar, history of the language, literature of the language, reading, translation studies
- Music—music appreciation, history or theory
- Philosophy—comparative philosophy, history of philosophy, logic, schools of philosophy
- Religion—comparative religion, history of religion
- Theater—dramatic interpretation, dramatic literature, dramaturgy, history of drama, playwriting

2. Natural sciences and mathematics:

- Natural sciences—anatomy and physiology, biology, chemistry, earth science, geology, physics, zoology
- Mathematics—calculus, mathematical theory, statistics
- Computer Science—broad survey/theory courses

3. Social sciences:

- Anthropology, cultural studies, economics, geography, government, history, political science, psychology, sociology

- Criminal justice—introductory and broad survey courses
- Communications—interpersonal communication, mass communication, public speaking, speech and rhetoric

B. Examples of course types that are generally not considered within the liberal arts and sciences:

- Agriculture
- Business—administration, finance, human resources, management, marketing, production
- Computer applications (e.g., word processing, database, spreadsheet), programming (e.g., specific languages)
- Health and physical education
- Home economics
- Education and teaching methods
- Library science
- Music—studio, performance, practice courses—voice, instrument, direction, conducting
- Office technologies and practice
- Performing and related arts—acting, costume design, dance, direction, lighting, production, scene construction, sound production
- Specialized professional courses in such fields as accounting, architecture, dental hygiene, dentistry, engineering, law, medicine, nursing, nutrition, pharmacy, podiatry, veterinary medicine
- Studio art—drawing, painting, ceramics, sculpture
- Technology/technician fields—construction, data processing, electrical, electronics, graphic arts, mechanical, medical, refrigeration repair
- Television and radio production
- Theology—pastoral counseling, ministry

General Education

General Education enables individuals to acquire the knowledge, skills and dispositions necessary for responsible participation in society. These include the ability to reason and communicate effectively; a capacity for compassionate inquiry; a framework for intellectual, ethical and aesthetic growth; and a commitment to the well-being of self and the larger community. General Education is the underpinning of the College's mission, which is to enable students to "Explore. Discover. Transform."

Consistent with the requirements of the College's accrediting body, The Middle States Commission on Higher Education, all Onondaga programs are infused with a minimum of 15 hours of General Education academic coursework.

Global Awareness & Diversity

Several programs at Onondaga Community College require students to complete coursework with a focus on Global Awareness and Diversity. The following is a list of GLAD-designated courses:

Global Designation Courses

ANT 152, BIO 147, COM 201, ECO 103, ENG 224, ENG 250, HIS 214, LCC 240, POS 214, SOC 214, SPA 220

Multicultural Designation Courses

ENG 225, ENG 226, ENG 230, ENG 239, ENG 245, HIS 107, HIS 207, HIS 208, HIS 209, HIS 240, MUS 166, POS 215, POS 230, PSY 218, SOC 211

International Designation Courses

ART 105, ART 106, ECO 160, FRE 101, FRE 102, FRE 201, FRE 202, GER 101, GER 102, HIS 101, HIS 102, HIS 103, HIS 104, HIS 213, HIS 221, ITA 101, ITA 102, ITA 201, ITA 202, LCC 220, LCC 221, LCC 231, POS 201, RDG 154, SOC 213, SPA 101, SPA 102, SPA 165, SPA 201, SPA 202

SUNY General Education Requirements

(For students transferring to a SUNY four-year institution)

As a college of the State University of New York (SUNY), Onondaga Community College affords students the opportunity to complete coursework towards satisfying the baccalaureate General Education requirement.

In fall 2010, the State University of New York revised its General Education requirement for all candidates pursuing a baccalaureate degree. The policy requires candidates for a baccalaureate degree, as a condition of graduation, to complete an academically rigorous and comprehensive core General Education curriculum of no fewer than 30 credit hours including, but not limited to:

- At least three credit hours each of course work to instill knowledge and skills in:
 - Mathematics (M)
 - Basic Communication (BC)
- At least three credits each in at least five of the following eight academic areas:
 - Natural Science (NS)
 - Social Science (SS)
 - American History (AH)
 - Western Civilization (WC)
 - Other World Civilizations (OWC)
 - Humanities (H)
 - The Arts (AR)
 - Foreign Languages (FL)
- Overall competency in the areas of:
 - Critical Thinking
 - Information Management

Students who plan to graduate from Onondaga Community College with an A.A. or an A.S. degree, and who plan to transfer to a four-year SUNY institution, should complete at least seven courses towards satisfying the SUNY General Education requirement. Those graduating with an A.A.S. degree should complete at least five courses towards satisfying the SUNY General Education requirement.

While academic advisors will recommend appropriate courses that fulfill these outcomes, it is the student's responsibility to fulfill the SUNY General Education Requirements. A mailing is sent to all newly matriculated students informing them of the current list of courses that meet SUNY General Education requirements.

Mathematics

MAT 112, MAT 113, MAT 114, MAT 121

Basic Communication

COM 102, ENG 103

Natural Science

BIO 105, BIO 106, BIO 110, BIO 121, BIO 131, BIO 131L, BIO 151, BIO 152, BIO 171, BIO 172, BIO 205, BIO 220, CHE 103, CHE 104, CHE 151, CHE 152, GEO 103, GEO 104, GEO 105, GEO 106, PHY 101, PHY 103, PHY 104, PHY 105, PHY 205, PHY 206, SCI 100, SCI 103, SCI 111, SCI 112

Social Science

ANT 152*, ANT 154*, ANT 155, ANT 201, ECO 103, ECO 160, ECO 203, ECO 204, ECO 219, POS 100, POS 201, PSY 103, SOC 103

American History

For Any Student: HIS 105, HIS 106, HIS 107
For Students Scoring Above 84 On Regents: HIS 125, HIS 209, HIS 223*, HIS 224

Western Civilization

ENG 215, HIS 103, HIS 104, LCC 220, LCC 221, LCC 230, LCC 231, LCC 240

Other World Civilizations

ANT 152*, ANT 154*, HIS 207, HIS 208, HIS 223*, HIS 292, LCC 245, MUS 166

Humanities

ARH 230*, ARH 231*, ART 105*, ART 106*, ART 221*, ART/PHO 290*, CIN 212, ENG 104, MUS 103*, MUS 104*, PHI 102, PHI 104, PHI 105, PHI 106, PHI 107, PHI 108, PHI 109, PHI 110, PHI 206, PHI 208, PHI 210, PHI 211, PHO/ART 290*

The Arts

ARH 150, ARH 230*, ARH 231*, ART 101, ART 103, ART 105*, ART 106*, ART 109, ART 152, ART 219, ART 221*, ART 225, ART/PHO 290*, ENG 206, ENG 207, ENG 208, MUS 104*, MUS 160, MUS 161

Two from: (MUS 107**, 108**, 111**, 112**, 162T, 211**, 212**), PHO/ART 290*

Foreign Language

(ASL 101, ASL 102, ASL 201, ASL 202***), FRE 101, FRE 102, FRE 201, FRE 202, GER 101, GER 102, GER 201, GER 202, ITA 101, ITA 102, ITA 201, ITA 202, SPA 101, SPA 102, SPA 165, SPA 201, SPA 202, SPA 203, SPA 204, SPA 220

NOTES:

- * Course appears in more than one category
- ** Suffix determined by instrument
- *** American Sign Language may be used to satisfy this category only by students in the following programs:
 - programs leading to certification in elementary and secondary education
 - programs leading to careers where there is likely to be significant contact with the hearing impaired.

Bachelor Degrees and Graduate Courses

You can take bachelor's degree courses right here on our campus. Onondaga Community College supports the educational programs of other colleges and universities by providing classroom space for instruction. In the case of Keuka College, you can earn a bachelor's or master's degree.

Participating colleges include:

- Cazenovia College
- Empire State College
- Keuka College
- SUNY Cobleskill
- SUNY Cortland
- SUNY Delhi
- SUNY Morrisville
- SUNY Oswego

Transfer/Articulation Agreements

(For students who wish to continue their education after Onondaga Community College)

Onondaga Community College maintains formal agreements, called "articulation agreements," with other colleges, which guarantee that associate degree graduates may transfer with junior status without loss of credit. In many instances, specific programs of study have been defined, by course, with the transfer college. This means that the first two years of the four-year college program may be taken at Onondaga. Graduates who meet the established criteria - e.g., grade point average (G.P.A.) - may transfer all credits directly to the four-year college.

Final decisions regarding acceptance at the transfer institution rests solely with that institution. A grade of D will rarely transfer if it is earned in a student's major program of study; in certain cases, a D grade will not transfer under any circumstance.

It is important that students who plan to transfer after completing their studies at Onondaga, consult from the beginning of their academic program with a transfer counselor; such care in the selection of courses and curricula aid in the transfer of credits.

Articulation agreements with four-year colleges are developed continually. Please check with the Counseling department in the Gordon Student Center, or call (315) 498-2675 for the most up-to-date listings. At the time of the publication of this catalog, the following agreements are in effect:

COLLEGE	ONONDAGA ACADEMIC MAJOR	TRANSFER OPTIONS
Alfred University	Electrical Engineering Tech A.A.S.	Electrical Engineering Tech B.S.
	Computer Engineering Tech A.A.S.	Computer Engineering Tech B.S.
Binghamton University	Business Administration A.S.	B.S. in School of Management
	Liberal Arts & Sciences: Humanities and Social Sciences A.A.	B.A. in English
	Nursing A.A.S.	B.S. in Nursing
Buffalo University	Business Administration A.S.	B.S. in Business Administration
	Computer Science A.S.	B.A. or B.S. in Computer Science
	Engineering Science A.S.	B.S. in Aerospace Engineering
		B.S. in Chemical Engineering
		B.S. in Civil Engineering
		B.S. in Computer Engineering
		B.S. in Electrical Engineering
		B.S. in Engineering Physics
		B.S. in Environmental Engineering
	Humanities A.A.	B.A. in English
Boston Architectural Center	Architectural Technology A.A.S.	B.S. in Architecture

COLLEGE	ONONDAGA ACADEMIC MAJOR	TRANSFER OPTIONS
Cazenovia College	Business Administration A.S.	B.S. in Business Management B.P.S. Specializing in Business Management B.S. in Health Care Management B.O.S. Specializing in Sports Management
	Arts A.A.S.	B.F.A. in Studio Art B.F.A. in Visual Communications
The College at Brockport	Environmental Technology: Geoscience A.A.S.	B.S. in Environmental Science and Biology
Cornell University College of Human Ecology	Liberal Arts & Sciences: Humanities and Social Sciences A.A. or Math and Science A.A.	Nutritional Science, Human Biology, Health & Society, Human Development, Policy Analysis & Management, Design & Environmental Analysis: 1. Interior Design 2. Facility Planning & Management 3. Human Factors/Ergonomics Fiber Science & Apparel Design: 1. Apparel Design 2. Apparel/Textile Management 3. Fiber Science
Cornell University College of Agriculture and Life Sciences	Any A.A. or A.S.	Agricultural Sciences, Agricultural Science Education, Animal Science, Applied Economics and Management (only for concentrations in Agribusiness Management, Environmental Economics, Food Industry Management), Atmospheric Science, Biological Engineering, Biometry & Statistics Communication Development, Sociology, Entomology, Environmental Engineering, Food Science, Information Science, International Agriculture and Rural Development, Natural Resources, Nutritional Sciences, Plant Sciences, Science of Earth Systems, Science of Natural and Environmental Systems, Viticulture, and Enology
Eastern Kentucky College of Justice and Safety	Criminal Justice A.S. or A.A.S.	Police Administration/Criminal Justice
	Fire Protection A.A.S.	Fire and Safety Engineering Technology/ Fire Protection Technology
Empire State College	Any A.A., A.S., or A.A.S. Degree	May transfer with Junior Status for B.A., B.S., or B.P.S.
Green Mountain College	Business Administration A.S.	B.S. in Business
Hartwick College	Any A.A. or A.S.	B.A. or B.S. in parallel program
Houghton College	Any A.A. or A.S.	B.A. or B.S. in parallel program
Kaplan University	Any A.A. or A.S.	"Advanced Start" Baccalaurette option
Le Moyne College	Business Administration A.S.	B.S. in Accounting B.S. in Business B.S. in Information Systems
	Liberal Arts & Sciences: Humanities A.A.	B.A. Communications B.A. Psychology B.A. History
Morrisville State College	Computer Information Systems A.A.S.	B.T. in Information Technology
	Humanities and Social Sciences A.A.	B.S. Applied Psychology (pending)
North Carolina Agricultural and Technical State University	Math & Science A.A.	B.S. in Mathematics
	Art A.A.S.	Visual & Performing Arts B.A. or B.S. Visual Arts B.A. or B.S. Design & Art Education B.A. or B.S.

COLLEGE	ONONDAGA ACADEMIC MAJOR	TRANSFER OPTIONS
Paul Smith's College	Food Service Administration/Restaurant Management A.A.S. ...	Culinary Arts & Service Management B.S.
	Hotel Technology A.A.S.	B.S. in Hotel, Resort, and Tourism Management
	Liberal Arts & Sciences: Math and Science A.A. or A.S.	B.S. in Natural Resources B.S. in Fisheries and Wildlife Sciences B.S. in Biology
Rochester Institute of Technology	Computer Information Systems A.A.S.	B.S. Management Information Systems
	Business Administration A.S.	Accounting, Finance, Management, Marketing, International Business, Management Info Systems, Graphic Media Management B.S.
	Computer Science A.S.	B.S. in Management Information Systems
	Verizon Telecommunications Technology A.A.S.	B.S. in Applied Science and Technology
St. Elizabeth's Medical Center	Courses by Advisement	School of Radiography
SUNY Brockport	Environmental Technology: Geoscience A.A.S.	B.S. in Environmental Science & Biology
SUNY at Cobleskill	Business Technology A.A.S.	Technology Management: Financial Services BBA
	Accounting A.A.S.	Technology Management: Financial Services BBA
	Memo of Understanding	Onondaga students are able to enroll in bachelor's program in the 3+1 Program at Cobleskill
SUNY at Cortland	Recreation Leadership A.S.	B.S. in Recreation
	Physical Education and Exercise Science A.S.	B.S. in Kinesiology: Fitness Development
SUNY Environmental Science and Forestry	Liberal Arts and Sciences: Math and Science A.A. or A.S., Humanities & Social Science A.A.	B.S. in Biotechnology
		B.S. in Chemistry
		B.S. in Construction Management & Wood Products Engineering
		B.S. in Environmental & Forest Biology
		B.S. in Environmental Resources & Forest Engineering
		B.S. in Environmental Science
		B.S. in Forest Ecosystem Science
		B.S. in Forest Resources Management
		B.S. in Natural Resources Management
		B.S. in Paper & Science Engineering
Architectural Technology A.A.S.	B.S. in Landscape Architecture	
SUNY at Fredonia	Business Administration A.S.	B.S. in Business Administration and Accounting
SUNY Institute of Technology at Utica/Rome	Accounting A.A.S.	B.S. in Business
	Business Administration A.S.	B.S. in Business
	Business Technology A.A.S.	B.S. in Business
	Electrical Engineering Technology A.A.S.	B.S. in Electrical Engineering Tech
	Computer Engineering Technology A.A.S.	B.S. in Computer Engineering Tech
	Health Information Technology A.A.S.	B.P.S. in Health Information Management
	Nursing A.A.S.	B.S. in Nursing
SUNY at Oswego	Any A.A. or A.S.	B.A. or B.S. in parallel program
	Business Administration A.S.	B.S. in Business Management B.S. in Finance
SUNY Plattsburgh	Business Administration A.S.	B.S. in Management
		B.S. in International Business
		B.S. in Marketing
		B.S. in Finance
		B.S. in Entrepreneurship
		B.S. in Global Supply Chain Management B.S. in Business
SUNY Potsdam	Computer Science A.S.	B.A. Computer Science

COLLEGE	ONONDAGA ACADEMIC MAJOR	TRANSFER OPTIONS
SUNY Upstate Medical University	Humanities A.A.	B.S. in Cardiovascular Perfusion B.S. in Cytotechnology B.S. in Medical Imaging Science
	Math & Science A.A.	B.S. in Medical Imaging Science B.S. in Media Technology B.S./M.P.T. in Physical Therapy B.S. in Radiation Therapy B.S. in Respiratory Care
Syracuse University	Engineering Science A.S.	B.S. in Aerospace Engineering B.S. in Bioengineering B.S. in Chemical Engineering B.S. in Civil Engineering B.S. in Computer Engineering B.S. in Electrical Engineering B.S. in Environmental Engineering B.S. in Mechanical Engineering
	Human Services A.S.	B.S. in Social Work
	Math/Science A.S.	B.S./B.A. in Biology B.S./B.A. in Chemistry B.S./B.A. in Earth Science B.S./B.A. in Math
	Business A.S.	Whitman School of Management
University at Albany	Business Administration A.S.	B.S. in Accounting/Business Administration (G.P.A. 3.2)
	Criminal Justice A.S.	B.S. in Criminal Justice (G.P.A. 3.0)
	Human Services A.S.	B.S. in Social Welfare (G.P.A. 3.0)
	Art A.A.S.	B.A. in Art (G.P.A. 2.5)
	Music A.A.S.	B.S. in Music (G.P.A. 2.5)
	Math/Science A.A.	B.S. in Math
	Math/Science A.S.	B.S. in Biology B.S. in Chemistry B.S. in Physics
Humanities A.A.	B.A. in English B.A. in History B.A. in French/Italian/Spanish B.A. in Sociology	
Utica College of Syracuse University	Criminal Justice, A.S.	B.S. in Criminal Justice B.S. in Economic Crime Investigation/Criminal Justice B.S. in Cybersecurity and Information Assurance B.S. in Cybercrime Investigation & Forensics
	Criminal Justice A.A.S.	B.S. in Criminal Justice
Wells College	Humanities A.A.	B.A., B.S. in parallel program
	Math & Science A.A. or A.S.	B.A., B.S. in parallel program

Joint Admissions Program

Previously known as 2 + 2, this cooperative program between two-year and four-year colleges is a special articulation agreement that allows students some special benefits:

- Application to both institutions
- Recommended course selections
- Guaranteed acceptance to the four-year college upon completion of the two-year degree and meeting all conditions of agreement

Students Who Benefit from Joint Admissions Program

A first-time, full-time matriculated student who knows where he/she wants to complete a baccalaureate degree, and in what major, will benefit the most from the Joint Admissions program. It is not intended for a part-time student or a student who is unsure of his/her intended major or transfer institution.

Students Not Enrolled in Joint Admissions Program

A student who is not in the Joint Admissions program can still apply for transfer to a college by completing the appropriate application, which is available in the Counseling department. Students should fill out the application early to avoid missing a deadline date.

Non-Completion of Requirements in a Joint Admissions Program

If a student does not complete the requirements for the Joint Admissions agreement, he/she can still be considered for transfer. The student is responsible for filing a formal application with the four-year college.

Transfer to Other Colleges

Students can apply for transfer to colleges where a Joint Admissions program is not in place. Onondaga Community College students transfer to many colleges across the country.

G.P.A.

The grade point average (G.P.A.) required varies by the major and by the baccalaureate-level (four-year) college.

Non-Continual Study

The agreement is valid if a student maintains continuous enrollment. If a student separates from the college and returns at a later date, he/she is subject to the requirements in place at the time studies are resumed. Continuous registration is not affected by any curricular changes.

ADMISSION

New Students

New students interested in applying for a Joint Admissions program must indicate the campus code of the four-year participating college when completing the application for Onondaga Community College. Students who indicate an interest will be sent a packet containing information as well as an application. The application must be returned to the College as soon as possible. Applicants are expected to have strong academic records, including Regents preparation in English, Social Studies, Science, and Mathematics.

Transfer Students

Students who transfer credits from another institution are not eligible for the Joint Admissions program. The program is designed to be completed in four years; two at Onondaga Community College and two at the four-year institution with proper advisement and continuous monitoring of course selections.

Upstate Medical University GOLD Agreement

An Early Admissions Program for High School Seniors

Students accepted into this program by both Onondaga Community College and SUNY Upstate are guaranteed admission into one of the upper division programs at SUNY Upstate Medical University provided they have met all conditions of their admission. Students should first attend an affiliated college or university for two years (four years for students in the Doctor of Physical Therapy program) and complete all admission requirements as outlined in their letter of acceptance.

1. This program is a unique opportunity for high school seniors with a demonstrated commitment to a career in the health professions and a strong record of achievement in high school. Students accepted into this program are required to have completed at least three years of Regents or honors-level courses in math and science. Students applying for a guaranteed early admission should be in the upper quartile of their class and should have competitive SAT scores. They must demonstrate a strong leadership background and show participation in extracurricular activities.
2. High school seniors applying for this program must submit an application to both Onondaga Community College and SUNY Upstate Medical University. The Onondaga admission application (no fee required) is available online at www.sunyoc.edu. Applications to SUNY Upstate Medical University may be obtained from their admissions office or downloaded from their Web site at: <http://www.upstate.edu/prospective/forms.php>

3. Students will be accepted during their senior year of high school (two years prior to their date of entry to a bachelor's degree program at SUNY Upstate Medical University or four years prior to their date of entry to the Doctor of Physical Therapy program at Upstate), with guaranteed admission into one of the upper-division programs at SUNY Upstate Medical University. The decision to admit to SUNY Upstate Medical University will be at the sole discretion of the appropriate admissions committee in the College of Health Professions or the College of Nursing.
4. Onondaga Community College agrees to serve as an Early Admission/GOLD affiliated institution. The decision to admit to Onondaga Community College will be at the sole discretion of Onondaga Community College.
5. Accepted students must successfully complete all prerequisite courses for their major as outlined in the current articulation agreement, while maintaining a required cumulative grade point average for their intended program of study:
 - Cardiovascular Perfusion, B.S. – 3.3 G.P.A.
 - Medical Imaging Sciences, B.S., B.P.S. – 3.0 G.P.A.
 - Medical Technology, B.S. – 3.0 G.P.A.
 - Medical Biotechnology, B.S. – 3.0 G.P.A.
 - Radiation Therapy, B.S., B.P.S. – 3.0 G.P.A.
 - Respiratory Care, B.S. – 3.0 G.P.A.
 - Physical Therapy, D.P.T. – 3.3 G.P.A.
 All science grades for Physical Therapy must be B or higher.
6. Students must continue to be involved in the health professions through volunteer, observational or research experience. Accepted students will be encouraged to be involved in leadership or community activities while at Onondaga Community College.
7. The Student Admissions Office will administer the program at SUNY Upstate Medical University. The liaison for SUNY Upstate Medical University will work closely with the liaison for Onondaga Community College in tracking the students accepted into the Early Admissions/GOLD Program.

ONONDAGA COMMUNITY COLLEGE AND UNIVERSITY AT BUFFALO DUAL ADMISSION PROGRAM

PARALLEL MAJORS

Onondaga Academic Majors

Business Administration - A.S.
 Computer Science - A.S.
 Engineering Science - A.S.

UB Academic Majors

Business Administration - B.S.
 Computer Science - B.A., B.S.
 Engineering and Applied Sciences
 Aerospace Engineering - B.S.
 Chemical Engineering - B.S.
 Civil Engineering - B.S.
 Computer Engineering - B.S.
 Electrical Engineering - B.S.
 Engineering Physics - B.S.
 Environmental Engineering - B.S.
 Industrial Engineering - B.S.
 Mechanical Engineering - B.S.

Liberal Arts and Sciences: Humanities
 and Social Sciences - A.A

English - B.A..

G.P.A. of 3.0 at Onondaga for entry **Business Administration**, **Computer Science** must achieve a 2.5 at Onondaga, **Engineering** must achieve a 2.0 at Onondaga and **English** must achieve a 2.0 at Onondaga

ONONDAGA COMMUNITY COLLEGE AND ALFRED STATE COLLEGE DUAL ADMISSION PROGRAM

Onondaga Academic Majors

Electrical Engineering Technology - A.S.
 Computer Engineering Technology - A.A.S.

Alfred State College

Electrical Engineering Technology - B.S.
 Computer Engineering Technology - B.S.

ONONDAGA COMMUNITY COLLEGE AND SUNY INSTITUTE OF TECHNOLOGY COOPERATIVE AGREEMENT PROGRAM

Programs that are covered by this agreement include the following:

School of Nursing & Health Systems: Health Information Technology
 A.A.S. Health Information Technology to B.P.S. Health Information Management

School of Business
 A.A.S Accounting to B.S. Business Administration
 A.A.S. Business Technology to B.S. Business Administration
 A.S. Business Administration to B.S. Business Administration

Programs of Study

*Onondaga Community College
offers more than 50 programs
of study in areas such as
Business, Human Services,
Applied Technologies, Computers,
Health Professions, Humanities,
Math, Science, and the
Performing and Visual Arts.*

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Degree and Certificate Programs

Years ago, well-paying careers could be attained simply through hard work and diligence after graduating from high school. Statistics and research tell us that anyone wishing to earn a good living in the coming years will require at least one or two years of post-high school education. Onondaga Community College offers more than 50 programs leading to associate degrees or career certificates. Upon completion of these programs, you will be prepared to either transfer to a four-year institution, or to begin working in the area you have studied.

Program	Code	Award	HEGIS*	SUNY Curriculum Code
Accounting	BUA	AAS	5002.00	0630
Apprentice Studies – Building Trades	ABT	AAS	5317.00	0410
Apprentice Studies – Electrical Trades	ASE	AAS	5310.00	0597
Architectural Technology	ARH	AAS	5304.00	0538
Art	ART	AAS	5012.00	0509
Automotive Technology	AUT	AAS	5306.00	0525
Business Administration	BUS	AS	5004.00	0671
Business Technology	BUS	AAS	5004.00	0671
Computer Engineering Technology	CMT	AAS	5104.00	0559
Computer Information Systems <i>(Specializations: Information Technology Support, Networking, Programming, or Web Technology)</i>	CIS	AAS	5101.00	0636
Computer Science	CSC	AS	5101.00	0532
Criminal Justice	CRJ	AAS, AS	5505.00	0640
Early Child Care	ECC	CERT	5503.00	5503
Electrical Engineering Technology	ELT	AAS	5310.00	0555
Electronic Media Communications <i>(Specializations: Digital Media, Radio/Audio Production, or Television/Video Production)</i>	EMC	AAS	5008.00	0555
Engineering Science	ENS	AS	5609.00	0530
Environmental Technology <i>(Specializations: Geoscience or Biotechnology)</i>	ENV	AAS	5408.00	5408
Fire Protection Technology	FPD,FPC	AAS, CERT	5507.00	0639
Health Information Technology/Medical Records	HIT	AAS	5213.00	0603
Homeland Security & Disaster Preparedness	HSD	AAS	5508.00	1741
Hospitality Management <i>(Specializations Culinary Management, Food Service/Institutional Management, Hotel Management, or Restaurant Management)</i>	HOS	AAS	5010.00	1730
Human Services <i>(Specializations: Alcohol and Substance Abuse Counseling, Social Work, Inclusive Special Education, or Early Childhood Education)</i>	HUM	AS	5501.00	0604
Interior Design	IND	AAS	5012.00	0656
Labor Studies	LBR	AS	5099.00	0696
Law Enforcement	LEC	CERT	5505.00	1780
Liberal Arts & Sciences - Adolescence Education - Grade 7-12 (Teacher Education Transfer)	EDA	AA	5608.00	1804
Liberal Arts & Sciences - Childhood Education - Grade 1-6 (Teacher Education Transfer)	EDC	AA	5608.00	1802

Program	Code	Award	HEGIS*	SUNY Curriculum Code
Liberal Arts & Sciences - General Studies	GEN	AA	5649.00	0250
Liberal Arts & Sciences - Humanities and Social Sciences	HMT	AA	5649.00	0201
Liberal Arts & Sciences - Mathematics and Science	MTS	AA, AS	5649.00	0220
Line Mechanic - Utility Worker	LMU	CERT	5317.00	2203
Mechanical Technology	MET	AAS	5315.00	0595
Microcomputer Troubleshooting and Maintenance	MTM	CERT	5105.00	1297
Music	MUS	AAS	5610.00	0682
Nursing	NUR	AAS	5208.00	0622
Photography	PHO	AS	5007.00	0660
Physical Education & Exercise Science Studies	EXR	AS	5299.00	2070
Physical Therapist Assistant	PTA	AAS	5219.00	0489
Professional Communication	PCM	AAS	5606.00	1974
Professional Cooking	PFC	CERT	5404.00	0943
Recreation Leadership	REC	AS	5506.10	0609
Respiratory Care	RPD	AAS	5215.00	0440
Surgical Technology	SGC	CERT	5211.00	0028
Telecommunications Technology - Verizon**	TTN	AAS	5310.00	1179
Web Technology	WEB	CERT	5101.00	1398

Please Note: Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain aid awards.

* The HEGIS (Higher Education General Information Survey) code is a federal designation, adopted by most states, of codifying academic programs and disciplines.

** For Verizon employees only.

Accounting (A.A.S.)

OFFICE: WHITNEY APPLIED TECHNOLOGY CENTER, ROOM 324
 PHONE: (315) 498-2435
 EMAIL: OCCINFO@SUNYOCC.EDU

If you've always enjoyed working with numbers and mathematics, and picture yourself in a career working with numerical data, then an Accounting degree might be of interest to you.

As an Accounting major, you will graduate with the necessary skills to qualify for employment in entry level positions in public, private or governmental accounting.

Students planning to earn a four-year degree in Accounting should not enroll in this curriculum, but should pursue the Business Administration A.S. degree.

First Year	Credits
ENG 103-104 Freshman Composition and Literature I and II (ENG 099, a non-credit course, may be required.)	6
BUS 105-106 Financial Accounting and Managerial Accounting	6
BUS 117 Integrated Financial Systems I (Fall only)	3
CIS 100 Principles of Information Systems	3
BUS 243-244 Business Law I and II	6
Liberal Arts electives	6
Physical Education Activities	2
Total Credits:	32
Second Year	Credits
BUS 201 Intermediate Accounting (Fall only)	4
BUS 202 Intermediate Accounting II (Spring only)	4
ECO 203 Macroeconomics	3
ECO 204 Microeconomics	3
BUS 212 Business Correspondence	3
BUS elective ¹	3
BUS 203 Electronic Spreadsheets in Accounting	3
Choose either:	3
BUS 205 Income Tax Accounting I	
BUS 207 Cost Accounting	
Science electives	6-8
Health elective	1
Total Credits:	33-35
Total Program Credits:	65-67

Notes:

1. Recommended Business electives: BUS 101, BUS 230 and BUS 231. To determine transferability of other Business courses, see a business advisor.

Apprentice Training: Building Trades (A.A.S.)

OFFICE: WHITNEY APPLIED TECHNOLOGY CENTER, ROOM 352
 PHONE: (315) 498-2687
 EMAIL: ARCHTECH@SUNYOCC.EDU

If you are an apprentice or journeyman in the building trades under the auspices of an appropriate apprenticeship training program, you are invited to apply for this program.

Up to 30 college credit hours will be awarded toward the degree only after you have completed the Onondaga program. Your individual apprentice program will be evaluated on the basis of related schooling and on-the-job training. The amount of credit granted for the journeyman certificate will be based upon the recommendation of the evaluation committee.

Once you have completed the Onondaga degree program, you may have the opportunity to transfer credits toward a bachelor's degree.

	Credits
ENG 103-104 Freshman Composition and Literature I and II (ENG 099, a non-credit course, may be required.)	6
Social Science electives	6
Mathematics/Science electives ¹	6
Liberal Arts elective	3
Journeyman Certificate	0-30
Technical electives ²	8-38
Health elective	1
Physical Education Activity	1
Total Program Credits:	31-91

Notes:

1. Minimum Mathematics level is MAT 111.

2. Technical electives must have the advisor's approval. Courses in MET, ELT, ARH, BUS and CSC, or courses directly related to the trade, may be selected to meet this requirement.

Apprentice Training: Electrical Trades (A.A.S.)

OFFICE: WHITNEY APPLIED TECHNOLOGY CENTER, ROOM 143
 PHONE: (315) 498-2442
 EMAIL: OCCINFO@SUNYOCC.EDU

To be eligible for this program, you must be an apprentice or journeyman electrician in a state-approved program, such as the Syracuse Joint Apprenticeship Training Committee for the electrical industry. This is a state-recognized committee jointly sponsored by the electrical industry and the International Brotherhood of Electrical Workers (IBEW), Local No. 43. To enroll, you will need a letter from IBEW Local No. 43 or from your employer (where the state-approved program is available), confirming your status as an apprentice or journeyman.

It should be noted that the program is a registered associate degree program rather than one which provides trade electrician training. Those interested in becoming electricians should contact the IBEW Local No. 43 at (315) 422-0435 or (315) 488-1388.

Those who complete the Onondaga program will be awarded the Associate in Applied Science (A.A.S.) degree as well as the opportunity to transfer credits toward a bachelor's degree at a four-year institution such as the SUNY Institute of Technology at Utica/Rome, and the Oswego Department of Vocational Education.

	Credits
Electrical Trade – Transfer Credits ¹ for Apprentice Training	20
ENG 103-104 Freshman Composition and Literature I and II (ENG 099, a non-credit course, may be required.)	6
ELT 141 Circuits I	4
CMT 171 Digital Electronics, or ELT 142 Circuits II, or ELT 161 Electronics I	4
MAT 114 Intermediate Algebra with Applications ²	4
Laboratory Science	4
Social Science electives	6
Occupation-Related electives - Courses in Electrical, Mechanical, or Architectural Technology, Business, and Computer Science are recommended	6
General electives	6
Physical Education Activities	2
Health elective	1
Total Program Credits:	63

Notes:

1. If you have not received training through IBEW or a state approved program, contact the Electrical Technology department for credit-transfer information by examination.
2. Students with higher Mathematics proficiency may complete MAT 141, MAT 161, or MAT 162.

Architectural Technology (A.A.S.)

OFFICE: WHITNEY APPLIED TECHNOLOGY CENTER, ROOM 352
PHONE: (315) 498-2687
EMAIL: ARCHTECH@SUNYOCC.EDU

Graduates of the Architectural Technology program have acquired the knowledge and skills to pursue a wide variety of employment opportunities in the design and construction industry, and are well-prepared to pursue a bachelor's degree at a four- or five-year college or university.

The faculty is composed of practicing architects and engineers who are in contact with today's materials, construction methods and computer technology. The Architecture department is held in high regard in the Central New York architectural community for its ability to challenge its students and instill essential technical skills that employers look for.

The program stresses the fundamentals, beginning with a three-course foundation semester and continuing with three-semester studio course sequences available in both design and drafting. Students in the program have the opportunity to sample a variety of interest areas within the discipline, including interior architecture, building design, graphics, computer drafting, materials and construction technology, architectural history, environmental controls, office practice, and structures. Green/sustainable practices are infused throughout the curriculum. You may begin either fall or spring semester.

The NYS Education Department Division of Professional Licensing recognizes the A.A.S. in Architectural Technology as equivalent to two years of experiential credit toward architectural licensure.

Students in the program will be required to create, transmit and present assignments using computers and other digital technology. After the completion of the first semester required classes (ARH 101, 150, and 170), each student will be required to provide his or her own laptop computer and software for all classes in the program. The laptop computer must be capable of running the required software as designated for each course.

Individual courses are available to practicing professionals who wish to update skills and to satisfy continuing education requirements.

Career Possibilities

Our graduates find employment in the private and public sectors at the residential, commercial, industrial, and institutional levels.

Potential work situations include:

- Architect offices
- Engineering consulting firms (civil, mechanical, electrical)
- Landscape architect offices
- Construction management firms
- Building contracting firms
- Building developers
- Computer drafting and mapping service companies
- Construction material suppliers and producers (sales, shop drawings)
- Facilities planning offices (corporate, industrial, educational, health service institutions)
- Project coordination for local, county, and state government agencies
- Building inspection
- Construction site inspection and testing companies

Transfer Options

Qualified graduates of this program can expect to be accepted for further professional study at four- or five-year schools in a variety of related fields including architecture, interior design, landscape architecture, and construction management. Although the number of transfer credits accepted are ultimately at the discretion of receiving

institutions, experience has shown that qualified Architectural Technology graduates can expect to transfer most, if not all, of their Onondaga credits.

A sampling of receiving institutions include:

- University at Buffalo: Architecture*
- SUNY College of Environmental Science and Forestry: Landscape Architecture, Construction Management
- Syracuse University: Architecture, Interior Design
- Boston Architectural Center: Architecture*
- many other upper-division schools all over the U.S.

* Onondaga has an articulation agreement with these institutions for these programs. An articulation agreement is a formal agreement with a four-year college which guarantees that an associate degree graduate may transfer with junior status and without loss of credit. Students must meet the criteria set by the four-year institution.

This program, with appropriate substitutions, is also approved by the SUNY College of Environmental Science and Forestry for transfer with junior standing into the Wood Products Engineering and Landscape Architecture programs.

Graduation Requirement: Students must earn a grade of C or better in core ARH courses in order to graduate.

First Semester	Credits
ARH 101 Design and the Built Environment	2
ARH 150 Graphic Communication Studio I	4
ARH 170 Technology: Design and Production	3
MAT elective ¹	4
ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
Physical Education Activity	1
Total Credits:	17

Second Semester	Credits
ARH 120 Drafting Studio 2: Wood Frame	3
ARH 140 Wood Frame Construction	3
Professional electives	6-7
ENG 104 Freshman Composition and Literature II	3
Physical Education Activity	1
Health elective	1
Total Credits:	17-18

Third Semester	Credits
ARH 121 Drafting Studio 2: Masonry	3
ARH 142 Commercial Construction I (1st 7 weeks)	2
ARH 143 Commercial Construction II (2nd 7 weeks)	2
Professional electives	4
Mathematics/Science elective ¹	4
Social Science elective	3
Total Credits:	18

Fourth Semester	Credits
Professional electives	14-15
Social Science elective	3
Total Credits:	17-18
Total Program Credits:	69-71

Notes:

1. Minimum 4 hours mathematics. MAT 143 is minimum requirement. More advanced courses may be substituted with permission of advisor.

Art (A.A.S.)

OFFICE: FERRANTE HALL, ROOM 162
 PHONE: (315) 498-2401
 EMAIL: OCCINFO@SUNYOCC.EDU

The Art program is focused on the development of conceptual and technical skills of students in the fine arts and commercial design. Graduates of the Art program have a strong foundation for transfer to art schools and other four-year institutions, or they may apply their skills to the marketplace.

All art majors fulfill 24 credit hours of foundations including basic drawing, design, art history, color theory, concept development and an introduction to computer art software. Students then choose an area of specialization from the following:

Drawing and Painting

This specialization focuses on developing aesthetic and technical skills for drawing and painting and exploring the potential of materials.

Fine Crafts

The Fine Crafts specialization provides a broad-based foundation with emphasis on 3-dimensional exploration using the non-traditional fine arts materials of clay and glass.

Graphic Design

Graphic Design is concerned with visual communication and the design of ideas for print media and the Web. This specialization includes instruction in typography, digital image creation, design and advertising.

Multimedia Design

The Multimedia Design specialization focuses on visual communication as it applies to multimedia and interactive environments. This specialization includes instruction in animation, Web and interactive design.

	Credits
ENG 103-104 Freshman Composition and Literature I and II (ENG 099, a non-credit course, may be required.)	6
Social Science electives	6
Mathematics/Science elective	6-8
General elective	3
Health elective	1
Physical Education Activities	2

Art - first Year Courses: (24 credits required)

ART 101 Drawing I	3
ART 103 Design I	3
ART 105 History of Art I	3
ART 142 Intro to Computer Graphics	3
ART 102 Drawing II	3
ART 104 Design II	3
ART 106 History of Art II	3
ART 152 Color and Concept Development	3

Art - Second Year Courses: (select one specialization)

1. Studio Arts: Painting/Drawing

ART 201 Advanced Drawing and Painting I	3
ART 205 Figure Drawing I	3
ART 213 Painting I	3
3 Credits selected from ART 202, 206 or 214	3
Art or Photography Electives	3

2. Studio Arts: Fine Craft

ART 219 Ceramics I	3
ART 220 Ceramics II	3
6 Credits selected from ART 211, 212, 226, or 227	6
Art or Photography Electives	3

3. Graphic Design

ART 203 Typography and Layout	3
ART 204 Intermediate Computer Graphics	3
ART 240 Advanced Graphic Design	3
ART 244 Visual Design for the Web	3
Art or Photography Electives	3

4. Multimedia Design

ART 204 Intermediate Computer Graphics	3
ART 218 Art in Animation	3
ART 224 Design for Multimedia	3
ART 244 Visual Design for the Web	3
Art or Photography Electives	3

Total Program Credits 63-65

Automotive Technology (A.A.S.)

OFFICE: WHITNEY APPLIED TECHNOLOGY CENTER, ROOM 176
 PHONE: (315) 498-7200
 EMAIL: OCCINFO@SUNYOC.CEDU

As a modern automotive technician, you will need advanced skills to perform service and maintenance on state-of-the-art vehicles. Progressive technologies such as computer-controlled fuel and ignition systems, electronic suspension, anti-lock brakes and microcomputer-controlled heating and air conditioning systems demand that you possess a substantial background in electronic systems and diagnostic procedures.

Onondaga's Automotive Technology degree program allows you to earn an A.A.S. degree while training on the latest computer-based diagnostic test instrumentation. Basic and specialized automotive courses will help you develop a solid foundation in this fast-paced field. There is intense applied instruction on emissions diagnosis and driveability concerns in laboratory activities. Comprehensive instruction in mathematics, the sciences and liberal arts allows you to develop the diverse skills necessary for advancement in this exciting field.

Graduates of the Automotive Technology program are trained to seek employment in related automotive fields or pursue transfer opportunities to four-year colleges.

This program has special graduation requirements. Applicants must secure a cooperative work assignment at an automotive service facility approved by the Automotive Technology department while enrolled in the program. All Automotive Technology students are required to purchase a tool set approved by the Automotive Technology department. These tools can be purchased while the student is completing the program. Students do not have to have tool sets to begin the Automotive Technology program. Consult the department for additional information.

First Semester	Credits
ATC 115 Automotive Electrical Systems	4
ATC 103 Automotive Fundamentals	4
ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit English course, may be required.)	3
MAT 114 Intermediate Algebra ¹ (A non-credit Mathematics course may be required.)	4
Health 106 Studies in Health and Wellness	1
Total Credits:	16

Second Semester

ATC 142 Fuel and Ignition Controls	4
ATC 116 Automotive Electronics	4
MAT 143 Pre-Calculus With Trigonometry ¹	4
ENG 104 Freshman Composition and Literature II	3
Physical Education Activity	1
Total Credits:	16

Summer Session	Credits
ATC 131 Engine Concepts	3
ATC 190 Co-op Education I	3
Total Credits:	6

Third Semester

ATC 207 Chassis Fundamentals	5
ATC 243 Advanced Engine Performance	4
PSY 103 General Psychology	3
SCI 111 Intro to Physics and Chemistry ²	4
Total Credits:	16

Fourth Semester

ATC 222 Drivelines and Geartrains	5
ATC 271 Climate Control Systems	3
Liberal Arts elective ³	3
Social Science/Philosophy elective ⁴	3
Physical Education Activity	1
Total Credits:	15

Summer Session

ATC 290 Co-op Education II	3
Total Credits:	3
Total Program Credits:	72

Notes:

1. Higher level Mathematics course may be substituted, subject to advisor approval.
2. Higher level Physics courses such as PHY 101 or PHY 103 may be substituted, subject to advisor approval.
3. COM 101, COM 205, or CIS 100 recommended. Liberal arts also includes any ANT, ART, COM, CSC, GEN, HIS, MUS, PHI, POS, PSY, RDG or SOC courses. Language, literature, non-technical mathematics or physical sciences, and biological sciences are also applicable.
4. ECO 203, ECO 204, PHI 107, PHI 108, SOC 103 or an upper-level psychology course is suggested. However, any ANT, ECO, HIS, POS, PSY or SOC course may be applied to this category.

Business Administration (A.S.)

OFFICE: WHITNEY APPLIED TECHNOLOGY CENTER, ROOM 324
PHONE: (315) 498-2435
EMAIL: OCCINFO@SUNYOCC.EDU

With a Business Administration A.S. degree from Onondaga, students will have several options upon graduation. Primarily, this degree is meant to transfer and meet half the requirements of a four-year degree in the chosen field of business. The degree is designed to parallel the requirements of a typical bachelor's degree in business. Forty credits in this program are electives of various types, providing students with enormous flexibility in meeting the academic requirements of their desired four-year schools.

The Business department maintains a lengthy list of articulation agreements. Students who meet the established criteria for these agreements can transfer all credits to the four-year school. A partial list

of these schools includes LeMoyne, RIT, Clarkson, Syracuse, Keuka, and numerous SUNY institutions including Oswego, Fredonia, and Albany.

Some students will choose to seek employment after finishing this degree. Upon completion of the degree these students will hold an A.S. in Business Administration, and will be well positioned to return to the academic world at a later point in their lives.

First Year

	Credits
ENG 103 -104 Freshman Composition and Literature I and II (ENG 099, a non-credit course, may be required.)	6
MAT 115 Modeling for Decision Making ¹	3
MAT 116 Decision-Making with Calculus ¹	3
BUS 243 Business Law I	3
BUS elective ²	3
Liberal Arts electives	12
Physical Education Activities	2
Total Credits:	32

Second Year

ECO 203 Macroeconomics	3
ECO 204 Microeconomics	3
BUS 105-106 Financial Accounting and Managerial Accounting	6
BUS 219 Business Statistics	3
BUS elective ²	3
ENG elective (200 Level)	3
Liberal Arts electives	6
Laboratory Science elective	4
Health elective	1
Total Credits:	32
Total Program Credits:	64

Notes:

1. Students should take either MAT 115 and MAT 116 OR MAT 143 and MAT 161. Consult with your advisor.
2. Recommended Business electives: BUS 101, BUS 121, BUS 138, BUS 230 and BUS 231. To determine transferability of other Business courses, see advisor.

Business Technology (A.A.S.)

OFFICE: WHITNEY APPLIED TECHNOLOGY CENTER, ROOM 324
PHONE: (315) 498-2435
EMAIL: OCCINFO@SUNYOCC.EDU

The Business Technology A.A.S. degree (career degree) is designed to meet the needs of individuals who plan to seek employment immediately upon graduation from Onondaga and/or those already employed who desire to update or develop new skill areas for professional advancement.

A co-op work experience with a local business or organization is strongly recommended for students enrolled in this degree. Additionally, the degree provides a well-rounded, comprehensive program of study.

Individuals who intend to pursue advanced studies at four-year institutions and wish to maximize credit hour transfer should enroll in the Business Administration A.S. degree program.

First Semester	Credits
ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
CIS 100/120 Principles of Information Systems or Advanced Principles of Information Systems	3
BUS 101 Contemporary Business	3
BUS 102 Mathematics of Business and Finance	3
BUS 243/244 Business Law I or Business Law II	3
Physical Education Activity	1
Total Credits:	16

Second Semester	Credits
ENG 104 Freshman Composition and Literature II	3
MAT 118 Empirical Introduction to Statistics or higher	3
BUS 105 Financial Accounting	3
BUS 121 Principles of Marketing	3
BUS 138 Supervision and Management	3
HUM 270 Assertiveness Training or Health elective	1
Total Credits:	16

Third Semester	Credits
ECO 203/204 Macroeconomics or Microeconomics	3
BUS 212 Business Correspondence	3
Two Business electives	6
Liberal Arts elective	3
Total Credits:	15

Fourth Semester	Credits
Business elective	3
Business elective	3
Liberal Arts elective	3
Science elective	3
General elective	3
Physical Education Activity	1
Total Credits:	16
Total Program Credits:	63

Computer Engineering Technology (A.A.S.)

OFFICE: WHITNEY APPLIED TECHNOLOGY CENTER, ROOM 131
 PHONE: (315) 498-2451
 EMAIL: OCCINFO@SUNYOCC.EDU

The microprocessor chip is an integral part of industrial applications such as industrial process control, instrumentation, and communication. The demand for technical workers with microprocessor and digital background is growing at an accelerated pace and is likely to remain high for several decades.

With Onondaga's Computer Engineering Technology A.A.S. program, you will develop the conceptual skills needed from two areas: digital electronics and computer science. This curriculum draws upon hardware concepts from electronics and software concepts from computer science; these concepts are integrated into the various course offerings.

If you wish to enroll in the program, you should have two years of high school mathematics. If you lack the recommended mathematics background, you are strongly urged to enroll in the Foundations of Technology program.

Upon completion of your A.A.S. degree in Computer Engineering Technology, you will be prepared to seek employment opportunities in the field or pursue a bachelor's degree (B.S.). Employment possibilities exist in a wide variety of industries concerned with digital electronics, instrumentation, computers, and manufacturing processes. Graduates who wish to pursue a B.S. degree in engineering technology can be accepted as third-year students at many four-year colleges.

Graduation Requirement: All students in the Computer Engineering Technology program must have a minimum grade of C- in the following courses: ELT 141, 161, 171, 294, and CMT 190.

Please note: if you wish to pursue a B.S.E.E. degree in electrical or computer engineering, you should consult with an advisor.

This program is accredited by Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC of ABET), 111 Market Place, Suite 1050, Baltimore, MD 21202-4012 Telephone: (410) 347-7700. See Important Information section in the front of this catalog.

First Semester	Credits
CMT 171 Digital Electronics	4
CMT 101 Intro to Computers and Applications	4
ELT 141 Circuits I	4
MAT 143 Pre-Calculus with Trigonometry	4
Physical Education Activity	1
Total Credits:	17

Second Semester	Credits
ELT 161 Electronic Circuits I	4
CMT 190 Introduction to Microprocessors	4
ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
Mathematics elective ¹	4
Physical Education Activity	1
Health elective	1
Total Credits:	17

Third Semester	Credits
CMT 278 Principles of Computer Programming	3
CMT 292 Data Acquisition and Control Using LabVIEW	4
ENG 104 Freshman Composition and Literature II	3
CMT/ELT elective ²	4
Social Science elective ³	3
Total Credits:	17

Fourth Semester	Credits
CMT 294 Designing Embedded Systems	4
ELI/PHI 120 Ethics In Engineering & Technology	3
PHY 103 General Physics I ²	4
Career Related elective ⁵	3-4
Total Credits:	14-15
Total Program Credits:	65-66

Notes:

1. Mathematics elective must be approved by the student's advisor. Suggested elective courses: MAT 151 or 161.
2. Elective must be approved by the student's advisor.
3. Applicable Social Sciences include ANT, ECO, HIS, POS, PSY and SOC courses. Elective must be approved by the student's advisor. Recommended courses are included in the GLAD (Global Awareness and Diversity) list.
4. Student may take PHY 103 or 105. Only one of these will be credited toward the degree requirement.

Computer Information Systems (A.A.S.)

OFFICE: WHITNEY APPLIED TECHNOLOGY CENTER, ROOM 230
PHONE: (315) 498-2427
EMAIL: OCCINFO@SUNYOCC.EDU

A career in modern information systems management and support is possible by starting with an A.A.S. degree from Onondaga in Computer Information Systems.

As a CIS student, you will be exposed to current concepts of information processing including current application software, data communications, distributed processing, user interface, management of internets and intranets, and Web publishing using a diverse hardware environment.

The A.A.S. degree program in Computer Information Systems is oriented toward immediate employment. However, the program's curriculum is compatible with the curricula of numerous four-year computer information systems programs. If your goal is to transfer to a four-year college or university to pursue your bachelor's degree, you should work closely with an Onondaga transfer counselor to ensure your individual program meets transfer requirements. Developed in conjunction with a survey of the local community, the CIS curriculum follows the National Computing curricula guidelines of the Association of Computing Machinery.

Computer Information Systems is for the student interested in computer applications. Students interested in mathematics and science should consider the Computer Science A.S. degree.

A specialization must be chosen. Choices include: programming, Internet/Web, information technology support (help desk), or networking. Graduates with an A.A.S. degree in Computer Information Systems are prepared to work as beginning com-

puter programmers, junior systems analysts, web site managers/designers, operations trainees and network trainees. This program offers an opportunity for the currently employed computer information systems professional to update basic skills and to learn new languages, allowing for a great deal of lateral and upward mobility.

Computer Information Systems is constantly changing. Please see your advisor for the current requirements.

First Semester	Credits
ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
CIS 130 Foundations of the Internet ¹	4
CIS 125 Principles of Information Systems II	4
MAT sequence ²	3-4
CIS 101 Computer Concepts	1
Health elective	1
Total Credits:	16-17

Second Semester

ENG 104 Freshman Composition and Literature II	3
CSC 110 Program Design and Development	4
CIS/CSC Specialization Course ³	3-4
MAT sequence ²	3-4
Physical Education Activity	1
Total Credits:	14-16

Third Semester

Social Science/Humanities elective	3
CIS 286 Systems Analysis and Data Base Design	3
ENG elective	3
CIS/CSC Specialization Course ³	3-4
CIS/CSC Specialization Course ³	3-4
Physical Education Activity	1
Total Credits:	16-18

Fourth Semester

Social Science/Humanities elective	3
Liberal Arts elective	3
CIS/CSC Specialization Course ³	3-4
CIS/CSC Specialization Course ³	3-4
General elective ⁴	3
Total Credits:	15-17
Total Program Credits:	61-68

Notes:

1. CSC 264 recommended along with CSC 250 as a General or Liberal Art elective
2. Six credits of technical mathematics sequence are required. The MAT 115/MAT 116 sequence will fulfill this requirement, but MAT 143/MAT 161 is recommended. A non-credit mathematics may first be required based on college mathematics placement test results.

3. Specialization Courses must be selected from the following:

Networking	Credits
CIS 271 Internetworking I	4
CIS 272 Internetworking II	4
CIS 291 Information Technology Support I	4
CIS 231 Advanced Web Servers	4
CSC 250 Client/Server Operations	3
Information Technology Support	
CSC 250 Client/Server Operations	3
CIS 271 Internetworking I	4
CIS 291 Information Technology Support I	4
CIS 292 Information Technology Support II	4
CIS 231 Advanced Web Servers	3
Web Technology	
CIS 230 Web Site and Server Management	4
CIS 231 Advanced Web Servers	3
CSC 264 Java Programming	4
CSC 250 Client/Server Operations	3
CIS 106 Intro to Digital Media	3
Programming	
CSC 111 Fundamentals of Computing I	4
CSC 112 Fundamentals of Computing II	4
PHI 107 Logic	3
CSC Programming elective*	3-4
CSC Programming elective*	3-4

* Choose from CSC 162, CSC 211, CSC 263, CSC 264, CSC 265. Programming electives should be chosen in consultation with the advisor to meet an individual student's needs. This will include those cores that require 5 courses.

Computer Science (A.S.)

OFFICE: WHITNEY APPLIED TECHNOLOGY CENTER, ROOM 230
PHONE: (315) 498-2427
EMAIL: OCCINFO@SUNYOCC.EDU

The Computer Science program at Onondaga Community College follows the latest ACM Guidelines for the A.S. degree. This degree program combines practical experience with current programming languages, together with a theoretical background in computer science. Choose this program if your goal is to transfer to a bachelor's degree program in computer science or software engineering.

Curriculum

You will be required to earn a minimum grade of C in all required CSC courses to receive your A.S. degree.

First Semester	Credits
ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
MAT 161 Calculus I ¹	4
Social Science/Humanities elective	3
CSC 110 Program Design and Development	4
Health elective	1
Total Credits:	15

Second Semester	Credits
ENG 104 Freshman Composition and Literature II	3
MAT 251 Discreet Math ¹	3
CSC 111 Fundamentals of Computing	4
Liberal Arts elective ¹	3
PHI 107 Philosophy of Logic	3
Physical Education Activity	1
Total Credits:	17

Third Semester	Credits
Liberal Art elective ¹	3
CSC 112 Fundamentals of Computing	4
CSC 211 Computer System Organization	4
Sequential Laboratory Science I ²	4
CIS/CSC 255 Data Base Design and Development	3
Total Credits:	18

Fourth Semester	Credits
CSC 221 Software Engineering	4
Sequential Laboratory Science II ²	4
CSC/CIS/CMT elective ³	3-4
Physical Education Activity	1
General elective ⁴	3-4
Total Credits:	15-17
Total Program Credits:	65-67

Notes:

- MAT 161 and MAT 251 will fulfill this requirement. If MAT 143 is required it will be applied as a Liberal Art elective. MAT 162 and MAT 241 are also recommended and will be applied as Liberal Art electives. Non-credit mathematics may first be required.
- Most transfer institutions require PHY 105-205. Eight credits of non-technical sequential laboratory science will fulfill degree requirements, but may not transfer.
- A CSC elective must also be completed from courses numbered 160 or higher. See advisor. Advanced Placement in a 200 level course in CIS may be applied to this category.
- A technical course such as CIS 271 or a mathematics course such as MAT 162 or MAT 241 is recommended.

Criminal Justice (A.S. or A.A.S)

OFFICE: MAWHINNEY HALL, ROOM 280
PHONE: (315) 498-2341
EMAIL: OCCINFO@SUNYOCC.EDU

If you picture yourself playing a positive role in the criminal justice system, Onondaga Community College's two degrees in Criminal Justice can help you develop the skills you will need in this challenging environment.

The associate in applied science (A.A.S.) degree prepares you to enter the criminal justice field after two years of study, while the associate in science (A.S.) degree lays the foundation for a four-year degree in a related field. If you are already employed in the criminal justice system, either Onondaga degree can sharpen your skills and advance your career. If you have a special interest in delinquency, Onondaga offers a 12-credit minor in this critical area, see page 109.

Both programs provide an overview of the entire criminal justice system, including the court system, criminal law, police-community relations, ethics, delinquency, probation, parole, criminology, security organization, homeland security and management. You will also study sociology and psychology as they relate to the criminal justice field. As a candidate for the A.S. degree, you will have an opportunity to specialize on one of several areas of interest: criminal justice, criminology, law enforcement, corrections, security, terrorism and criminalistics. With the A.A.S. degree, you will be prepared for a variety of positions in public or private agencies that provide law enforcement, corrections, probation, parole, security, crime prevention, community relations and similar services. If you plan to continue your studies in a related field, the A.S. degree is designed for a seamless transition into a four-year college or university program. If your plans change and you decide to enter the workforce after finishing your A.S. degree in Criminal Justice, you will be prepared for a variety of challenging positions.

We have highly experienced faculty which includes criminal justice experts from throughout Central New York, including professionals from the Syracuse Police Department, Onondaga County Sheriff's Department, DeWitt Police Department and the New York State Police. Prominent local attorneys, including a Federal and County prosecutor, teach criminal law courses. In addition, experts in the field of criminalistics, juvenile delinquency and the investigation of child abuse serve on our faculty.

Program Prerequisites

All matriculated students in the Criminal Justice program will be required to achieve placement at the ENG 103 and RDG 153 level before registering for any criminal justice course.

Completion Requirements

A final grade of C or better must be achieved in every criminal justice course to earn either the A.S. or A.A.S. degree in Criminal Justice.

Upon graduation, the successful criminal justice student will be able to:

1. Demonstrate knowledge of selected content areas within the field, such as juvenile delinquency, crime analysis, criminology, the judiciary, law enforcement, private security, and corrections.
2. Demonstrate critical thinking skills by understanding, evaluating and synthesizing primary questions underlying the criminal justice field and the major theoretical perspectives that the practitioner or researcher will bring to the profession.
3. Perceive and articulate ethical issues of situations and describe the appropriate corresponding behavior of the practitioner or researcher in the application of theory in real life situations within the criminal justice field.

Transfer Credit

Only credit from institutions that are accredited by their regional higher education accrediting body is accepted for transfer into the Criminal Justice program. No academic credit is awarded by the Criminal Justice program for life experience or for military, police academy or other professional training. No credit toward graduation is awarded for pre-collegiate level or remedial work designed to prepare the student for collegiate study. No criminal justice major credits are to be completed through knowledge-based examinations (e.g., CLEP). Awarding blanket credit for criminal justice courses in a "block" is not allowed (e.g., "12 hours criminal justice credit"). The institution awards degrees only to those students who have earned at least 50 percent of the credit hours in the criminal justice program through instruction offered at Onondaga Community College.

Criminal Justice Program (A.S.)

First Semester	Credits
COM 101 Interpersonal Communication OR COM 102 Public Speaking	3
CRJ 101 Justice System	3
CRJ 122 Introduction to Corrections	3
ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
SOC 103 Introductory Sociology	3
Physical Education Activity	1
Total Credits:	16

Second Semester

CRJ 112 Introduction to Law Enforcement	3
ENG 104 Freshman Composition and Literature II	3
PSY 103 General Psychology	3
SOC 204 Social Problems <OR>	
SOC 207 Sociology of Deviance	3
Mathematics elective (Non-technical Math)	3
Physical Education Activity	1
Total Program Credits:	16

Third Semester

Criminal Justice elective	3
English elective (200-level)	3
Science elective (must include Laboratory)	4
General electives ¹	6
Total Credits:	16

Fourth Semester

Criminal Justice elective	3
Health elective	1
Science elective (must include Laboratory)	4
General electives ¹	6
Total Credits:	14
Total Program Credits:	62

Notes:

1. May include only two of the following: CRJ 106, 107, 108, 201, 206, 207, 208, 210, 212, 216, 217, 218, 252 and/or 254. Otherwise, any college course (except those CRJ courses which may not be used as electives and COR, EMG, HFA, HSD, LEC, PSC, PSD, and PEH Aquatics/Activities) may be included as electives.

Criminal Justice Program (A.A.S.)

First Semester	Credits
COM 101 Interpersonal Communication OR COM 102 Public Speaking	3
CRJ 101 Justice System	3
CRJ 122 Introduction to Corrections	3
ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
SOC 103 Introductory Sociology	3
Physical Education Activity	1
Total Credits:	16

Second Semester

CRJ 112 Introduction to Law Enforcement	3
ENG 104 Freshman Composition and Literature II	3
PSY 103 General Psychology	3
SOC 204 Social Problems <OR>	
SOC 207 Sociology of Deviance	3
Criminal Justice elective	3
Physical Education Activity	1
Total Program Credits:	16

Third Semester

CRJ 102 Introduction to Criminal Law	3
CRJ 142 Criminal Investigation	3
Criminal Justice elective	3
Health elective	1
Mathematics/Science elective	3-4
General elective ¹	3
Total Credits:	16-17

Fourth Semester

Criminal Justice electives	9
Mathematics/Science elective	3-4
General elective ¹	3
Total Credits:	15-16
Total Program Credits:	63-65

Notes:

1. May include only one of the following: CRJ 106, 107, 108, 201, 206, 207, 208, 210, 212, 216, 217, 218, 252. Otherwise, any college course (except those CRJ courses which may not be used as electives and COR, EMG, HFA, HSD, LEC, PSC, PSD, and PEH Aquatics/Activities) may be included as electives.

Early Child Care (Certificate)

OFFICE: MAWHINNEY HALL, ROOM 280
PHONE: (315) 498-2341
EMAIL: OCCINFO@SUNYOC.CEDU

If your goal is to work with children from birth through age eight in day care, pre-school, or school age programs, the one-year Early Child Care certificate program may be of interest to you. You will gain understanding of child development, be able to plan developmentally appropriate activities and fulfill the responsibilities of assistant teachers.

You may enroll for this program on a part-time or full-time basis. It is recommended that students in full-time jobs take no more than two courses per semester.

In the Early Child Care program you will gain knowledge of child development, learn to plan developmentally appropriate activities and practice the responsibilities of an assistant teacher.

Essential Skills and Dispositions

The following skills and dispositions, with or without reasonable accommodations, are expected of students enrolled in the Early Child Care Certificate program.

1. Emotional stability and psychological health to work with children, families, clients, colleagues and college personnel.
2. Interpersonal skills sufficient to establish a professional relationship with individuals and families from a variety of cultural, social, emotional, and intellectual backgrounds.
3. Effective written and oral communication skills.
4. Critical thinking for assessment and decision making in field placement.
5. Ability to carry out duties and responsibilities in the Early Childhood fieldwork placement, including observation and assessment; monitoring safety needs; moving quickly to ensure children's safety; and lifting children, equipment and supplies up to 50 pounds.
6. Sufficient stamina to carry out the duties and responsibilities in the Early Childhood fieldwork placement.
7. Character dispositions such as honesty, integrity, caring and empathy.

First Semester

First Semester	Credits
ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
PSY 103 General Psychology	3
Liberal Arts elective	3
EDU 155 Development/Care of Infants and Toddlers and	
EDU 158 Infant/Toddler Development < OR >	
EDU 180 Intro to Early Childhood Education and	
EDU 182 Child Growth and Development	6
Total Credits:	15

Second Semester	Credits
EDU 183 Observation and Assessment of Young Children	3
EDU 184 Early Childhood Field Instruction and Seminar I	3
EDU 280 Language and Literacy Development in Young Children	3
EDU 281 Curriculum Development	3
Liberal Arts elective	3
Total Credits:	15
Total Program Credits:	30

Electrical Engineering Technology (A.A.S.)

OFFICE: WHITNEY APPLIED TECHNOLOGY CENTER, ROOM 131
 PHONE: (315) 498-2451
 EMAIL: OCCINFO@SUNYOCC.EDU

Today's emphasis on sophisticated electronic hardware techniques requires that the two-year Electrical Engineering Technology (ELT) graduate be well schooled in fundamental concepts relating to AC and DC circuit analysis, electronics, special devices, power, communications, as well as digital hardware and software techniques.

As an engineering technician, you will work with engineers in the area of research and development, design, and modern manufacturing methods.

As an ELT student at Onondaga, you'll receive a solid background in the liberal arts in addition to courses in your field of specialization. Onondaga's faculty have relevant industrial experience in addition to advanced engineering degrees.

To enroll in the Electrical Engineering Technology A.A.S. program, you will need two years of high school mathematics. Once you graduate with an A.A.S. degree in Electrical Engineering Technology from Onondaga, you will be prepared to seek employment opportunities in the field or pursue a bachelor's degree (B.S). A wide range of employment possibilities exists in the area of design, manufacturing, sales, and service. If you wish to pursue a B.S. degree in engineering technology you can be accepted as a third-year student at many four-year colleges.

Graduation Requirement: All students in the Electrical Technology program must have a minimum grade of C- in the following courses: ELT 141, 142, 161, 261 and CMT 171, 190.

Please note: If you wish to pursue a B.S.E.E. degree in electrical or computer engineering, you should consult with an advisor.

This program is accredited by Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC of ABET), 111 Market Place, Suite 1050, Baltimore, MD 21202-4012 Telephone: (410) 347-7700. See page 2.

First Semester	Credits
CMT 101 Introduction to Computers and Applications	4
ELT 141 Circuits I	4
MAT 143 Pre-Calculus with Trigonometry	4
CMT 171 Digital Electronics	4
Physical Education Activity	1
Total Credits:	17

Second Semester	Credits
CMT 190 Introduction to Microprocessors	4
ELT 161 Electronic Circuits I	4
ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
Mathematics elective ¹	4
Physical Education Activity	1
Health elective	1
Total Credits:	17

Third Semester	Credits
ELT 261 Electronic Circuits II	4
Electrical Engineering Technology elective ²	4
PHY 103 General Physics I ³	4
ENG 104 Freshman Composition and Literature II	3
Social Science elective ⁴	3
Total Credits:	18

Fourth Semester	Credits
ELT 142 Circuits II	4
ELT 265 Communications Systems I	4
ELT/PHI 120 Ethics in Engineering and Technology	3
Career-related elective ⁵	3-4
Total Credits:	14-15
Total Program Credits:	66-67

- Notes:**
1. Mathematics elective must be approved by the student's advisor. Suggested elective courses: MAT 151 or 161.
 2. Suggested ELT elective courses: ELT 258, 285, or a course approved by the student's advisor.
 3. Student may take PHY 103 or 105. Only one of these will be credited toward the degree requirement.
 4. Applicable Social Sciences include ANT, ECO, HIS, POS, PSY and SOC courses. Elective must be approved by the student's advisor. Recommended courses are included in the GLAD (Global Awareness and Diversity) list.
 5. Elective must be approved by the student's advisor.

Electronic Media Communications (A.A.S.)

OFFICE: WHITNEY APPLIED TECHNOLOGY CENTER, ROOM 150
PHONE: (315) 498-2321
EMAIL: OCCINFO@SUNYOCC.EDU

The Onondaga Electronic Media Communications A.A.S. program prepares you for a career in the varied fields of electronic media communications and/or continuation at a four-year institution.

Classes are taught in state-of-the-art production facilities. These include a multi-station non-linear Avid digital video editing lab, a multi-station digital audio lab and a professional television studio outfitted with equipment from such leading manufacturers as Sony, Grass Valley and Chyron. Our studio equipment is the same you will find at area television stations and networks. For example, you will learn to operate the same television graphics generator that ESPN uses for its NFL telecasts. And we operate our Internet radio station with the same music scheduling software that's used by all ClearChannel and Galaxy-owned radio stations throughout Central New York. In addition to our digital labs, we have linear video editing and radio/audio production studios.

Individual attention is a key component to the Onondaga EMC experience. Classes are kept to a manageable size to allow extensive hands-on training. As an EMC student, you will obtain the fundamental skills necessary to perform as an electronic media professional. Through coursework, you will learn to develop, design, write, produce and direct both independent and team-based programs and projects. Faculty work closely with students to ensure a deep understanding of the creative, intellectual and technical aspects of the production process. At the same time, you will receive a well-rounded education that incorporates the broader historical, ethical, and business aspects of media and its impact on both the individual and a global society. You may also take advantage of real-world opportunities through an internship. The EMC department maintains close ties with area media outlets that provide internships for Onondaga EMC students, including the radio and broadcast television stations and cable system in this market.

In addition to academic credentials, EMC faculty have extensive experience in broadcasting and electronic media and all continue to work in the field, allowing the department to keep pace with expanding technologies in the professional work place and new trends in the media industry. An advisory board comprised of commercial and public radio and TV broadcasters, cable TV producers, sound engineers and video production company professionals aids the department in keeping the curriculum current with the vocational needs of the industry. Onondaga Electronic Media Communications graduates are employed in radio and television stations, cable TV companies, sound

recording facilities, audio/video production companies, advertising agencies and the entertainment industry in Central New York and throughout the United States. Graduates have transferred to such prestigious programs as the S.I. Newhouse School of Public Communications at Syracuse University and the Park School of Communications at Ithaca College, and institutions such as Emerson College, New York University, and SUNY institutions, including Binghamton University.

Choose one of three specializations:

1. Digital Media Specialization:

As the field of media becomes more integrated with digital technology, this specialization provides students with a breadth of knowledge of the many phases of digital media production and delivery processes. You will receive an inclusive education studying multiple disciplines: the Internet and managing Web pages and servers, computer graphics and multimedia design, digital audio and video production, and DVD authoring and media streaming. Students in the Digital Media Specialization are prepared for careers in:

- Graphic design for television and the Internet
- Television station creative services and promotions production
- Video editing
- DVD authoring
- Producing audio and video materials for distribution via the Internet

You may also opt to transfer to a four-year institution that offers advanced training in multi-media production and delivery.

2. Radio/Audio Production Specialization:

If your interests lie in the career field of audio/radio electronic media, this specialization will prepare you for a career leading to:

- On-air announcing
- Radio news reporting
- Radio programming
- Radio promotions
- Sound recording
- Sound design and production

Success in this program will allow you to obtain an entry-level position as an on-air announcer, radio production person, sound recording production assistant, radio programming/promotion assistant, audio mixing console operator, or audio editor. You may also choose to transfer to a four-year school that offers advanced training in either audio and radio production or sound recording technology. Audio Specialization majors also produce, write and create programming for Onondaga's Internet radio station.

3. Television/Video Production Specialization:

If you'd like to pursue a career in television broadcasting or video production, this specialization will prepare you for a career in:

- Multi-camera TV studio producing and directing
- TV news and sports producing and reporting
- Film-style video field production and editing
- Commercial, corporate or educational video production

Your A.A.S degree will provide you with the skills needed to gain an entry-level position in TV studio production, video field production and post production, news videography and editing. You may also choose to transfer to a four-year school that offers advanced training in producing, announcing and performing for television, video and film.

Retention Requirements for all EMC specializations

1. Students must earn a minimum grade of C in all courses with an EMC prefix and maintain an overall G.P.A. of 2.0 to remain in good standing in the program.
2. Students who fall below a 2.0 G.P.A. will be placed on departmental probation. Students on departmental probation will have one semester to increase their G.P.A. to the required level. Failure to do so will result in loss of matriculation.
3. Students may attempt an EMC course twice. An attempt is interpreted as a grade entered on a transcript. This would include grades of "W" or "X". Following two unsuccessful attempts at any EMC course, the student may be de-matriculated from the EMC curriculum.
4. EMC courses are valid as prerequisites for continuation of courses for three academic years. For example, if a student successfully completed EMC 144 in the fall 2005 semester, the next course in the sequence (EMC 155) must be taken no later than the spring 2008 semester. Accelerating changes in the electronic media industry and ever-increasing advances in technology mandate that establishing a limit of three academic years for EMC courses to be valid as prerequisites is necessary to ensure that students begin upper-level courses with a skill level that is current and relevant.

Graduation Requirements

1. All requirements for the A.A.S. degree as outlined in this catalog.
2. A final grade of C or higher must be achieved in any course with an EMC prefix.

EMC: Digital Media (A.A.S.)

First Semester	Credits
EMC 101 Intro Electronic Media	3
EMC 144 Audio/Video Production: An Introduction	4
CIS 100 Principles of Information Systems	3
ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
Mathematics/Science elective	3-4
Physical Education Activity	1
Total Credits:	17-18

Second Semester

EMC 155 Digital Audio Production	3
EMC 169 Video Field Production	3
ART 142 Intro to Computer Graphics	3
CIS 130 Foundations of the Internet	4
ENG 157 Electronic Media Writing	3
Physical Education Activity	1
Total Credits:	17

Third Semester

EMC 259 Digital Video Editing	4
EMC 265 Sound Design and Production for Digital Media	3
ENG 104 Freshman Composition and Literature II	3
CIS 230 Management Web Pages/Servers	4
General elective	3
Health elective	1
Total Credits:	18

Fourth Semester

EMC 276 Multimedia Streaming	3
EMC 286 DVD Authoring	4
ART 224 Design for Multimedia	3
Social Science elective	3
General elective	3
Total Credits:	16
Total Program Credits:	68-69

EMC: Radio/Audio Production (A.A.S.)

First Semester	Credits
EMC 101 Intro Electronic Media	3
EMC 144 Audio/Video Production: An Introduction	4
CIS 100 Principles of Information Systems	3
ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
COM 102 Public Speaking	3
Physical Education Activity	1
Total Credits:	17

Second Semester	Credits
EMC 155 Digital Audio Production	3
EMC 160 Radio Station: An Introduction	3
EMC elective	3-4
ENG 157 Electronic Media Writing	3
Social Science elective	3
Physical Education Activity	1
Total Credits:	16-17

Third Semester

EMC 260 Radio Station Operations	3
EMC 265 Sound Design & Prod. for Digital Media	3
ENG 104 Freshman Composition and Literature II	3
EMC elective	3-4
Mathematics/Science elective	3-4
Health elective	1
Total Credits:	16-18

Fourth Semester

EMC 275 Producing for Radio	4
Social Science elective	3
General elective	3
General elective	3
General elective	3
Total Credits:	16
Total Program Credits:	65-68

EMC: Television/Video Production (A.A.S.)

First Semester

	Credits
EMC 101 Intro Electronic Media	3
EMC 144 Audio/Video Production: An Introduction	4
CIS 100 Principles of Information Systems	3
ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
COM 102 Public Speaking	3
Physical Education Activity	1
Total Credits:	17

Second Semester

EMC 155 Digital Audio Production	3
EMC 159 TV Studio Video Production	4
EMC 169 Video Field Production	3
Social Science elective	3
ENG 157 Electronic Media Writing	3
Physical Education Activity	1
Total Credits:	17

Third Semester

EMC 249 Electronic News Gathering: An Intro	3
EMC 259 Digital Video Editing	4
ENG 104 Freshman Composition and Literature II	3
EMC elective	3-4
Mathematics/Science elective	3-4
Health elective	1
Total Credits:	17-19

Fourth Semester	Credits
EMC 269 TV News Production	4
EMC 289 TV Producing and Directing	4
Social Science elective	3
General elective	3
General elective	3
Total Credits:	17
Total Program Credits:	68-70

Engineering Science (A.S.)

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EMAIL: CAMEROTE@SUNYOCC.EDU

Engineering Science is a two-year college-parallel curriculum offering the basic first two years of a bachelor-level engineering program. By successfully completing the requirements for this curriculum, you can expect to transfer to a four-year engineering college to continue work in one of many branches of engineering (e.g., aeronautical, chemical, electrical, mechanical).

To apply for this program, you should be in the upper third of your high school graduating class, and should have an interest, aptitude and good high school performance in mathematics and the physical sciences. A minimum preparation of three and one-half years of mathematics, chemistry, and physics is expected.

By successfully completing an A.S. degree in Engineering Science, you may transfer to a four-year engineering institution with junior-level status.

This program has general articulation agreements between the two-year Engineering Science Association and the Association of Engineering Colleges of New York State. These two associations represent the two-year engineering colleges and the four-year institutions, respectively.

First Semester

	Credits
ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
MAT 161 Calculus I	4
CHE 103 Chemistry I	4
PHY 105 Physics I	4
Health elective	1
Physical Education Activity	1
Total Credits:	17

Second Semester

ENG 104 Freshman Composition and Literature II	3
MAT 162 Calculus II	4
CHE 104 Chemistry II	4
PHY 205 Physics II	4
Technical elective ¹	3
Total Credits:	18

Third Semester	Credits
MAT 263 Calculus III	4
PHY 206 Physics III	4
ENS 207 Engineering Mechanics I (Statics)	3
Social Science elective ²	3
Technical elective ¹	3-5
Total Credits:	17-19

Fourth Semester	Credits
MAT 264 Differential Equations	4
ENS 208 Engineering Mechanics II (Dynamics)	3
Advanced Programming Language	3
Social Science elective ²	3
Technical elective ¹	3-5
Physical Education Activity	1
Total Credits:	17-19
Total Program Credits:	69-73

Notes:

1. Technical electives:
MAT 241 Linear Algebra
ENS 201 Digital Logic Design
ENS 210 Electrical Circuit Analysis
ENS 212 Mechanics of Materials
MET 261 Introduction to CAD
CHE 205 Organic Chemistry I
CHE 206 Organic Chemistry II

A non-technical elective may be allowed with approval of curriculum advisor.

2. ECO 203 and ECO 204 recommended.

Environmental Technology (A.A.S.)

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EMAIL: MCANINCB@SUNYOCC.EDU

The Environmental Technology A.A.S. degree is designed to provide students with the skills needed to work in the environmental field or transfer successfully to a 4-year school to continue study in the environmental field. Courses in the program provide skills in statistics, graphical and mathematical analysis, chemical and biotechnical analysis, computer based GIS mapping, and technical writing necessary for the analysis and preparation of scientific reports. In learning these skills, students will be using the latest soil, water, and laboratory testing/monitoring technology and instrumental software to practice proper sampling procedures and documentation methods. In addition, the program offers a range of internship opportunities as part of the coursework so students can continue their hands-on learning. To support these internship opportunities the program offers a 40-hour HazWoper (OSHA) certification.

The program has a core set of foundational courses. Additionally, students have the choice between two specializations: Geoscience or Biotechnology.

- The Geoscience specialization has advanced courses in hydrology, and either the geosciences and/or geographic information systems (GIS).

- The Biotechnology specialization has courses in applied biotechnology, other renewable energy sources, and the biological sciences.

Both specializations have electives that allow for some freedom of course selection.

Geoscience Specialization

First Semester	Credits
ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
CHE 103 General Chemistry I	4
MAT 143 Pre-calculus with Trigonometry, or MAT 161 Calculus I	4
ENV 101 Introduction to Environmental Technology	4
ENV 110 Field Experience in Environmental Technology - Geoscience	1
Total Credits:	16

Winter Intersession

ENV 165 Hazardous Waste Operations and Emergency Response	2
Total Credits:	2

Second Semester

ENG 104 Freshman Composition and Literature II	3
CHE 104 General Chemistry II	4
MAT 118 Empirical Introduction to Statistics OR MAT 151 Statistics I OR MAT 162 Calculus II	3-4
ENV 103 Introduction to GIS	3
Health elective	1
Total Credits:	14-15

Third Semester

ENG 259 Technical Report Writing	3
PHY 103 General Physics I	4
GEO 103 Physical Geology or ENV 104 Applied GIS	3-4
Social Science elective	3
Physical Education Activity	1
Total Credits:	14-15

Fourth Semester

CHE 203 Quantitative Analysis	4
ENV 201 Internship in Environmental Technology/Geoscience	2
GEO 205 Hydrology	4
POS 260 Environmental Regulation	3
Specialization elective ¹	3-5
Physical Education Activity	1
Total Credits:	17-19
Total Program Credits:	63-67

Notes:

1. Specialization electives: BIO 131, BIO 151, BIO 152, BIO 161, CHE 205, CHE 206, ENV 104, ENV 162, GEO 103, GEO 104, GEO 106, GEO 290, PHY 104

Biotechnology Specialization

First Semester	Credits
ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
CHE 103 General Chemistry I	4
MAT 143 Pre-calculus with Trigonometry or MAT 161 Calculus I	4
ENV 101 Introduction to Environmental Technology	4
ENV 110 Field Experience in Environmental Technology - Geoscience	1
Total Credits:	16

Winter Intersession

ENV 165 Hazardous Waste Operations and Emergency Response	2
Total Credits:	2

Second Semester

ENG 104 Freshman Composition and Literature II	3
CHE 104 General Chemistry II	4
MAT 118 Empirical Introduction to Statistics OR MAT 151 Statistics I OR MAT 162 Calculus II	3-4
ENV 103 Introduction to GIS	3
Health elective	1
Total Credits:	14-15

Third Semester

ENG 259 Technical Report Writing	3
PHY 103 General Physics I	4
BIO 161 Applied Environmental Biotechnology	4
Social Science elective	3
Physical Education Activity	1
Total Credits:	15

Fourth Semester

CHE 203 Quantitative Analysis	4
ENV 162 Biofuels, Biomaterials and Alternative Energy Technologies	4
ENV 201 Internship in Environmental Technology/Geoscience	2
POS 260 Environmental Regulation	3
Specialization elective ¹	3-5
Physical Education Activity	1
Total Credits:	17-19
Total Program Credits:	64-67

Notes:

1. Specialization electives: BIO 131, BIO 152, CHE 205, CHE 206, ENV 104, GEO 103, GEO 104, GEO 106, GEO 205, GEO 290, PHY 104

Fire Protection Technology (A.A.S.)

OFFICE: J. STANLEY COYNE HALL, ROOM 100

PHONE: (315) 498-6046

EMAIL: OCCINFO@SUNYOC.EDU

The increasing complexity and technological advances in today's society have placed an increased demand for extensive and in-depth education and training on those individuals involved in the delivery of emergency fire services, fire protection and safety and associated professions. Sophisticated fire protection equipment; advancements in building construction and materials; new concepts in emergency fire services, tactics, and administration; hazardous materials control; and effective prevention, safety and risk analysis planning are a few of the areas in which advanced training and specialized education have become a requirement.

The duties and responsibilities of the modern firefighter and those involved in the design, delivery and management of fire protection services require a continual upgrading of these skills and awareness of new developments and trends. Because of the increasing complexities in fire technology tactics and management/command skills, and the resultant emphasis on advanced education and expertise, the Fire Protection Technology A.A.S. program was originally developed at the request of the Syracuse Fire Department. The program has subsequently grown to encompass not only the thousands of career and volunteer firefighters and fire service personnel within the Central New York region, but also those involved in industrial/plant protection, safety training and inspection, and building construction and design, as well as people in the insurance, law enforcement, and codes and standards professions.

The objective of this program is to impart the fire skills, knowledge and understanding necessary to handle the challenges and demands of the fire protection profession. The program emphasizes effective fire awareness, tactics, and operations; qualities necessary for fire administration, command and managerial positions; and the development of advanced skills to allow you to assume a contributing role in the delivery of fire protection services.

A "bunk-in" program has been established for those students who live outside Onondaga County and who enroll in the Fire Protection program. Students are given free housing in one of the participating local volunteer fire stations. In turn, the students provide staffing for emergency responses and perform light maintenance work for the host department.

Fire protection courses are also offered through a cable television network. Programming is live with two-way interaction between students and instructors available via local telephone systems. If you are associated with a fire department which would be interested in pursuing instruction for your personnel in this manner, we invite you to contact us.

Scholarships are periodically available through state and local fire service organizations, offering financial assistance for fire protection students.

Liberal Arts Component	Credits
ENG 103-104 Freshman Composition and Literature I and II (ENG 099, a non-credit course, may be required.)	6
Mathematics elective ¹	3
SOC 103 Introduction to Sociology	3
POS elective (POS 102 recommended)	3
PSY 103 General Psychology	3
General elective	3
Total Credits:	21

Science Component ²	Credits
FPT 158-159 Chemistry for Fire and Chemistry for Hazardous Materials	6
FPT 160 Physics for Fire	3
Total Credits:	9

Fire Protection Technology Component ²	Credits
FPT 150 Introduction to Fire Protection ³	3
FPT 151 Building Construction	3
FPT 152 Fire Fighting Tactics and Strategy	3
FPT 153 Legal Aspects of Fire Protection	3
FPT 155 Hazardous Materials	3
FPT 156 Fire Hazards and Their Control	3
FPT 157 Fire Hydraulics	3
FPT 162 Introduction to Safety	3
FPT 163 Introduction to Safety Management	3
FPT 250 Fire Department Administration	3
FPT 251 Fire Protection Systems	3
FPT 252 Fire Investigation	3
FPT 253 Fire Prevention and Investigation	3
Total Credits:	30²
Total Program Credits:	60

- Notes:**
- Any credit-bearing MAT course will satisfy degree requirements.
 - FPT courses are offered only in evening.
 - Select FPT courses to equal 30 credit hours from the choices listed. FPT 150 is required.

Fire Protection Technology (Certificate)

OFFICE: J. STANLEY COYNE HALL, ROOM 100
 PHONE: (315) 498-6046
 EMAIL: OCCINFO@SUNYOCC.EDU

If you wish to receive academic recognition and advance your career and promotional opportunities, a 30-credit-hour certificate program in Fire Protection Technology may be of interest to you. It was developed to provide academic recognition for the content of courses rather than the completion of the A.A.S. degree in Fire Protection Technology. Completion of this certificate may enable transfer to the A.A.S. program. Please check with your advisor.

	Credits
ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
Social Science electives	6
Fire Protection Technology or Safety electives	18
General elective ¹	3
Total Program Credits:	30

- Notes:**
- Any three credit college course (except Physical Education Activity/Aquatics) may be used to fulfill this elective requirement. Electives are chosen in consultation with an advisor.

Health Information Technology / Medical Records (A.A.S.)

OFFICE: WHITNEY APPLIED TECHNOLOGY CENTER, ROOM 324
 PHONE: (315) 498-2435
 EMAIL: OCCINFO@SUNYOCC.EDU

As a health information technician, you will be a member of the allied health team specifically trained in the technical areas of health information. These areas include the collection, analysis, dissemination, and maintenance of health care and patient-related data including medical records. Health information technicians are also trained in basic management and supervisory principles for health information services, quality improvement and utilization management.

The Health Information Technology program at Onondaga will prepare you in the areas of:

- basic information principles;
- numbering, filing and retrieval systems in health care information;
- review of the health care record for accuracy and completeness;
- computer applications in health information management;
- legal aspects of maintaining and releasing health care information;
- health care legislation and its impact on health information services;
- standardized coding procedures;
- DRG'S and other reimbursement systems;
- utilization management;
- quality improvement and peer review functions;
- management and supervisory issues in health information services;
- analysis and display of health care data;
- maintaining requirements/standards for accrediting and certifying agencies;
- calculating and displaying health care statistics.

Employment opportunities continue to expand in ambulatory care, long-term care, home care, HMOs, psychiatric facilities, industrial clinics, physicians' offices, law offices, insurance companies, sales of health-related products and services, residential care, and state and federal health agencies as well as a number of other areas.

Professional Practice

The Health Information Technology program at Onondaga will allow you to put classroom theory into actual practice through clinical practicum courses. You will be required to complete three clinical practicums.

Supervised Professional Practice I, for one credit hour, is taken in the second semester and consists of placements in a minimum of five clinical sites for a total of 40 hours.

Supervised Professional Practice II, for three credit hours, is taken at the end of the third semester. This involves spending three weeks, full time, at a clinical site gaining experience in the basic technical aspects of health information services.

Supervised Professional Practice III, for three credit hours, is taken in the final semester. This also involves spending three weeks, full time, at a clinical site and focuses on management and supervisory issues in health information services.

You will be required to submit documentation of a current physical examination, PPD and immunizations prior to being placed in a clinical site. Additional expenses may be incurred during clinical practicums due to the need for transportation and proper work attire. Such expenses are the student's responsibility.

Admissions Requirements

The following requirements must be met before you can be considered for admission to the HIT program:

- a high school diploma or equivalent
- one year of high school algebra or MAT 087 (non credit) at Onondaga
- one year of high school biology or one semester of college biology
- grade of C or better for all required courses used to meet admission requirements

Program: The A.A.S. degree in Health Information Technology emphasizes concentrated studies in health information supported by clinical experiences in cooperating health care facilities and agencies. The HIT program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). Graduates qualify for registration in the health information technology field by passing the national credentialing examination required by AHIMA. Graduates may transfer to a four-year college to pursue a baccalaureate degree in health information management.

Graduation Requirements: BIO 171, BIO 172, BIO 221 and all required HIT courses completed with a C or higher.

First Semester	Credits
ENG 103 Freshman Composition I (ENG 099, a non-credit course, may be required.)	3
BIO 171 Anatomy and Physiology I	4
HIT 101 Introduction to Health Information Technology	3
HIT 102 Legal Aspects of Health Information	3
HIT 120 Medical Terminology	3
Physical Education Activity	1
Total Credits:	17

Second Semester

ENG 104 Freshman English II	3
BIO 172 Anatomy and Physiology II	4
CIS 100 Principals of Information Systems	3
HIT 103 Information Systems in Non-Hospital Settings	3
HIT 110 Coding and Classification Systems I	3
HIT 223 Supervised Professional Practice I	1
Total Credits:	17

Third Semester

BIO 221 Pathology	3
HIT 201 Health Statistics	3
HIT 210 Coding and Classification Systems II	4
HIT 225 Supervised Professional Practice II	3
Specified elective	3
Health elective	1
Total Credits:	17

Fourth Semester

HIT 202 Management of Health Information Technology	3
HIT 205 Computer Applications in Health Information	3
HIT 215 Healthcare Reimbursement	3
HIT 227 Supervised Professional Practice III	3
HIT 230 Advanced Seminar	1
General elective	3
Physical Education Activity	1
Total Credits:	17
Total Program Credits:	68

Homeland Security and Disaster Preparedness (A.A.S.)

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 PHONE: (315) 498-6046
 EMAIL: OCCINFO@SUNYOCC.EDU

The Homeland Security and Disaster Preparedness A.A.S. degree prepares graduates to react appropriately and professionally to situations in which the public might be put at risk by natural or man-made emergencies. Students are trained to assess, plan, mitigate, command and control professional responses to emergency situations. They also are trained to coordinate and evaluate the efforts of resource and operations personnel who deal with emergency situations and their aftermaths.

The Homeland Security and Disaster Preparedness degree has been developed in conjunction with the Federal Department of Homeland Security, the Federal Emergency Management Agency (FEMA), and the New York State Emergency Management Office. Further, the degree addresses the current organization of emergency management, such as the National Incident Management System (NIMS) and the National Response Plan, and reflects the current approach to providing emergency management services.

First Semester	Credits
COM 101 Interpersonal Communication	3
ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
HSD 150 Principles of Emergency Management	3
HSD 155 Intro to Public Safety Response	3
Social Science elective	3
Physical Education Activity	1
Total Credits:	16

Second Semester	Credits
ENG 104 Freshman Composition and Literature II	3
Science elective ¹	3-4
POS 102 State/Local Politics	3
HSD 178 Emergency Response Planning	3
Homeland Security and Disaster Preparedness elective / Curriculum-related elective ²	3
Total Credits:	15-16

Third Semester	Credits
CIS 100 Principles of Information Systems	3
HSD 252 Disaster Response and Recovery	3
Homeland Security and Disaster Preparedness electives / Curriculum-related electives ²	6
Health elective	1
Mathematics elective ³	3
Total Credits:	16

Fourth Semester	Credits
HSD 280 Emergency Exercise Program Management	3
HSD 283 Practical Applications of Incident Management	3
Homeland Security and Disaster Preparedness electives / Curriculum-related electives ²	6
Physical Education Activity	1
Total Credits:	13
Total Program Credits:	60-61

Notes:

1. While any 3- or 4-credit science course will satisfy degree requirements, SCI 100 Meteorology is strongly recommended.
2. For students transferring into the HSD program, up to 6 credits of COR or PSD courses may be applied as curriculum related electives.
3. Any credit-bearing MAT course will satisfy degree requirements.

Hospitality Management (A.A.S.)

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Hospitality- Showing Kindness to visitors

Management – The organizing and controlling of business

Growth in the Hospitality Industry continues at an undaunted pace with endless career possibilities. The Hospitality Management program offers four different specializations to give students the skills necessary to excel in this exciting field:

- Culinary Management
- Food Service / Institutional Management
- Hotel Management
- Restaurant Management

All Hospitality Management students take a group of core courses that develop skills and knowledge in Sanitation, Nutrition, Basic Culinary Skills and Serving, Restaurant Operation, and Hospitality and Human Resources Management. Students are also required to complete 400 hours of work experience in the Hospitality Industry while matriculated in the Hospitality Management program. Students are encouraged to consider the Walt Disney World College Program, not only to fulfill the work requirements but for the experience of working for a world-renowned organization.

Additional expenses will be incurred for an approved uniform and shoes, and optional trips to the International Hotel/Motel and Restaurant show in NYC in the fall and a tour of the hospitality industry in Las Vegas in the spring.

Specialization: Culinary Management

If a fast pace is your pace, and you have never been in a kitchen that was too hot, then consider a career as a commercial cook or kitchen manager, working in all areas of the Hospitality Industry. Your passion for cooking and your creative edge will be sharpened by course work in the Culinary Management specialization and the advanced skills classes in European bread baking, Pastries, and Garde manager. Course work in controlling costs, menu planning, equipment selection, food purchasing and catering prepares you not only to cook but to be in charge of commercial kitchens.

Specialization: Food Service / Institutional Management

The Food Service / Institutional Management specialization includes course work in diet therapy, menu design, food and equipment purchasing, and cost control which will help you in a career as a diet technician, food service manager or dietary supervisor. People in these professions are part of a team that serves nutritious, wholesome and tasty food to the public in child care centers, schools, hospitals, nursing homes, business and industry facilities, and senior centers.

Specialization: Hotel Management

Country Inns, large metropolitan hotels, and facilities any size in between all need a management team to help them meet their guest's expectations. The Hotel Management specialization includes courses in housekeeping and properties management, front office management and events coordinating. Career choices include front office supervisor or manager, housekeeping supervisor, assistant hotel manager, hotel manager, and events/convention coordinator.

Specialization: Restaurant Management

If you are interested in managing a restaurant, owning your own restaurant, managing a private or public club, or managing a catering operation, the Restaurant Management specialization will give you skills for success in cost control, purchasing food, menu writing, restaurant design, and catering special events.

Culinary Management (A.A.S.)

First Semester	Credits
ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
CIS 100 Principles of Information Systems	3
FSA 100 Food Service Sanitation	2
FSA 103 Basic Food Preparation	4
FSA 112 Creative and Functional Culinary Presentation	1
Liberal Arts elective (see advisor)	3
Total Credits:	16

Second Semester	Credits
ENG 104 Freshman Composition and Literature II	3
BUS 102 Mathematics of Business and Finance	3
FSA 102 Basic Nutrition	3
FSA 104 Quantity Foods: Preparation, Production and Service	4
FSA 114 Patisserie I	1
Physical Education Activity (see advisor)	1
Total Credits:	15

Third Semester

BUS 105 Financial Accounting	3
FSA 113 Artisanal Bread Baking	1
FSA 207 Menu Planning and Equipment Selection	3
FSA 210 Catering and Advanced Culinary Arts	4
Liberal Arts elective (see advisor)	3
Science elective (see advisor)	3-4
Total Credits:	17-18

Fourth Semester

FSA 201 Food Service Management	3
FSA 202 Food Service Cost Controls	3
FSA 204 Food Service Purchasing, Handling, and Storage	3
Liberal Arts elective (see advisor)	3
Science elective (see advisor)	3-4
Physical Education Activity (see advisor)	1
Total Credits:	16-17
Total Program Credits:	64-66

Food Service Management (A.A.S.)

First Semester	Credits
ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
CIS 100 Principles of Information Systems	3
FSA 100 Food Service Sanitation	2
FSA 103 Basic Food Preparation	4
Liberal Arts elective (see advisor)	3
Total Credits:	15

Second Semester

ENG 104 Freshman Composition and Literature II	3
BUS 102 Mathematics of Business and Finance	3
FSA 102 Basic Nutrition	3
FSA 104 Quantity Foods: Preparation, Production and Service	4
Liberal Arts elective (see advisor)	3
Physical Education Activity (see advisor)	1
Total Credits:	17

Third Semester	Credits
BUS 105 Financial Accounting	3
FSA 206 Diet Therapy	3
FSA 207 Menu Planning and Equipment Selection	3
Specialization elective ¹	3-4
Science elective	3-4
Total Credits:	15-17

Fourth Semester	Credits
FSA 201 Food Service Management	3
FSA 202 Food Service Cost Controls	3
FSA 204 Food Service Purchasing, Handling, and Storage	3
Liberal Arts elective (see advisor)	3
Science elective (see advisor)	3-4
Physical Education Activity (see advisor)	1
Total Credits:	16-17
Total Program Credits:	63-66

Notes:

1. Food Service Management electives may be chosen from the following: BUS 243, FSA 210, HTL 234, PSY 204, SOC 209, SOC 211, and SPA 101.

Hotel Management (A.A.S.)

First Semester	Credits
ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
CIS 100 Principles of Information Systems	3
FSA 100 Food Service Sanitation	2
FSA 103 Basic Food Preparation	4
HTL 230 Housekeeping and Properties Management	3
Total Credits:	15

Second Semester

ENG 104 Freshman Composition and Literature II	3
BUS 102 Mathematics of Business and Finance	3
FSA 102 Basic Nutrition	3
FSA 104 Quantity Foods: Preparation, Production and Service	4
Liberal Arts elective (see advisor)	3
Physical Education Activity (see advisor)	1
Total Credits:	17

Third Semester

BUS 105 Financial Accounting	3
HTL 234 Meeting Management Planning	3
Specialization elective ¹	3-4
Liberal Arts elective (see advisor)	3
Science elective (see advisor)	3-4
Total Credits:	15-17

Fourth Semester	Credits
BUS 106 Managerial Accounting	3
FSA 201 Food Service Management	3
HTL 232 Front Office Management	3
Liberal Arts elective (see advisor)	3
Science elective (see advisor)	3-4
Physical Education Activity (see advisor)	1
Total Credits:	16-17
Total Program Credits:	63-66

Notes:

1. Hotel Management electives may be chosen from: BUS 121, BUS 203, BUS 212, BUS 243, FSA 210, SOC 211, and SPA 101.

Restaurant Management (A.A.S.)

First Semester	Credits
ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
CIS 100 Principles of Information Systems	3
FSA 100 Food Service Sanitation	2
FSA 103 Basic Food Preparation	4
Liberal Arts elective (see advisor)	3
Total Credits:	15

Second Semester

ENG 104 Freshman Composition and Literature II	3
BUS 102 Mathematics of Business and Finance	3
FSA 102 Basic Nutrition	3
FSA 104 Quantity Foods: Preparation, Production and Service	4
Liberal Arts elective (see advisor)	3
Physical Education Activity (see advisor)	1
Total Credits:	17

Third Semester

BUS 105 Financial Accounting	3
FSA 207 Menu Planning and Equipment Selection	3
FSA 210 Catering and Advanced Culinary Arts	4
Science elective (see advisor)	3-4
Specialization elective ¹	3
Total Credits:	16-17

Fourth Semester

FSA 201 Food Service Management	3
FSA 202 Food Service Cost Controls	3
FSA 204 Food Service Purchasing, Handling, and Storage	3
Liberal Arts elective (see advisor)	3
Science elective (see advisor)	3-4
Physical Education Activity (see advisor)	1
Total Credits:	16-17
Total Program Credits:	64-66

Notes:

1. Restaurant Management electives may be chosen from: BUS 121, BUS 243, FSA 112*, FSA 114*, FSA 116*, HTL 234, SOC 211, and SPA 101. * Taken together for a 3-credit total

Human Services (A.S.)

OFFICE: MAWHINNEY HALL, ROOM 280
PHONE: (315) 498-2341
EMAIL: OCCINFO@SUNYOCC.EDU

Whether you are a recent high school graduate or an adult student with an interest in social work, substance abuse counseling, early childhood education, child care, or inclusive special education, the Human Services A.S. will be of interest to you. Upon completion of your A.S. degree, you will be prepared to obtain an entry-level job in a setting related to your specialty area, or you may choose to continue your education through transfer to a four-year institution.

There are four specializations in the Human Services A.S.: Alcohol and Substance Abuse Counseling, Social Work, Inclusive Special Education, and Early Childhood Education.

All students will take two introductory courses specific to the specialization they select. Students planning to transfer after graduation will take four 3-credit courses and one 3-credit fieldwork course. Students planning to obtain an entry-level job following graduation will take three 3-credit courses and two 3-credit fieldwork courses in their chosen specialization.

A personal interview may be required before you are admitted to the Human Services program. If you choose to transfer into the Human Services program from another Onondaga curriculum, you must have at least a 2.0 cumulative average. Enrollment and continuation in the Human Services program are subject to faculty approval. Your academic and professional competence will be periodically reviewed by the faculty. In order to graduate, you must achieve a grade of C or better in the required human services courses.

Special program costs include bus or car expenses for transportation to and from the field work sites. You may be required to have a medical examination, a tuberculin test, a background check, and fingerprinting before beginning your field work internship.

Specialization: Alcohol and Substance Abuse Counseling

The electives in this area are designed to provide an understanding of bio-psychosocial considerations in alcohol and substance abuse. Other areas of focus are the disease model and harm reduction concepts of alcoholism and addictions treatment, and the development of specific skills in providing individual and group counseling for addicted populations. Four out of a possible five electives are required for this specialization.

Courses within this area may be used toward the requirements to qualify as a Credentialed Alcoholism and Substance Abuse Counselor (CASAC) in New York state, or for transfer to a four-year college.

Specialization: Social Work

If you choose to focus on social work, you will be prepared for employment in a beginning professional-level job such as social work assistant, case manager, counselor, or other position in a human service or social service agency.

You may also choose to transfer to a four-year college to obtain a bachelor's degree in social work, human services, psychology, sociology, vocational rehabilitation or similar program.

Specialization: Inclusive Special Education

Completing this specialization will prepare you for employment as a teaching assistant in private, parochial, or public schools, and to work with students with special needs in an inclusive or special education setting. Completing courses within this area meets the New York state requirement for teaching assistant certification.

You may also choose to transfer to a four-year teacher preparation program to pursue teacher certification in Special Education.

Specialization: Early Childhood Education

If you are interested in becoming an assistant or head teacher in a program working with children from birth to Grade 3, you will want to choose the Early Childhood Education specialization. You will be prepared to work as a teaching assistant in a public school, pre-kindergarten or Head Start program, or as a head teacher in an early childhood center, or as a family child care provider or nanny.

Completing 9-12 credits of courses within this area meets the qualifications for a head teacher required by the New York State Department of Social Services Day Care Licensing Regulations. Courses within this area also meet the formal training requirement for the Child Development Associate (C.D.A.) credential awarded by the Council for Early Childhood Professional Recognition in Washington, D. C.

You may also choose to transfer to a four-year teacher preparation program to pursue Early Childhood teacher certification, or a bachelor's degree program in Child Care and Development or Early Care and Education Leadership.

Onondaga also offers a certificate program in Early Child Care. All of the credits earned in the Early Child Care Certificate can be applied to the Human Services A.S. degree.

Essential Skills and Dispositions

The following skills and dispositions, with or without reasonable accommodations, are expected of all students enrolled in the Human Services A.S. program: Alcohol and Substance Abuse Counseling (HUM), Social Work (HUM), Inclusive Special Education (EDU), and Early Childhood Education (EDU) Specializations.

1. Emotional stability and psychological health to work with children, families, clients, colleagues and college personnel.
2. Interpersonal skills sufficient to establish a professional relationship with individuals, families, and clients from a variety of cultural, social, emotional, and intellectual backgrounds.
3. Effective written and oral communication skills.
4. Critical thinking for assessment and decision-making in field placements.
5. Ability to carry out duties and responsibilities in Human Services or Early Childhood fieldwork, including observation and assessment; monitoring safety needs; moving quickly to ensure children's safety; and lifting children, equipment and supplies up to 50 pounds.
6. Sufficient stamina to carry out the duties and responsibilities in Human Services or Early Childhood fieldwork placements.
7. Character dispositions such as honesty, integrity, caring and empathy.

Graduation Requirement: Students must earn a grade of C or better in each HUM or EDU course in order to graduate.

<u>First Year</u>	<u>Credits</u>
ENG 103-104 Freshman Composition and Literature I and II (ENG 099, a non-credit course, may be required.)	6
English, Reading or Communication elective	3
Social Science electives ¹	6
Mathematics elective	3-4
Physical Education Activity	1
Alcohol and Substance Abuse Counseling Specialization	
HUM 150 Human Services Theory, Skills and Resources	3
HUM 159 Chemical Dependencies	3
HUM 268 Social Work with Alcohol Substance Abuse	3
Human Services Alcohol Substance Abuse Counseling elective	3
<OR>	
Social Work Specialization	
HUM 150 Human Services Theory, Skills and Resources	3
Human Services Theory course	3
Human Services electives	6
<OR>	
Inclusive Special Education Specialization	
EDU 182 Child Growth and Development	3
EDU/HUM 230 Human Services with Diverse Populations	3
Education electives	6
<OR>	
Early Childhood Specialization	
EDU 180 Introduction to Early Childhood Education	3
EDU 182 Child Growth and Development	3
Education electives	6
Total Credits:	31-32

<u>Second Year</u>	<u>Credits</u>
General electives	6
Economics/History/Political Science electives ¹	6
Science elective ¹	3-4
Liberal Arts electives ¹	6
Health elective or HUM 270	1
Physical Education Activity	1
Alcohol and Substance Abuse Counseling Specialization	
HUM 164 Human Services Field Instruction and Seminar I	3
Human Services electives	6
<OR>	
Social Work Specialization	
HUM 164 Human Services Field Instruction and Seminar I	3
Human Services electives	6
<OR>	
Inclusive Special Education Specialization	
EDU 174 Teaching Fieldwork Instruction and Seminar	3
EDU 272 Perspectives on Disabilities: Child, Family, School and Community	3
EDU 273 Principles of Inclusive Education	3
<OR>	
Early Childhood Specialization	
EDU 183 Observation and Assessment of Young Children	3
EDU 184 Early Childhood Field Instruction and Seminar I	3
EDU 281 Curriculum Development	3
Total Credits:	32-33
Total Program Credits:	63-65

Notes:

1. Consult with a HUM/EDU advisor to plan your SUNY General Education courses if you plan to transfer to a SUNY four-year institution.

Interior Design (A.A.S.)

OFFICE: WHITNEY APPLIED TECHNOLOGY CENTER, ROOM 352
 PHONE: (315) 498-2687
 EMAIL: ARCHTECH@SUNYOCC.EDU

The Interior Design program emphasizes the design of functional, aesthetic, and technically proficient environments that meet the needs of people in spaces that are both safe and universally accessible. Green/sustainable practices are infused throughout the curriculum. As an interior design professional, you will work collaboratively with architects and engineers in design teams lending your particular expertise to the design and construction process. Given these close professional ties, you should not be surprised to find yourself in studios and classes with architecture students.

As a prospective interior design student, you should not confuse this program with interior decoration, although elements of decoration are inherent in any interior design program. To ensure a more positive understanding of the program, please note that similar programs at other schools are identified as programs in interior architecture.

Onondaga's Interior Design faculty is composed of practicing Interior designers, architects and engineers with up-to-date design and construction experience in a variety of residential and commercial projects including historic preservation, additions and renovations, and contemporary new construction.

Admission requirements are flexible. Evidence of studio courses in art or three-dimensional design is desirable, but not mandatory. A personal interview is recommended. You may begin in either the fall or spring semester.

The work of the interior designer has taken on new significance as many states, including New York, have established interior design as a licensed profession. The Interior Design curriculum at Onondaga is one of the registered A.A.S. programs recognized by the NYS Education Department as creditable towards the education/experience requirement necessary for certification to use the title "certified interior designer." The Interior Design Curriculum closely matches the NYS Ed. Dept. List of content areas required for associate degrees as follows:

- drafting and presentation techniques;
- fundamentals of space planning and design;
- materials and methods of construction;
- furniture, finishes, and equipment;
- history of architecture and the decorative arts;
- codes – construction, fire, safety and accessibility.

Students in the program will be required to create, transmit and present assignments using computers and other digital technology. After the completion of the first semester required classes (IND 101, 150, and 170), each student will be required to provide his or her own laptop computer and software for all classes in the program. The laptop computer must be capable of running the required software as designated for each course.

Courses in color theory, computer drafting, environmental controls, and professional practice are also available. Individual courses are available to practicing professionals who wish to update skills and to satisfy continuing education requirements.

Career Possibilities

Onondaga's Interior Design program is structured to prepare you for a responsible position in an interior design office involved with either residential or commercial projects. Typical employment situations include architect offices; engineering firms; contract furnishings suppliers; and facilities planning offices in the corporate, educational, or health service fields. Other employment opportunities exist in the wholesale/retail sales of finish materials and products, and in the design and sales of kitchen and bath cabinetry and fixtures.

Transfer Options

As an Onondaga Interior Design student, you will also be well-prepared for further professional study at upper-division schools. Although the number of transfer credits accepted are ultimately at the discretion of receiving institutions, experience has shown that qualified interior design graduates can expect to transfer most, if not all, of their Onondaga credits. A sample of receiving institutions include:

- Cazenovia (articulation agreement)
- Rochester Institute of Technology
- Syracuse University
- Boston Architectural Center

Graduation Requirement: Students must earn a grade of C or better in core IND courses in order to graduate.

First Semester	Credits
IND 101 Design and the Built Environment	2
IND 150 Graphic Communication Studio I	4
IND 170 Technology: Design and Production	3
ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
Mathematics elective ¹	3-4
Health elective	1
Physical Education Activity	1
Total Credits:	17-18

Second Semester	Credits
IND 111 Design Studio 2	4
IND 120 Drafting Studio 1: Wood Frame	3
IND 140 Wood Frame Construction	3
IND 231 History of Architecture and Interiors 2	3
ENG 104 Freshman Composition and Literature II	3
Physical Education Activity	1
Total Credits:	17

Third Semester	Credits
IND 141 Interior Finish Systems and Furnishings	3
IND 215 Design Studio 3	4
IND 256 Graphic Communications III	3
Social Science elective	3
Professional electives	5
Total Credits:	18

Fourth Semester	Credits
IND 216 Design Studio 4	4
Liberal Arts elective	3
Mathematics/Science elective	3-4
Professional electives	4
Social Science elective	3
Total Credits:	17-18
Total Program Credits:	69-71

Notes:

1. Minimum 3-4 credits of 100-level MAT. More advanced courses may be substituted with permission of the student's advisor.

Labor Studies (A.S.)

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 PHONE: (315) 498-2588
 EMAIL: OCCINFO@SUNYOCC.EDU

The Labor Studies degree program parallels the first two years of a university-level industrial and labor relations curriculum and is designed to meet the needs of those working with labor organizations as well as undergraduates seeking a career in the field. The degree combines labor relations courses stressing the development of practical skills, such as collective bargaining, contract administration and arbitration, with studies in economics, history, psychology and sociology. It provides a sound academic background for students transferring to four-year programs in industrial relations at institutions such as LeMoyné College, Keuka College, the George Meany National Labor College and Cornell University.

The curriculum also provides the opportunity to combine academic and professional experience through a credit-bearing internship program. Students may have the opportunity to work with area professionals in labor relations fields to earn practical experience and course credit.

Labor Studies courses are taught by both Onondaga Community College staff and labor relations professionals from the Central New York area. All have had academic as well as practical experience in the field of labor relations. Faculty members have special expertise in such areas as labor history, labor and politics, labor economics, and organizational communication. Courses are offered in both a traditional face-to-face setting and online. A combination of both modes of delivery may be necessary to complete the degree in a two-year period.

Liberal Arts and Sciences	Credits
ENG 103-104 Freshman Composition and Literature I and II (ENG 099, a non-credit course, may be required.)	6
History (American recommended)	6
Mathematics/Science electives	6-8
ECO 203 Macroeconomics	3
ECO 204 Microeconomics	3
Social Science electives (Sociology/ Psychology recommended)	6
Total Credits:	30-32

Specialized Core

LBR 210 Contract Bargaining	3
LBR 212 Union Administration	3
LBR 215 Contemporary Labor Problems	3
LBR 225 Contract Administration	3
LBR 230 Labor and the American Economy	3
LBR 241 Arbitration	3
LBR 254 Labor Law	3
LBR 255 Labor History	3
LBR 256 Dispute Resolution	3
LBR 259 Public Sector Collective Bargaining	3
LBR 280 Oral and Written Communications	3
LBR 287 Labor, Government and Politics	3

Note: Students must choose a total of 18 credit hours in the above Specialized Core courses.

General electives	12
Physical Education Activities	2
Health elective	1
Total Credits:	63-65

Law Enforcement Certificate

OFFICE: J. STANLEY COYNE HALL, ROOM 100
 PHONE: (315) 498-6046
 WWW.PSTC.SUNYOCC.EDU/

Do you enjoy a challenge? Do you want a career that places you on the front lines of protecting your community? Do you want to receive your training at a nationally recognized training facility? If so, the Public Safety Training Center at Onondaga Community College has the right program for you.

The Pre-Employment Basic Course for Police Officers will prepare you to succeed in a rewarding career as a police officer. Students will learn the tactics, theory and skills required of today's law enforcement professional. Examples of topics include basic law, arrest techniques, public safety procedures, investigation techniques, community relations, etc.

Successful completion of the Phase I Basic Course for Police Officers fulfills the requirement of the New York State Division of Criminal Justice Services that all police officers complete the Basic Course for Police Officers within one year of their employment. Once employed by a police agency, you will receive the remaining training to fully qualify you for this career.

All instructors in the program are certified by New York state as police instructors. Graduates of the program will receive a Law Enforcement certificate. In addition, successful candidates will be certified by the New York State Division of Criminal Justice Services for a period of two years as having satisfied the requirements for Phase I training.

The Public Safety Training Center at Onondaga Community College is a nationally recognized leader among educational providers in first responder education and training.

Admission Requirements

In addition to Onondaga Community College's general admission requirements, students must place into (or complete prerequisite coursework for) a minimum level of ENG 103 and MAT 114, indicating they can be successful in college credit-bearing coursework.

First Semester	Credits
LEC 103 Principles of Law for Law Enforcement Officers	7
LEC 105 Law Enforcement Procedures	8
ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
Total Credits:	18

Second Semester	Credits
LEC 105L Law Enforcement Procedures - Proficiency	5
LEC 109 Law Enforcement Investigation Techniques	4
LEC 111 Community Relations for Law Enforcement Officers	2
LEC 120 EMS Certified First Responder	3
Total Credits:	14
Total Program Credits	32

Liberal Arts & Sciences: Adolescence Education—Grade 7-12 (A.A.) (Teacher Education Transfer)

OFFICE: MAWHINNEY HALL, ROOM 280
PHONE: (315) 498-2341
EMAIL: OCCINFO@SUNYOCC.EDU

If your goal is to become a certified teacher in Grades 7-12, you will be interested in the Liberal Arts and Sciences: Adolescence Education (Teacher Education Transfer) Associate of Arts degree program. This program prepares students for transfer to a four-year SUNY institution to pursue initial NYS certification in Adolescence Education (Grades 7-12). With careful advisement, students may complete the ten SUNY General Education requirements and select a sequence of courses in a specialization. Specializations include: English, Mathematics, History/Social Studies, Physics, Biology, Chemistry, and Earth Science. Students should consult a Teacher Education advisor to select a specializations that will transfer to the four-year institution of the student's choice.

This program also provides thirty clock hours of guided field observation and six credit hours of Professional Preparation courses. A one-credit course focusing on school violence prevention and safety issues facing professionals working with children is also required. Students who successfully complete this one credit course earn NYS certificates of completion in Identification and Reporting of Child Abuse and Neglect, and in School Violence Prevention and Intervention.

Admission Requirements

In addition to Onondaga Community College's general admission requirements, enrollment in this program requires:

1. A high school diploma or equivalent.
2. College-level placement in English and Reading (Note: Students who need to complete developmental coursework prior to required courses will need additional time to complete the A.A. degree).
3. A high school average of 85% or a cumulative G.P.A. of 2.5 after completing 15 credit hours of college level work.

Retention in this program requires:

Maintenance of a G.P.A. of 2.5 to remain in good standing in the program. (Student will be placed on probation if the G.P.A. drops below 2.5 in a given semester; the student is expected to raise the G.P.A. to 2.5 the following semester.)

Please Note: Since admission requirements vary among four-year teacher preparation programs, students are urged to consult an Onondaga Teacher Education advisor in the Human Services and Teacher Education department or the Counseling department for transfer information for specific colleges.

Essential Skills and Dispositions

The following skills and standards, with or without reasonable accommodations, are expected of students enrolled in the Liberal Arts and Sciences A.A.: Adolescence Education program (EDA).

1. Emotional stability and psychological health to work with adolescents, families, colleagues and college personnel.
2. Interpersonal skills sufficient to establish a professional relationship with individuals, adolescents and families from a variety of cultural, social, emotional, and intellectual backgrounds.
3. Effective written and oral communication skills.
4. Critical thinking for assessment and decision making in the classroom.
5. Character dispositions such as honesty, integrity, caring and empathy.

First Year	Credits
ENG 103-104 Freshman Composition and Literature I and II (ENG 099, a non-credit course, may be required.)	6
MAT 118 or higher ¹	3
PSY 103 General Psychology ¹	3
PSY 207 Adolescent Psychology	3
Foreign Language I and II ¹	6
Science elective ¹	4
HIS 105 or 106 or 107 ¹	3
Specialization	3
Total Credits:	31

Second Year

The Arts ¹	3
HIS 103 or 104 ¹	3
EDU 275 Cultural Foundations of Education	3
Other World Culture ¹	3
Health 212 Health and Safety Awareness for Teachers	1
Physical Education Activities Specialization	9-15
Total Credits:	24-30
Total Program Credits:	62-70

Notes:

1. See advisor for selection of appropriate SUNY General Education courses.

Liberal Arts & Sciences: Childhood Education- Grade 1-6 (A.A.) (Teacher Education Transfer)

OFFICE: MAWHINNEY HALL, ROOM 280
PHONE: (315) 498-2341
EMAIL: OCCINFO@SUNYOCC.EDU

If your goal is to become a certified teacher in Grades 1-6, you will be interested in the Liberal Arts and Sciences: Childhood Education (Teacher Education Transfer) Associate of Arts degree program. This program prepares students for transfer to a four-year SUNY institution to pursue initial NYS certification in Childhood Education (Grades 1- 6). With careful advisement, students may complete the ten SUNY General Education requirements and 12 to 18 credits of a specialization required by four-year teaching degree institutions. specializations include: English, Mathematics, History, Physics, Biology, Chemistry, Earth Science and General Science. Students should consult a Teacher Education advisor to select a specialization that will transfer to the four-year institution of the student's choice.

This program also provides thirty clock hours of guided field observation, and six credit hours of Professional Preparation courses. A one-credit course focusing on school violence prevention and safety issues facing professionals working with children is also required. Students who successfully complete this one credit course earn NYS certificates of completion in Identification and Reporting of Child Abuse and Neglect, and in School Violence Prevention and Intervention.

If your goal is to become a certified teacher in Early Childhood (Birth-Grade 2), please consult a Teacher Education advisor in the Human Services and Teacher Education department.

Admission Requirements

In addition to Onondaga Community College's general admission requirements, enrollment in this program requires:

1. A high school diploma or equivalent.
2. College-level placement in English and Reading (Note: Students who need to complete developmental coursework prior to required courses will need additional time to complete the A.A. degree).
3. A high school average of 85% or a cumulative G.P.A. of 2.5 after completing 15 credit hours of college level work.

Retention in the program requires:

Maintenance of a G.P.A. of 2.5 to remain in good standing in the program. (Student will be placed on probation if the G.P.A. drops below 2.5 in a given semester; the student is expected to raise the G.P.A. to 2.5 the following semester.)

Please Note: Since admission requirements vary among 4-year teacher preparation programs, students are urged to consult an Onondaga Teacher Education advisor in the Human Services and Teacher Education department or Counseling department for transfer information for specific colleges.

Essential Skills and Dispositions

The following skills and dispositions, with or without reasonable accommodations, are expected of students enrolled in the Liberal Arts and Sciences A.A.: Childhood Education program (EDC).

1. Emotional stability and psychological health to work with children, families, colleagues and college personnel.
2. Interpersonal skills sufficient to establish a professional relationship with individuals, children and families from a variety of cultural, social, emotional, and intellectual backgrounds.
3. Effective written and oral communication skills.
4. Critical thinking for assessment and decision making in classrooms.
5. Character dispositions such as honesty, integrity, caring and empathy.

First Year	Credits
ENG 103-104 Freshman Composition and Literature I and II (ENG 099, a non-credit course, may be required.)	6
MAT 121 Math for Elementary Teachers I ¹	4
MAT 122 Math for Elementary Teachers II (or higher per major/specialization)	4
PSY 103 General Psychology ¹	3
PSY 204 Child Psychology or EDU 182 Child Development: Observation/Assessment	3
Foreign Language I and II ¹	6
Science elective ¹	4
Major/Specialization Credits:	6-8
Total Credits:	36-38

Second Year

The Arts ¹	3
HIS 103 or 104 ¹	3
EDU 180 Intro to Early Childhood Education or EDU 275 Cultural Foundations of Education	3
Other World Culture ¹	3
HIS 105 or 106 or 107 ¹	3
HEA 212 Health and Safety Awareness for Teachers	1
Physical Education Activities	2
Specialization Credits:	12-18
Total Credits:	30-36
Total Program Credits:	66-72

Notes:

1. See advisor for selection of appropriate SUNY General Education courses.

Liberal Arts & Sciences: General Studies (A.A.)

OFFICE: MAWHINNEY HALL, ROOM 280
PHONE: (315) 498-2332
EMAIL: OCCINFO@SUNYOCC.EDU

If you would like the opportunity to better understand your career options, you may be interested in earning a transfer-oriented associate of arts (A.A.) degree in liberal arts through Onondaga's General Studies program. This program also provides the opportunity to improve your academic skills.

Although some General Studies students prepare for a specific occupation, others select this program in order to meet the Liberal Arts/General Education requirements for a variety of programs at many four-year colleges and universities. You can choose elective courses along with your required courses in order to structure an individualized specialization.

By choosing from a list of courses each semester, you can individualize your education in order to achieve a balance between developing known interests and exploring new subject areas. At the same time, you will study liberal arts courses such as English composition and literature, history, social sciences, humanities, communication and science. You will be encouraged to investigate a diversity of vocational options to provide yourself with a knowledgeable basis for future commitments. The key objectives of the program are to provide you with an introduction to career education through a sequence of interrelated courses during the freshman year, to help you improve your academic abilities, and to advise and assist you in accomplishing these goals through supportive seminar classes with General Studies faculty.

Through the completion of degree requirements and with careful advisement in selecting electives, you may be able to complete a minor in a specific area of study. (Please see the section on Minors beginning on page 107 of this Catalog.)

After completing your associate of arts degree requirements at Onondaga Community College, you may choose to transfer to a four-year upper-division college or university to earn a baccalaureate degree, or you may choose to secure employment directly upon graduating. Our graduates may secure placement in private industries and businesses, public service, or government agencies at federal, state and local levels. Regardless of the goals you decide to pursue, the broad background provided through General Studies offers the rewards and opportunities of a diversified education.

First Year	Credits
ENG 103-104 Freshman Composition and Literature I and II (ENG 099, a non-credit course, may be required.)	6
GEN 152 Human Adjustment	3
GEN 154 Comparative Vocational Planning	3
COM 101 Interpersonal Communication OR COM 102 Public Speaking	3
Reading or General elective ¹	3
Humanities elective ²	3
Mathematics/Science electives ³	6-8
Social Science elective	3
Total Credits:	30-32

Second Year	Credits
English electives ⁴	6
Health elective	1
Humanities elective ²	3
Mathematics/Science elective ³	3-4
Social Science electives (Including 6 credits of History)	9
General electives ⁵	5-8
Physical Education Activities	2
Total Credits:	30-32
Total Program Credits:	62

Notes:

1. The three-credit Reading requirement will be waived for students who score 95 or above on the Reading Placement Test.
2. May be chosen from Art; Cinema; Communication; History; Language; Literature; Literatures, Cultures and Civilizations; Music; Philosophy; or Photography.
3. Three courses of Science, or two courses of Science and one courses of Mathematics. At least one Science course must be a laboratory science.
4. English electives are to be chosen from 200-level literature courses (ENG 203, 204, 209, 210, 213, 215, 216, 217, 221, 222, 223, 224, 225, 226, 228, 229, 230, 231, 233, 239, 241, 245, 250, 282).
5. The exact number of general elective credits will vary according to course choices, requiring no more than 8, but enough to bring the Total Program Credits to 62.

Liberal Arts & Sciences: Humanities and Social Sciences (A.A.)

OFFICE: MAWHINNEY HALL, ROOM 294
PHONE: (315) 498-2551
EMAIL: OCCINFO@SUNYOCC.EDU

If you're looking for a traditional course of study that exposes you to a broad spectrum of subjects - and also teaches you to reason, question, and communicate - Onondaga's associate of arts (A.A.) degree in Humanities and Social Sciences provides this experience.

In addition, this program satisfies the General Education Liberal Arts requirements at many four-year colleges and universities, enabling you to move seamlessly into any major course of study once you transfer.

Graduates of this program have earned four-year degrees in liberal arts in pre-professional areas such as journalism, history, English literature, political science, modern languages, psychology, philosophy, economics, sociology, anthropology and more.

You will study the same liberal arts courses that freshmen and sophomore students typically study at colleges across the country: English composition and literature, history, mathematics, science, philosophy, fine arts, global awareness and languages, plus social sciences such as political science, psychology, anthropology, geography, sociology, and economics. This diverse exposure broadens your perspective on life and helps you make informed decisions about your career direction and future course study.

This program also includes a generous choice of electives, enabling you to explore new ideas and then focus on the area that most appeals to you: music, art, business, journalism, communication, computer science and more.

Through the completion of degree requirements and with careful advisement in selecting electives, you may be able to complete a minor in a specific area of study. (Please see the section on Minors beginning on page 107 of this Catalog.)

If you wish to enter the workforce after graduation from Onondaga, this degree tells employers that you have a broad-based education – and that you have learned how to learn. Many employers prefer to hire generalists who have solid reasoning and communication skills and therefore usually make good candidates for specialized, on-the-job training.

Humanities curriculum outline sheets specify the requirements in detail and are available from the Counseling department as well as from the English, Social Science and Modern Languages offices located in Mawhinney Hall.

The department of English, Reading and Communication offers courses in writing, literature, reading, communication, journalism and cinema studies. Students must complete English 103 and English 104 before taking upper-level English electives. A wide range of upper-division (200-level) writing and literature courses is available, including creative writing, report and technical writing, surveys of British and American Literature, literature by women, folklore, and science fiction.

The **Reading** discipline offers a variety of non-credit and credit courses. Non-credit courses are designed to help students develop their reading skills to meet the demands of college-level classes. Credit courses are available for students who would like to enhance their academic performance in college. Students may choose to focus on developing their vocabulary or improving their critical reading and study skills.

The **Communication** discipline offers courses in basic communication skills, public speaking, argumentation, interpersonal communication, gender communication, and small groups. Communication courses which respond specifically to the needs of international students are also available.

The Social Sciences department houses history and philosophy as well as the social sciences. The social sciences involve the study of human behavior and interactions. These sciences are anthropology, economics, geography, psychology, political science and sociology.

- **Anthropology** is the scientific study of humans across cultures and through time.
- **Economics** is the study of how society chooses to use limited resources in attempting to satisfy unlimited wants.
- **Geography** examines through spatial analysis the world's social, political, cultural, economic and environmental processes, with a particular focus on space and place.
- **History** studies significant past events, explains their causes and effects, and their impact on the present.
- **Philosophy** involves the critical examination of our fundamental views concerning reality, knowledge and values.
- **Political Science** is concerned with the analysis of political and governmental institutions, public affairs and their interrelationships.
- **Psychology** seeks to discover the environmental and genetic factors that influence an individual's thoughts and behaviors.
- **Sociology** focuses on the study of society and its institutions, and social relationships among groups of humans.

The Modern Languages department provides the opportunity to study languages other than English. Professors as well as students use the target language as much as the level of the course permits. Language study is complemented by learning about the cultures in which the language is spoken. In addition, courses on literature and civilization are offered (see list of courses under the Literatures, Cultures and Civilizations section). Knowledge of other languages and cultures is increasingly important for economic and social reasons.

Placement in language courses varies according to the high school background of individual students.

	Credits
ENG 103-104 Freshman Composition and Literature I and II (ENG 099, a non-credit course, may be required.)	6
English elective ¹	3
Social Science electives (must include 6 credits of History)	12
Science electives with Laboratory	7-8
Mathematics elective	3
Philosophy elective	3
Fine Arts elective	3
Humanities electives ²	6
Global Awareness: Multicultural/ International Perspective elective ³	3
Language electives	6
General electives	9
Physical Education Activities	2
Health elective	1
Total Program Credits:	64-65

Notes:

1. English electives are to be chosen from 200 level literature courses (ENG 203, 204, 209, 210, 213, 215, 216, 217, 221, 222, 223, 224, 225, 226, 228, 229, 230, 231, 233, 239, 241, 245, 250, 282)
2. Approved Humanities electives include: Art history (non-studio), CIN, COM, ENG, 3-credit MUS (non-studio) and PHI.
3. See Global Awareness courses list on page 45.

Liberal Arts & Sciences: Mathematics and Science (A.A. or A.S.)

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EMAIL: OCCINFO@SUNYOCC.EDU

There are two degree programs under the Mathematics and Science curriculum, the A.A. and the A.S. Both are university parallel programs. Depending on the electives you select, you will be prepared to transfer to a senior college to pursue a career in biological science, physical science, biotechnology, mathematics, medicine, dentistry, pharmacy, forestry, computer science, psychology or other related disciplines.

The A.A. program is the traditional liberal arts basis for a four-year degree with a major in Mathematics or one of the Sciences (or even one of the more mathematically oriented social sciences). You will sample many areas of study while laying the mathematical and scientific foundation for the higher level courses you will take after transfer. You are strongly encouraged to have completed three or four years of high school mathematics and as much science as possible, including chemistry and physics if available. You may be accepted with less preparation, but extra time may be needed to complete all the requirements.

The A.S. program is highly concentrated in mathematics and science. Choose this program if your transfer plans require such a concentration. Several of the curricula at the SUNY College of Environmental Science and Forestry, for example, have such requirements.

It is recommended that students in the A.S. program be ready to start calculus (have four years of high school mathematics), and have a minimum of three years of science, including two of the following: biology, chemistry, or physics (all are recommended).

Specialization: Pre-Biotechnology

The first successful genetic-engineering experiments and the subsequent refinements in this technology have revolutionized biology and created new career opportunities in biotechnology. According to a recent report from the Center for Occupational Research, U.S. companies will require more than 1,000 new biotechnicians annually.

The pre-biotechnology specialization within the Mathematics and Science program is designed for you if your ultimate goal is a B.S. degree in the field of biotechnology. Onondaga Community College has articulation (transfer) agreements with the following senior colleges offering programs in biotechnology: Rochester Institute of Technology, The College at Brockport, and State University of New York College at Fredonia. Additional articulation agreements are developed each year.

These agreements allow you to take the first two years of a four-year degree at Onondaga, and then complete your studies for the B.S. degree at one of the participating senior colleges, usually in two additional years. If you plan to transfer as a junior, you should follow the Mathematics and Science A.S. program requirements in consultation with Onondaga's Pre-Biotechnology campus advisor, since the selection of required courses and electives will vary among the participating senior colleges.

As an applicant to Pre-Biotechnology, you must have four years of high school mathematics along with a minimum of three years of high school science, including two of biology, chemistry or physics (all are recommended).

Upon successful completion of the Pre-Biotechnology specialization, you will be prepared to transfer to the above named senior institutions, as well as to other schools offering comparable programs in biotechnology.

Specialization: Pre-Environmental Science and Forestry

If you ultimately desire a B.S. degree from the SUNY College of Environmental Science and Forestry (ESF), you are invited to study at Onondaga first by completing this specialization.

The requirements for transfer to ESF vary according to your eventual intended major. Your curriculum will similarly vary at Onondaga. You are urged to matriculate in either the Mathematics and Science program at Onondaga or the Architectural Technology program, the latter particularly if the ultimate goal is a bachelor of landscape architecture degree or a construction management degree.

Depending upon your intended major after transfer, the Onondaga Pre-ESF curricula will include varied specialization in the liberal arts and sciences. All students in the program must take courses in biology, chemistry, physics, and mathematics. Other liberal arts and sciences requirements or electives for the transfer degree can include economics, social science, computer science, engineering graphics, political science, language, literature, or communications.

The College of Environmental Science and Forestry also offers a “one-plus-one” program leading to an A.A.S. degree in forest technology. Thirty credit hours of course work must be completed before transfer to the Ranger School at Wanakena. The required courses include biology, algebra, trigonometry, English and economics.

If you plan to transfer to ESF, you should follow the program requirements in consultation with our Pre-Environmental Science and Forestry campus advisors* for selection of electives which vary according to the curriculum at ESF. Full and complete guidelines of curriculum content are available in the Admissions office or from the Mathematics and Science and Architectural Technology advisors.

To apply to the Pre-ESF specialization, you are strongly encouraged to have three to four years of high school mathematics and as much science as possible, including chemistry and physics.

Upon successful completion of this course of study, you will be prepared to transfer to ESF to a variety of programs which include the biological sciences (botany and forest pathology, entomology, zoology, wildlife biology, silvics, pest management); chemistry (natural and synthetic polymers, biochemistry and natural products, environment); forest engineering; paper science and engineering; wood products engineering; forestry (resource management, forest resource science, management science, environmental education and communications, urban forestry, world forestry, applied resource management); and environmental studies. The program in landscape architecture leads to a B.L.A. degree (Bachelor of Landscape Architecture) after three years of study at ESF.

* Names and locations of the pre-ESF advisors may be obtained from the Mathematics/Science proctor.

Mathematics and Science Program A.A.

First Year	Credits
ENG 103-104 Freshman Composition and Literature I and II (ENG 099, a non-credit course, may be required.)	6
History electives	6
MAT 143 Precalculus Algebra ¹	4
MAT 161 Calculus I ¹	4
Sequential Laboratory Science ²	8
Physical Education Activities	2
Health elective	1
Total Credits:	31

Second Year

Language and/or Philosophy and/or English ³	6
Social Sciences electives	6
MAT 162 Calculus II or MAT 151 Statistics I	3-4
Mathematics/Science electives ⁴	6-8
General electives ⁵	8-11
Total Credits:	29-35
Total Program Credits:	60-66

Notes:

- Students who complete MAT 143, precalculus algebra, may use these 4 credits in the general elective category. The mathematics requirement is fulfilled by completion of either MAT 161 and MAT 162, or MAT 151 and MAT 161.
- The laboratory science sequence must be chosen from one of the disciplines listed below. Choose only one sequence from any particular discipline. The courses which constitute acceptable sequences within each discipline are indicated.
 - Biological Sciences: BIO 151-152
 - Geological Sciences: GEO 103-104
 - Physical Sciences: PHY 103-104, PHY 105-205, PHY 105-206 or PHY 205-206
 - Chemistry: CHE 103-104, CHE 203-204, CHE 205-206
- Applicable English courses are ENG 121 and all ENG courses numbered 200 or above. Modern language can be used to fulfill this requirement. Modern language literature in translation or civilization courses are not applicable.
- Mathematics courses used as electives must be chosen from MAT 112, 113, 121, 122 and any MAT course numbered 140 and higher. Science courses used for this requirement must be chosen from outside the discipline selected for the laboratory science sequence. BIO 105, 106, 121, and CHE 151, 153, and SCI 111, 112 are not applicable.
- See your advisor for appropriate electives.

Mathematics and Science Program A.S.

First Semester	Credits
ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
Social Sciences or Humanities elective	3
MAT 161 Calculus I ¹	4
First Sequential Laboratory Science I ²	4
Physical Education Activity	1
Total Credits:	15

Second Semester	Credits
ENG 104 Freshman Composition and Literature II	3
MAT 162 Calculus II	4
First Sequential Laboratory Science II	4
Second Sequential Laboratory Science I ²	4
Health elective	1
Total Credits:	16

Third Semester	Credits
Social Sciences or Humanities electives	6
Mathematics/Science/Computer elective ³	4
Second Sequential Laboratory Science II	4
General elective ⁴	3
Total Credits:	17

Fourth Semester	Credits
Social Sciences or Humanities elective	3
Mathematics/Science/Computer electives ³	8
General elective ⁴	3
Physical Education Activity	1
Total Credits:	15
Total Program Credits:	63

Notes:

- Students who are required to complete MAT 143, precalculus algebra, may use these 4 credits in the general elective category.
- Laboratory science sequences must be completed in two of the disciplines listed below. Choose only one sequence from any particular discipline.
 - BIO 151-152
 - CHE 103-104
 - GEO 103-104
 - PHY 103-104, PHY 105-205, PHY 105-206, PHY 205-206
- Mathematics/Science/Computer elective must be selected from the following:
 - MAT: Courses numbered 151 or higher
 - BIO: Courses numbered 101 or higher. BIO 105, 106, and 121 are not applicable.
 - CHE: 103, 104, 153, 203, 204, 205, 206
 - GEO: 103, 104, 105, 105L, 106, 106L and courses numbered 200 or higher
 - PHY: 103, 104, 105 and courses numbered 200 or higher. (Degree credit cannot be awarded for both PHY 103 and PHY 105.)
 - SCI: 100, 100L, 103, 103L
 - CSC: 106, 111, 112
- Mathematics courses used as electives must be chosen from MAT 112, 113, 121, 122 and any MAT course numbered 140 and higher. Science courses must be listed in Note 3 above. Any CSC course must be numbered 106 or higher.

Line Mechanic - Utility Worker (Certificate)

OFFICE: WHITNEY APPLIED TECHNOLOGY CENTER, ROOM 131
 PHONE: (315) 498-2451
 EMAIL: OCCINFO@SUNYOCC.EDU

This certificate will help prepare the student for a career in the utility industry. The one year certificate will lay groundwork for many of the job titles associated with an electric utility company. The certificate includes both classroom and lab work that is geared for a student interested in the utility related industry.

First Semester	Credits
ELT 101 Electric Power Distribution and Overhead Construction	3
ELT 141 Circuits I	4
CMT 101 Introduction to Computers and Applications	4
MAT 143 Pre-Calculus with Trigonometry	4
Total Credits:	15

Second Semester

ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
ELT 161 Electronic Circuits I	4
ELT 201 Power Technology	4
ELT 285 Power Systems I	4
Total Credits:	15
Total Program Credits:	30

Mechanical Technology (A.A.S.)

OFFICE: WHITNEY APPLIED TECHNOLOGY CENTER, ROOM 142
 PHONE: (315) 498-2442
 EMAIL: OCCINFO@SUNYOCC.EDU

The Mechanical Technology program is a two-year Associate in Applied Science degree oriented to prepare students for employment in industry as engineering technicians.

Course work in the Mechanical Technology program includes: engineering documentation, manufacturing processes, machining and inspection techniques, material science, and computer-aided-design. Intrinsic to the educational development of the students, a mathematics sequence, physics, and relevant liberal arts courses are also included.

First Semester	Credits
ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
MET 151 Machine Tools I	3
MET 171 Manufacturing Processes	3
MET 161 Engineering Drawing	3
MAT 114 Intermediate Algebra (A non-credit Mathematics course may be required.)	4
Total Credits:	16

Second Semester	Credits
ENG 104 Freshman Composition II	3
MET 152 Machine Tools II	3
MAT 143 Pre-Calculus With Trigonometry	4
MET 261 Intro to Computer Aided Design	3
Liberal Arts elective	3
Total Credits:	16

Third Semester	Credits
MET 251 Statistics and Strength of Materials	4
PHY 103 General Physics I	4
MET 270 Solid Modeling	4
Liberal Arts elective	3
Health elective	1
Physical Education Activity	1
Total Credits:	17

Fourth Semester	Credits
General elective	3
MET 153 Introduction to Modern Manufacturing	3
ELT 141 Circuits I	4
MET 252 Metallurgy	3
Mechanical elective ¹	3
Physical Education Activity	1
Total Credits:	17
Total Program Credits:	66

Notes:

1. Any MET course with advisor approval.

Microcomputer Troubleshooting and Maintenance (Certificate)

OFFICE: WHITNEY APPLIED TECHNOLOGY CENTER, ROOM 131
 PHONE: (315) 498-2451
 EMAIL: OCCINFO@SUNYOCC.EDU

Computers, networks and associated electronic circuits have become an integral part of the commercial and industrial environment. This one-year certificate offers many career opportunities in computer-related fields. The program is designed to prepare graduates to work in one of the many specialty fields associated with computers and networking.

If you wish to continue your studies for an A.A.S. degree in engineering technology, you may be able to continue as a second-year student after consulting with an advisor concerning the applicability of your credits to the A.A.S. degree.

The demand for trained individuals in computers and networking is growing because of the expansion of the use of computers in our daily lives. Employment possibilities exist in many areas, such as: computer maintenance and support; electronics assembly and repair; network installation and support in commercial offices; and in industries where computers are used as "tools of the trade." The courses in this program are designed to provide the basic conceptual foundation for such professional certificates as A+ and Network+.

The pre-requisite to enroll in this certificate program is one year of high school mathematics (Beginning Algebra). If you lack the recommended mathematics background, you may enroll in the Foundations of Technology program that prepares you to pursue technical certificate and degree programs.

First Semester	Credits
CMT 101 Intro to Computers and Applications	4
CMT 102 PC Hardware, Operating Systems, and Support	4
ELT 100 Foundation of Electronics	
<OR>	
ELT 141 Circuits I	4
ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
Total Credits:	15

Second Semester	Credits
CMT 231 Introduction to Networking	4
Mathematics elective ¹	4
Technical elective ²	4
Career elective ³	3-4
Total Credits:	15-16
Total Program Credits:	30-31

Notes:

1. Suggested mathematics electives are MAT 114, MAT 143, MAT 151, and MAT 161.
2. Technical electives must be approved by student's academic advisor. Suggested courses are: CMT 171; CMT 221; CIS courses such as 101, 120, 130, and 292; MAT 143; and ELT 141.
3. Career Related electives must be approved by student's academic advisor. Suggested courses are: CMT 171; CMT 221; CIS courses such as 101, 120, 130, and 292, MAT 143; and ELT 141; and MET courses such as 151, 153, 161, 171, and 261.

Music (A.A.S.)

OFFICE: GORDON STUDENT CENTER, ROOM 202G
 PHONE: (315) 498-2256
 EMAIL: OCCINFO@SUNYOCC.EDU

The Onondaga Music degree program offers a two-year sequence designed to parallel the first two years of a typical four-year music degree program in music education, music business or music therapy. Completion of the two-year music curriculum will provide you with an A.A.S. degree, which includes a well-rounded liberal arts education. It also provides the options of transfer to a four-year degree program or direct entry into work as a private studio music teacher, professional musician, or any of a variety of positions in music merchandising.

Admission into the music major program requires adequate pre-college training and preparation, which is tested through audition prior to entry. If your audition suggests insufficient training in music theory, ear-training and/or your major instrument (or voice) and you nevertheless wish to

enter the music degree program as a music major, a one-or two-semester sequence of proficiency courses is available. These courses generally cannot be applied to the degree requirements for the MUS.AAS degree; therefore, students in this situation may require an additional semester or two to complete the program. Those students whose audition results suggest a more serious level of under-preparation will be referred back to the Office of Recruitment and Admission for possible admission to an alternate academic program.

A curriculum specialization in Music Merchandising is available if your career plans include the fields of music and business. The format of this specialization would follow the same requirements as the MUS A.A.S. with the addition of courses in Economics (ECO 203), Business (two of BUS 105, 121 or 243) and Music as a Business (MUS 182).

Elective courses include Ethnic Music, Music Composition, MIDI, Music Business, improvisation, and applied music as well as performing ensembles.

The Music department has developed a basic electronic music laboratory located in the Music Resource Center. The use of the Electronic Music Lab is incorporated into a number of the Music department's course offerings. The lab features MIDI (Musical Instrument Digital Interface) equipped state-of-the-art pianos. In addition, a complete computer-controlled MIDI studio has been established featuring Kawai, Roland, and Yamaha synthesizers. This comprehensive digital synthesis studio is supported by an extensive library of the best music software programs.

The Music department presents many public concerts during each semester, including regular performances by student ensembles that are featured on the Arts Across Campus calendar as well as many featured artists from outside the campus. Such student ensembles normally include the Onondaga Singers, Concert Choir, Wind Ensemble, Brass Quintet, Flute Choir, Clarinet Choir, Saxophone Ensemble, Guitar Ensemble, Percussion Ensemble, String Ensemble, Latin Band, and Jazz Ensembles. Membership in Music department ensembles is decided by audition and is open to all Onondaga students.

A convocation for music students is scheduled every Friday during College Hour and features concerts by students, student ensembles, faculty members, and/or visiting musicians featured in Arts Across Campus.

Specialization: Music Merchandising

The Merchandising specialization will prepare you for music business careers including music publishing; the manufacture and sales of instruments; music reproduction, promotion or management; music retailing and wholesaling. This will also provide the option of transferring into a four-year music merchandising program. The course content in the specialization includes those music and liberal arts

courses required for the degree, with the addition of MUS 182, Music as a Business, and selected business and economics courses. This specialization is open to music majors only. Specific requirement: audition.

Proficiency Courses for Non-Music Majors

Course	Credits
MUS 066 Beginning Music Reading I	0/1eq
MUS 067 Beginning Music reading II	0/1eq
MUS 103 Music Appreciation	3
MUS 104 Music Appreciation	3
MUS 107-110 Applied Music (lessons)	2
MUS 113A Piano Minor	1
MUS 160 Introduction to Music Theory I	3
MUS 161 Introduction to Music Theory II	3
MUS 166 Intro to Ethnic Music	3
MUS 182 Music as a Business	3

The above courses do not fulfill non-elective music degree requirements for matriculated A.A.S. students. They are assigned through individual testing and advisement to fit the individual's needs in cases where the student has insufficient background or training to enter the degree program. They are often scheduled in conjunction with liberal arts/humanities courses and/or other music courses which may fulfill A.A.S. degree requirements. Placement is determined at the time of audition and testing.

Music A.A.S.

First Year ¹	Credits
MUS 101T-102T Theory	3, 3
MUS 101R-102R Music Reading (Solfeggio)	1, 1
MUS 101K-102K Keyboard Harmony	1, 1
MUS 105-106 Music History	3, 3
MUS 111-112 Applied Music Major (Lessons)	2, 2
MUS 113-114 Piano Minor ²	1, 1
MUS 121-122 Applied Major Repertory	1, 1
ENG 103-104 Freshman Composition and Literature I and II (ENG 099, a non-credit course, may be required.)	3, 3
Social Sciences electives ³	3, 3
Total Credits:	18, 18

Second Year⁴

MUS 201T-202T Theory	3, 3
MUS 201R-202R Music Reading (Solfeggio)	1, 1
MUS 201K-202K Keyboard Harmony	1, 1
MUS 211-212 Applied Music Major (Lessons)	2, 2
MUS 115-116 Piano Minor ²	1, 1
MUS 221-222 Applied Major Repertory	1, 1
Humanities elective ⁵	3
Mathematics/Science elective	3-4
General elective ⁶	3-4
Liberal Arts elective ⁷	3
Physical Education Activities	2
Health elective	1
Total Credits:	17-18, 16-17
Total Program Credits:	69-71

Notes:

1. MUS 151-152 Performing Organizations strongly recommended. MUS101D Diction for Singers required of all voice majors. Take during freshman year.
2. Piano majors must take the MUS 185, MUS 186, MUS 187, MUS 188 sequence.
3. American History, World History, Psychology, or Sociology recommended for transfer.
4. MUS 251-252 Performing Organizations strongly recommended. MUS 100 Convocation is an optional course gaining you one credit-hour per semester.
5. MUS101D Diction for Singers partly fulfills Humanities requirement for voice majors only. Otherwise, Music courses do not fulfill Humanities requirements.
6. General elective must be approved by the student's advisor. This requirement cannot be fulfilled by adding one-half-, one-, and two-credit courses together. The only three-credit Music courses acceptable are MUS 166, 170, 182, 190, 203, and/or any MUS "selected topics" course.
7. Music courses do not fulfill Liberal Arts requirements.

Nursing (A.A.S.)

OFFICE: FERRANTE HALL, ROOM 104
 PHONE: (315) 498-2360
 EMAIL: OCCINFO@SUNYOCC.EDU

The Nursing department offers an associate in applied science degree and is accredited by the National League for Nursing Accrediting Commission. Upon graduation, you will be eligible to apply for the National Licensing Examination for Registered Professional Nursing (NCLEX). Graduates of the Onondaga Nursing program find employment in hospitals, nursing homes, home care agencies, and community and industrial clinics.

National League for Nursing
 Accrediting Commission
 3343 Peachtree Road NE, Suite 500
 Atlanta, GA 30326

Phone: (404) 975-5000

Fax: (404) 975-5020

<http://www.nlnac.org/>

The program welcomes students of all ages with or without a health care background. Full-time or part-time study is available.

Admission Requirements

In addition to Onondaga Community College's general admission requirements, the cumulative average on your most recent high school or college transcript must be 2.6, 77, or C+ or higher. (N.B. Grades will not be rounded and better than a C is required.)

Before your application to the program can be considered, you must have the following prerequisites:

1. High school diploma or its equivalent.
2. Designated level on standardized nursing pre-admission test. No more than two attempts will be allowed.

3. Two mathematics requirements:

- a. Demonstrated eligibility for enrollment in MAT 114 at Onondaga within two years prior to matriculation in Nursing as determined by the Onondaga mathematics placement test or equivalent coursework
AND

- b. After demonstration of eligibility to enroll in MAT 114, achievement of at least 80% in all sections of a Nursing Math Entrance Exam taken within two years prior to matriculation in Nursing. No more than four attempts will be allowed.

4. Completion of one year of high school biology, or BIO 121, 151, 152 or equivalent, within 7 years prior to matriculation in Nursing. A hands-on laboratory is a required component of these courses.

5. Completion of one year of high school chemistry or CHE 151, general chemistry or equivalent within seven years prior to matriculation in Nursing. A laboratory is not required for these courses.

6. Placement into college-level English and reading.

NOTE: Prerequisite courses in biology and chemistry must be completed with a C+ (college), 77 (high school) or higher.

A competitive process is used for admission to Nursing with points assigned to specific criteria. Admission will be offered to qualified students in ranked order from highest to lowest, beginning at the review deadlines until all spaces are full.

Ranking points will be awarded for:

1. Most recent cumulative G.P.A.
2. Courses taken within the last three years of education that meet the grade requirement (science, mathematics, English).
3. Number of attempts on preadmission tests.
4. Previous certification as a health care provider (EMT, CNA, LPN, etc.) with documentation.
5. New review if student met prerequisites at previous admission cycle but the program was full.

Application deadlines for prerequisites complete with supporting documentation:

1. Summer/fall admission and readmission:
March 1
2. Spring admission and readmission:
November 1

Advanced Standing Options

Students seeking advanced standing must start the sequence of nursing courses with an advanced placement course which is offered once a year during the summer. Students are advised to check with the Financial Aid office to determine eligibility for financial aid.

LPN Advanced Standing

Licensed Practical Nurses may receive up to 12 hours of credit based on the equivalent education in their curriculum. Students should have an official copy of their LPN transcript sent to the College prior to acceptance into the program. At least three semesters of nursing courses will be required to complete the nursing component of the degree.

Transfer Student Advanced Standing

A favorable letter of recommendation from the previous nursing program is required to be considered for admission into the program. Without a favorable letter from the previous nursing program, a transfer student will not be admitted.

Students transferring nursing courses from another RN nursing program should send their application and official transcripts to Admissions. The Nursing department will review nursing credits and determine equivalency of coursework for courses with a grade of B or better. Nursing courses over five years old will not be accepted.

College-Level Science Courses

Required college-level science courses completed seven years or more before matriculation in the Nursing program, or with a grade less than C+, must be repeated.

Scholarships

See Scholarship section for sources.

The Program

The Nursing program consists of an arts and sciences component and a nursing component.

Graduates with an A.A.S. in Nursing will be able to utilize the nursing process to assist clients to maintain or restore an optimum level of independence in meeting fundamental needs or to achieve a peaceful death.

Arts and Sciences Component

The arts and sciences component includes 27 credits and two physical education courses. (See program outline for list of arts and sciences courses required.)

Nursing Component

The nursing courses are organized around the concepts of nursing process and human need theory.

Students learn and practice through individualized instruction materials (readings, multimedia materials, taped lecture information, etc.). Small group discussions are held to clarify and reinforce the material. There are rarely any large, lecture-style classes.

Each nursing course has an expected level of achievement stated. The student must satisfactorily demonstrate the required level of performance for each course. This is called competency-based education. The minimum standard of achievement remains constant but the amount of time the student spends to achieve it will vary.

Students determine their own learning needs and goals, and evaluate their own progress. The amount of time students will spend completing the material in each course will depend on their ability, interests, and available study time. In order to promote student success in the program and on the licensing examination, a nationally normed standardized program of comprehensive assessment and review has been incorporated.

Clinical experience begins during the first semester that students are enrolled in nursing courses and continues until graduation. Students spend the first half semester of clinical in the Nursing department learning laboratory. During this time, students get to know each other and faculty, orient to the program and to the profession, and practice nursing skills to prepare for experience with clients in local hospitals. Among the agencies where students gain their clinical experience are Community General Hospital of Greater Syracuse, Crouse Hospital, University Hospital, VA Medical Center, and Syracuse Community Health Center.

Additional Costs

In addition to tuition, books, malpractice insurance¹ and other fees², nursing students are required to have the following:

- Annual physical examination³
- Annual CPR certification⁴
- Laboratory equipment kit
- School uniform, lab coat, name pin, white uniform shoes
- Stethoscope
- Watch with number of seconds visible

Each semester, additional variable expenses include lunches and parking fees during clinical experiences.

Initial and follow-up care as a result of injury or exposure to illness in the clinical setting is at the student's expense. Neither the College nor clinical agencies assume any responsibility for health care costs. Students must be covered by an active health insurance policy.

A complete list of current expenses can be obtained from the Nursing department.

1. Malpractice insurance is a fee paid to the College to cover students while they function as Onondaga Community College Student Nurses. It is not personal indemnity coverage.
2. In order to cover the cost of the required Review and Assessment Program, all Nursing students will pay a one-time fee when registering for their first NUR course and another one-time fee in their last semester before graduation.
3. New York State law requires that students have a completed and current health form on file in the Student Health Office prior to clinical experience.
4. CPR: For Professional Rescuer: a current certification card from the American Red Cross or American Heart Association valid for one year from date of issue.

Time Commitment

The number of hours per week that a student could expect to spend in class, clinical, study, library, transportation and testing depends on the number of courses for which the student registers and the rate at which the student desires to progress in the Nursing program. It is expected that students will complete the program within two to three years of starting the first nursing course.

Part-time students registered for nursing courses need to plan on an average of twenty hours per week for these courses. Once you begin the nursing component, you will register for four credits of nursing clinical each semester. This equates in time to one (8-hour) day each week in a nursing care setting. Mastery and completion of a particular clinical course may take longer than one semester. In this case, an extended clinical course will give you the extra time needed. Students must also plan on preparatory time to review the chart and pertinent texts, and to prepare the nursing process record weekly. Complete details will be given at each clinical orientation.

Students should consider these time commitments in planning for transportation, child care, and employment. Because of the heavy time commitment in the program, it is strongly recommended that students do not attempt to work on a full-time basis. Class and clinical hours cannot be scheduled around a student's work hours.

Completion Requirements

Arts and Sciences	Credits
English ¹	6
Sociology	3
General or Introductory Psychology	3
Mathematics (Introductory Statistics)	3
Science ²	12
Physical Education Activities	2
Total Credits:	29

Nursing	Credits
Level 1 Theory (NUR 180-185)	6
Level 1 Clinical (NUR 191-192)	4
Level 2 Theory (NUR 220, 222-225, 243)	6
Level 2 Clinical (NUR 231-232)	4
Level 3 Theory (NUR 240, 245-248, 266-267)	7
Level 3 Clinical (NUR 255-258) ³	4
Level 4 Theory (NUR 260-265)	6
Level 4 Clinical (NUR 271, 291, 295-298) ³	6
Total Credits:	43
Total Program Credits:	72

Notes:

1. Developmental/Tutorial English courses, English as a Second Language, and English for Foreign students do not satisfy the English requirement.
2. Two (2) semesters of Human Anatomy and Physiology, and one (1) semester of Microbiology, with laboratories, are required. A biology class lacking a hands-on laboratory component may not be substituted.
3. Of the four specialty clinicals, only two will be required at each level.

Academic Requirements

In addition to the requirements outlined in the Academic Rules, the following requirements apply to students matriculated in the Nursing program:

A. Matriculated Status

Because of the limited enrollment capacity of the Nursing program, a matriculated Nursing student in good academic standing who discontinues enrollment for reasons other than graduation for two or more consecutive terms (summer and winter sessions excluded) will be placed on inactive status. Readmission to the program is required and will be considered by the Nursing department.

B. Withdrawals

A student will not be permitted to withdraw from a NUR course after a failing grade has been earned.

C. Grading

1. Grading System

The quality point system used to determine academic standing for students in the Nursing program is as follows:

Exceeds Mastery.....	EM = 4.0
Mastery +	M+ = 3.5
Mastery	M = 3.0
Mastery -	M- = 1.0
Non Mastery	NM = 0.0

The grade of IP (In Progress) does not carry quality points.

2. Repeated Courses

A student is allowed to repeat a course with NUR prefix only once.

Students who fail to receive M or better for a repeated NUR course will lose matriculation in the program.

D. Academic Standing

1. Loss of Matriculation

A student in Nursing who receives two final grades of NM in clinical courses, including extended and elective clinical courses, will lose matriculation.

2. Reinstatement in Same Curriculum

Contact the Nursing department for specific guidelines.

E. Degree Requirements

Students matriculated in Nursing must achieve a minimal grade of M in all NUR courses and a minimum grade of C in all other required courses, except BIO 171, 172, and 205 for which a minimum of C+ is required.

Notes:

When a grade of C is required, a grade of C- is considered below minimum standards; when a grade of C+ is required, a grade of C is considered below minimum standards.

Graduation Requirements*

1. All requirements outlined for the A.A.S. degree in this catalog.
2. A grade of M (Mastery) or B or better in all required Nursing (NUR) courses.
3. A grade of C or better in all required Liberal Arts and Sciences courses except BIO courses.
4. A grade of C+ or better in BIO 171, 172, and 205.
5. Consistent demonstration of:
 - a) entry-level clinical skills
 - b) safe professional judgment
 - c) academic and professional integrity

Note: When a grade of B or C is required, a grade of B- or C-, respectively, is considered below minimum standards; when a grade of C+ is required, a grade of C is considered below minimum standards.

*The ever-changing nature of nursing and/or refinements in instructional methods may necessitate changes in nursing curriculum requirements and policies. The faculty reserves the right to make such changes with adequate notice given to students active in the curriculum. In addition, the faculty reserves the right to review the current knowledge and skills of students who have taken a course with a NUR prefix five or more years before.

Suggested Semester Sequence

The following suggested plan for full-time students includes four regular semesters and two summer sessions.

Summer Session ¹	Credits
BIO 171 Anatomy & Physiology I	4
PSY 103 General Psychology	3
Physical Education Activity	1
Total Credits:	8

First Semester

ENG 103 Freshman Composition & Literature I (ENG 099, a non-credit course, may be required.)	3
NUR 180 Nursing Process & Concepts I	1
NUR 181 Activity & Rest Needs I	1
NUR 182 Oxygenation Needs I	1
NUR 183 Safety & Security Needs I	1
NUR 184 Nutrition & Elimination Needs I	1
NUR 185 Psychosocial Needs I: Interviewing	1
NUR 191 Introduction to Nursing Process	2
NUR 192 Introductory Nursing Process Clinical	2
Total Credits:	13

Second Semester	Credits
BIO 172 Anatomy & Physiology II	4
NUR 220 Nursing Process & Concepts II	1
NUR 222 Oxygenation Needs I	1
NUR 223 Safety & Security Needs II	1
NUR 224 Nutrition & Elimination Needs II	1
NUR 225 Psychosocial Needs II: Ther. Comm.	1
NUR 243 Safety & Security Needs III: Pharm	1
NUR 231 Nursing Process Clinical I	2
NUR 232 Nursing Process Clinical II	2
Total Credits:	14

Summer Session¹

BIO 205 General Microbiology	4
SOC 103 Introductory Sociology	3
Physical Education Activity	1
Total Credits:	8

Third Semester

MAT 118 Statistics: An Empirical Introduction	3
NUR 240 Nursing Process & Concepts III	1
NUR 245 Psychiatric Client Needs I	1
NUR 246 Childbearing Family Needs I	1
NUR 247 Childrearing Family Needs I	1
NUR 248 Gerontological & Palliative Care	1
NUR 266 Childbearing Family Needs II	1
NUR 267 Childrearing Family Needs II	1
Any two of the following Specialty Care Clinicals: NUR 255, 256, 257, or 258	4
Total Credits:	14

Fourth Semester

ENG 104 Freshman Composition & Literature II	3
NUR 260 Nursing Process & Concepts IV	1
NUR 261 Activity & Rest Needs II: Orthopedic	1
NUR 262 Oxygenation Needs II	1
NUR 263 Safety & Security Needs IV: Neuro	1
NUR 264 Nutrition & Elimination Needs III	1
NUR 265 Psychiatric Client Needs II	1
NUR 271 Advanced Nursing Process Clinical	2
NUR 291 Role Transition: Capstone Course	2
Any two of the following Distributive Care Clinicals: NUR 295, 296, 297, or 298	2
Total Credits:	15
Total Program Credits:	72

Notes:

1. Students may choose to carry more than 14 credit hours per semester and not attend summer session.

If Arts and Science course requirements are completed before beginning nursing courses, students may not be able to maintain full-time status with nursing courses only, due to the sequential nature of the nursing courses and the number of nursing credit hours required. Check with the Financial Aid office for requirements for financial aid awards.

Special Considerations

1. Non-discriminatory

Students accepted to the program will be expected to provide care in a variety of settings to individuals and families without regard to race, creed, color, national origin, gender, age or disability.

2. Good Moral Character

In order to be eligible to take RN boards (NCLEX exam), you must have the required educational background and be of good moral character. Persons charged with or convicted of a crime (felony or misdemeanor) in any state or country, or who have committed an act which raises a reasonable question as to the applicant's moral character (e.g., professional misconduct, unprofessional conduct, incompetence or negligence, or the termination of professional training, employment or privilege or voluntary/involuntary leaving to avoid termination by any hospital or licensed facility) shall be referred to the executive director of the Office of Professional Discipline or his/her designee. This is a lengthy process and the applicant is responsible for his/her own legal fees. A person concerned with his/her eligibility is advised to initiate the process well before graduation.

(Source: Nursing Licensing Application Packet published by the New York State Education Department, Office of Professions)

3. Essential Skills

The following is a representative list of the essential skills, with or without accommodations, expected of students enrolled in the Nursing program:

a. Communication

- i. elicit health history/information from clients, computers, and health records including those written in cursive English,
- ii. give, receive, understand, and be understood regarding relevant verbal English and nonverbal feedback, and
- iii. record information accurately and efficiently.

b. Observation and Sensory Skills

- i. assess pertinent body systems including inspection of skin, respirations, temperature, color, odors, and motor function of the client,
- ii. auscultate (listen for cardiac, lung and abdominal sounds),
- iii. palpate (feel for pulses, lumps),
- iv. percuss (short quick blows by the fingers usually to the chest or abdomen in order to obtain a sound for the determination of density, size or position, and
- v. react/respond to signals, alarms, and other displays indicating immediate client need.

c. Manual Dexterity and Motor Skills

- i. position and transfer clients safely,
- ii. use appropriate handwashing techniques,
- iii. gown, glove and mask appropriately,
- iv. perform sterile techniques,
- v. perform nursing procedures such as bed-bath, making an occupied and unoccupied bed, oral care, and urinary catheterization,
- vi. apply and/or utilize other client care equipment and devices such as stethoscopes, blood pressure cuffs, thermometers and monitors,
- vii. administer medications (IM, Sub Q, IV, suppositories, etc.), and
- viii. perform range of motion (passive) exercises for the client.

d. Conceptual and Analytical Reasoning

- i. demonstrate ability to calculate, measure and analyze,
- ii. exercise good judgment, and
- iii. utilize critical thinking in the process of delivering care and comfort to clients.

e. Social Skills

- i. perform effectively under stress,
- ii. display flexibility,
- iii. demonstrate compassion, and
- iv. develop effective relationships with clients, staff, peers, families and other health team members.

Photography (A.S.)

OFFICE: WHITNEY APPLIED TECHNOLOGY CENTER, ROOM 252
PHONE: (315) 498-2401
EMAIL: OCCINFO@SUNYOCC.EDU

The Photography A.S. degree at Onondaga Community College offers a unique program that builds a strong technical foundation, encourages creative exploration and addresses photography's place in the evolution of visual communication. The program is designed to build skills from the basics of black and white photography through color photography and theory, digital imaging and studio lighting. Specialized areas include photojournalism, commercial photography and fine art applications. This program offers an excellent foundation for transfer to a four-year program or for embarking on a career in the multifaceted photography industry.

Classes are small and are taught in state-of-the-art facilities. Students have extensive interaction with faculty and access to Photography department resources. In addition to academic credentials, the Photography faculty have extensive and diverse experience as regularly exhibiting fine artists, photojournalists, and studio and commercial photographers.

Onondaga Community College's Photography program offers exceptional facilities for film-based black and white and color photography, studio lighting and the latest digital technology for capture, creation, editing and printing.

First Semester **Credits**

ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
ART 103 Design I	3
ART 105 or 106 History of Art I or II	3
ART 142 Intro to Computer Graphics	3
PHO 100 Basic Photography	3
Physical Education Activity	1
Total Credits:	16

Second Semester

ENG 104 Freshman Composition and Literature II	3
PHO 150 Advanced Photography	3
PHO 160 Color Photography I	3
ART 101 Drawing I	3
PHO 290 History of Photography	3
Physical Education Activity	1
Total Credits:	16

Third Semester

PHO 170 Studio and Lighting Techniques I	3
Mathematics/Science elective ¹	3-4
Social Science elective	3
General elective (Western Civilization suggested)	3
ART 152 Color Concept Development	3
Health elective	1
Total Credits:	16-17

Fourth Semester

PHO 260 Color Photography II	3
PHO 270 Studio Lighting and Techniques II <OR>	
PHO 271 Alternative Photographic Process <OR>	
PHO 272 Documentary Photography	3
Mathematics/Science elective	3-4
Social Science elective	3
General elective	3
Total Credits:	15-16
Total Program Credits:	63-65

Notes:

1. Non-credit courses may have to be taken prior to placement in credit courses.

Physical Education and Exercise Science Studies (A.S.)

OFFICE: HEALTH AND PHYSICAL EDUCATION BUILDING, ROOM 202
PHONE: (315) 498-2282
EMAIL: KLEINA@SUNYOCC.EDU

The Associate in Science (A.S.) degree in Physical Education and Exercise Science Studies is suitable for students whose goals include teaching, coaching, sports management, and/or careers in the broad fitness and wellness fields.

This program prepares students for transfer into a bachelor's degree program in physical education, exercise science, sports management, or other fitness/health-related curricula.

The curriculum emphasizes professionalism, wellness lifestyle, health awareness and leadership by providing background knowledge and skills that form the foundation of the fields. Required courses include health, human anatomy and physiology, exercise science, psychology, and specific liberal arts courses.

Graduates are prepared to:

- Explore the variety of fields relating to physical education and exercise studies
- Write and develop lesson plans
- Develop and demonstrate leadership skills
- Conduct fitness assessments
- Prescribe appropriate exercise programs
- Demonstrate a basic knowledge of sport history, rules and strategies
- Provide instruction of athletic skills

First Semester **Credits**

ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
EXR 180 Introduction to Physical Education and Sport	3
PEH 100 Lifetime Wellness	1
PEH 103 Intermediate Swimming OR REC 105 Recreational Aquatics	1
PSY 103 General Psychology	3
General elective	3
History (Western Civilization) elective ¹	3
Total Credits:	17

Second Semester

BIO 171 Anatomy and Physiology I	4
COM 102 Public Speaking	3
ENG 104 Freshman Composition and Literature II	3
HEA 207 Personal Health	3
PEH 163 Basic Weight Training for Life	1
History (American) elective ²	3
Total Credits:	17

Third Semester	Credits
BIO 172 Anatomy and Physiology II	4
REC 102 Activity Planning I	3
REC 201 Team Sports: Teaching and Officiating	2
Humanities elective ³	3
Mathematics elective ³	3-4
Total Credits:	15-16

Fourth Semester	Credits
EXR 200 Fundamentals of Exercise Science	3
HFA 203 Standard First Aid and Personal Safety	2
HFA 204 Cardiopulmonary Resuscitation	1
Arts elective ³	3
Foreign Language elective ³	3
Other World Civilizations elective ³	3
Total Credits:	15
Total Program Credits:	64-65

Notes:

1. Acceptable courses: HIS 103 or 104.
2. Acceptable courses: HIS 105, 106, or 107.
3. Consult the SUNY General Education list of courses for course selection in these categories.

Physical Therapist Assistant (A.A.S.)

OFFICE: FERRANTE HALL, ROOM 267
 PHONE: (315) 498-2458
 EMAIL: OCCINFO@SUNYOCC.EDU

This program is a two-year (four consecutive semesters, followed by one summer) program leading to an Associate of Applied Science degree. It is approved by the New York State Education Department, and is fully accredited by the American Physical Therapy Association. The program begins in the fall semester only.

Your Physical Therapist Assistant A.A.S. degree will prepare you for employment as a competent entry-level physical therapist assistant. This program provides the education you need to become a skilled technical worker, prepared specifically to perform physical therapy interventions and related duties as assigned by a registered physical therapist. As a PTA, you will work under the supervision of a physical therapist utilizing prescribed activities to help patients recover physical function and strength lost through disease, injury or other causes, and to relieve pain and promote healing. Your patient may be a small child born with physical disabilities or an athlete with a shoulder injury, an older person with limited function because of arthritis or a teenager immobilized by an accident.

As a PTA, you might help a patient learn to use crutches or an artificial leg; to maneuver a wheelchair or use adaptive equipment in a home; or to adjust socially and emotionally to a new disability. You may also assist in patient treatment by using physical agents such as heat, electricity and water, as well as providing exercise and massage.

Upon completion of all course requirements, the graduate will be eligible to take the national exam to be able to practice in most states, including New York. The program is specifically designed to prepare qualified PTAs. It is not designed as a preparatory program for a physical therapy degree. Most states (including New York) require state certification to practice as a Physical Therapist Assistant.

Good Moral Character: An individual's eligibility for certification may be affected by an existing criminal record. It is the individual responsibility of the student to confirm their eligibility for certification.

In New York State, contact:
 Office of the State Board for Physical Therapy
 89 Washington Avenue
 Albany, New York 12234-1000
 (518) 474-3817, ext. 180
 Fax: (518) 474-6735
 Email: ptbd@mail.nysed.gov

Admission Requirements

The following are requirements that must be met before application to the PTA Program can be considered:

1. High School Diploma or its equivalent;
2. Completion of two years of high school or college mathematics including one year of algebra or MAT 087 (non-credit) at Onondaga;
3. Completion of two years high school or college science including one year of biology; physics and chemistry are recommended;
4. A grade of 77 or C+ or higher in required courses used to meet the prerequisites;
5. A cumulative average of 2.6 (from most recent college experience), or 77% or C+ (from most recent high school experience);
6. Before registering for PTA courses, the student must have completed Onondaga placement tests and demonstrated competency, placing into MAT 114 and the ENG 103 and RDG 153 levels.
7. All students participating in clinical or laboratory courses must be able to perform all of the "Essential Skills" as outlined in this catalog.

Note: You should possess good communication skills, and be in excellent health.

A competitive process is used for admission to the PTA program, with points assigned to specific criteria. Admission will be offered to qualified students in ranked order from highest to lowest, beginning at the review deadlines until all spaces are full. Curriculum changes must be initiated by the student at Student Central.

Ranking points will be awarded for:

1. Most recent cumulative G.P.A.;
2. Courses taken within the last three years of education that meet the grade requirement (science, mathematics, English), especially for good grades in Anatomy and Physiology I & II;
3. Previous certification in the health care field (EMT, CAN, LPN, ATC, massage therapy, etc.) with documentation;
4. New review if student met prerequisites at previous admission cycle but the program was full (student must have reapplied to the program for each new admission cycle);

Application deadlines for prerequisites complete with supporting documentation for fall admission:

- a. February 20th; first review;
- b. April 2nd; second review;*
- c. June 2nd; final review;*

*These reviews will only be used if there were insufficient applicants at the time of the first review. All applicants are dependent on maintenance of required GPA between the time of admission into the program and the start of the program in the fall.

The Program

The PTA program consists of 24 credits of general education courses, 2 physical education credits and 40 credits of PTA courses which include class, lab and clinical experiences.

You are required to earn CPR certification (for the professional rescuer) on an independent basis prior to/during the first semester of matriculation. The New York State regulations require you to have an annual health assessment and to have a health form on file at the College and clinical site prior to beginning any clinical experience. Additional immunizations, such as an annual flu shot, may be required for clinical experiences.

Scheduled clinical assignments cannot accommodate work schedules for those students wishing to hold part-time jobs. PTA courses must be taken in sequence as presented in the curriculum. They are held during weekdays only. Due to the intensity of the program, students are strongly encouraged not to work more than 20 hours per week. For students with child care responsibilities, back-up child care is strongly encouraged, as strict attendance policies affect grades.

Additional Costs

In addition to the regular college expenses of tuition, student activity fees and textbook fees for non-PTA courses, PTA students are financially responsible for the following:

1. Physical exams and required immunizations;
2. Malpractice insurance: approx. \$8 per semester (Malpractice insurance is a fee paid to the College to cover students in their functions as Onondaga student PTAs.)

3. Personal health insurance: varies (neither the College nor your assigned clinical facility assumes any responsibility for student health care costs);
4. Textbooks for core PTA courses: approx. \$900
5. Uniform and name pin for clinicals: approx. \$50
6. Transportation to/from and parking for clinical assignments
7. Room and board for full-time clinicals (where applicable)
8. Watch with second hand.
9. Goniometer: approx. \$15
10. Student membership to APTA: \$85/year (Fees subject to change)

Essential Skills

A candidate for a physical therapist assistant associate in applied science degree must have the abilities and skills necessary to complete the educational requirements as defined by the American Physical Therapy Association and the state regulatory agencies. The following is a representative list of the essential skills, with or without appropriate accommodation, expected of students enrolled in the PTA program.

1. Communication Skills

- a. effectively communicate the patient's progress and mental/physical status to the PT
- b. effectively communicate directions to patients
- c. record accurate, legible progress notes in chart
- d. elicit accurate and pertinent health history/information from the client and chart
- e. accurately and efficiently follow directions
- f. give, receive, understand and be understood when engaged in relevant written and verbal English and nonverbal feedback

2. Conceptual and Analytical Reasoning

- a. apply didactic knowledge effectively in the lab and clinical settings
- b. demonstrate the ability to analyze distinct situations and utilize critical thinking in the process of delivering safe and appropriate care to clients
- c. exercise good judgment in problem solving

3. Social Skills

- a. perform effectively under stress
- b. display flexibility
- c. demonstrate compassion
- d. develop positive and effective relationships with clients, staff, peers and families

- e. willingly accept constructive criticism and modify behavior appropriately
- f. provide care in a variety of settings to individuals and families without regard to race, creed, color, national origin, gender, age or disability

4. Physical Strength

- a. physically lift an adult in a pivot transfer
- b. demonstrate a two-man lift with an adult
- c. carry out emergency procedures such as patient evacuation and CPR
- d. stand and walk for extended periods of time, and be able to work a 40 hour week

5. Bilateral Dexterity

- a. carry out stretching exercises, range of motion and exercise programs such as PNF techniques
- b. adjust crutches/canes and walkers
- c. carry out manual massage and bandaging techniques
- d. set up exercise machines such as traction, Cybex, mechanical lifts, electrical modalities

6. Unilateral Dexterity

- a. adjust and fine tune controls on electrical and heat modalities
- b. demonstrate fine motor skills such as activities of daily living and exercise to patients

7. Balance

- a. maintain balance during guarding of unstable patients on flat surfaces, inclines or stairs
- b. maintain balance during lifting, transferring and guarding of unstable patients

8. Observational and Sensory Skills

- a. assess pertinent body systems including inspection of skin, color, odor; take accurate vital signs (respiration, blood pressure, temperature, pulse and oximetry); and assess motor function of the client
- b. detect and interpret calibrations on modalities, sphygmomanometers, computers, and measurement instruments (goniometers, dynamometers)
- c. interpret and respond appropriately to equipment used to monitor patients
- d. judge distance, surface and depth changes for ambulating patients on all surfaces
- e. recognize patient call systems, including timers and emergency signals
- f. touch and be touched by other students, therapists and patients (e.g. palpation, massage)

Completion Requirements

The following must be met to nominate for graduation:

1. All requirements written in this College catalog for an A.A.S. degree;
2. All required PTA, BIO 171, BIO 172 and SCI 111 courses completed with a grade of C or higher (CR for clinical courses)
 - a. A student will be allowed to repeat PTA, BIO 171, BIO 172 and SCI 111 courses only once. Students who fail to receive at least a C after two attempts in any one of these courses will lose matriculation in the PTA Program.
 - b. BIO 171 and BIO 172 must have been completed within seven years of matriculation into the program.
3. Successful completion of clinical assignments demonstrating to the faculty safe, proficient entry level skills, professional judgment and integrity.

First Semester	Credits
BIO 171 Anatomy and Physiology I	4
SCI 111 Introduction to Physics and Chemistry	4
PTA 101 Introduction to Rehabilitation	3
PTA 102 Physical Therapy Procedures I	2
PTA 102L Physical Therapy Proc. I Lab	2
PTA 103 Clinical Training I	1
Total Credits:	16

Second Semester

BIO 172 Anatomy and Physiology II	4
PTA 104 Physical Therapy Procedures II	2
PTA 104L Physical Therapy Proc. II Lab	3
PTA 105 Functional Anatomy I	3
PTA 105L Functional Anatomy I Lab	0
PTA 106 Clinical Training II	3
Total Credits:	15

Third Semester

ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
PSY 103 General Psychology	3
Physical Education Activity (See advisor)	1
PTA 201 Physical Therapy Proc. III	4
PTA 201L Physical Therapy Procedures III Lab	0
PTA 207 Functional Anatomy II	3
PTA 207L Functional Anatomy II Lab	0
Total Credits:	14

Fourth Semester	Credits
ENG 104 Freshman Composition and Literature II	3
Physical Education Activity	1
PSY 218 Psychology of Disabilities	3
PTA 203 Physical Therapy Procedures IV	3
PTA 204 Seminar	3
PTA 208 Seminar II: Strategies for Success	2
Total Credits:	15

Summer Session

PTA 205 Advanced Clinical Training I ¹	3
PTA 206 Advanced Clinical Training II	3
Total Program Credits:	69

Notes:

1. PTA 205 can also be taken during the winter intercession of the second year, if all non-PTA core courses have been completed at this date.

Professional Communication (A.A.S.)

OFFICE: MAWHINNEY HALL, ROOM 310
PHONE: (315) 498-2313
EMAIL: OCCINFO@SUNYOCC.EDU

If you are looking for a flexible degree to prepare you for a career in business, government and private agencies, administration, or anywhere communication skills are important, then the Professional Communication A.A.S. degree is the program for you. With organizations increasingly emphasizing communication skills, earning the Professional Communication A.A.S. offers a distinct advantage in today's job market. Completion of the degree will give students a competitive advantage in such professions as: communication training and consulting, public and media relations, management and administration, political communication, entertainment, organizational development, mediation, development and fund raising, sales and marketing, speech-writing and professional presentations, and labor/management relations.

While the Professional Communication A.A.S. is designed primarily for students seeking to enter the work force upon graduation, some coursework may be transferable to some four-year institutions and/or degree programs. The extent of transferability of credits will depend upon effective communication between the student, transfer counselor/advisor and the transfer institution in question.

First Semester	Credits
ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
COM 101 Interpersonal Communication	3
BUS 101 Contemporary Business	3
CIS elective (CIS 100 or CIS 120)	3
General elective	3
Total credits:	15

Second Semester	Credits
ENG 104 Freshman Composition and Literature II	3
COM 102 Public Speaking	3
Social Science elective	3
General elective	3
COM elective	3
Total credits:	15

Third Semester

Mathematics/Science elective (A non-credit Mathematics course may be required.)	3-4
Global Awareness elective ¹	3
HUM 270 Assertiveness Training	1
General elective	3
COM elective	3
Physical Education Activities	2
Total credits:	15-16

Fourth Semester

COM elective	3
BUS 212 Business Correspondence	3
BUS elective	3
General elective	3
Labor Studies elective ²	3
English elective ³	3
Total Credits:	18
Total Program Credits	63-64

Notes:

1. See advisor for appropriate selection.
2. Any course with an LBR prefix or HIS 286 or PSY 211 will fulfill this elective.
3. Students must choose from: ENG 121, ENG 157, ENG 207, ENG 208, ENG 211/212, ENG 227, ENG 251, ENG 252, or ENG 259.

Completion Requirements by department

English (9 credits)

ENG 103* Freshman Composition I (ENG 099, a noncredit course, may be required.)
ENG 104* Freshman Composition II
English elective 200-level*

Communication (15 credits)

COM 101* Interpersonal Communication
COM 102 Public Speaking
Communication electives – choose three from the Communication course offerings

Business (9 credits)

BUS 101* Contemporary Business (Introduction to Business)
BUS 212 Business Correspondence
Business elective*

Other Courses and Electives	Credits
Social Science elective* - PSY, SOC, POS, HIS, ECO	3
Mathematics/Science elective (A non-credit Mathematics course may be required.)	3-4
Computer Information Systems elective*	3
Labor Studies/Workplace elective*	3
Global Awareness elective	3
General electives* – choose 4 courses or a Minor to meet this requirement	12
HUM 270 Assertiveness Training	1
Physical Education Activities -- two 1-credit courses (<i>Students over the age of thirty may waive the physical education requirement</i>)	2
Total Program Credits:	63-64

Notes:

* Indicates online option. It may be possible to do all four of your general elective classes online with proper advisement.

Professional Cooking (Certificate)

OFFICE: GORDON STUDENT CENTER, ROOM 107A
 PHONE: (315) 498-2231
 EMAIL: OCCINFO@SUNYOCC.EDU

The Professional Cooking certificate is a one-year program for individuals seeking to acquire marketable skills for entry-level positions as:

- assistant chefs
- commercial cooks
- various positions in commercial kitchens

Certificate requirements include two hands-on cooking laboratories and 400 hours of acceptable work experience within the hospitality industry. This work experience must be earned while matriculated in the Professional Cooking program.

Students are encouraged to include FSA 112 Culinary Presentation, FSA 114 Patisserie I and FSA 116 Artisanal Bread Baking in their schedule to augment their culinary arts skills.

Additional expenses will be incurred for an approved uniform and shoes and optional trips to the International Hotel/Motel and Restaurant trade show in New York City, and a tour of the hospitality industry in Las Vegas, Nevada.

Individuals with extensive experience working in the field should contact the Food Service Administration office for information about possible advanced placement.

A list of the Professional Cooking Certificate course requirements is found below.

If you are interested in more information about Food Service Administration programs or any business program and would like to speak to someone, stop by the Food Service Administration office located in the Gordon Student Center, Room 107A, (315) 498-2231, or the Business Administration office located in the Whitney Applied Technology Center, Room 324, (315) 498-2435.

More interesting information about the Food Service Industry and the Walt Disney World College Program can be found at the following sites:

www.acfcchefs.org
<http://www.disneycollegeprogram.com>

First Semester	Credits
ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
FSA 100 Food Service Sanitation	2
FSA 103 Basic Food Preparation	4
FSA 102 Basic Nutrition	3
FSA 204 Purchasing, Storage and Handling	3
BUS 102 Mathematics of Business and Finance	3
Total Credits:	18

Second Semester

FSA 210 Catering and Advanced Culinary Arts	4
CIS 100 Computer Information Systems	3
BUS 138 Supervision and Management	3
BIO 110 Introduction to Microbes	3
FSA 207 Menu Planning and Equipment Layout	3
Total Credits:	16
Total Program Credits:	34

Notes:

All students in the Professional Cooking program must have a minimum G.P.A. of 2.0 in discipline courses in order to graduate.

Recreation Leadership (A.S.)

OFFICE: HEALTH AND PHYSICAL EDUCATION BUILDING, ROOM 202
 PHONE: (315) 498-2282
 EMAIL: WEEKSR@SUNYOCC.EDU

The need for leisure time services continues to grow as more individuals move into retirement, increasing concerns for individual and societal health, an increasing senior population, and the recognition of the need for diverse and inclusive recreation programs. Trained personnel in the field of recreation and leisure studies contribute greatly to the variety and quality of the recreational opportunities offered in the United States. The Recreation Leadership curriculum is designed to provide students with a basic foundation in recreation and leisure studies through classroom lectures, experiential activities, and volunteer opportunities within the local community.

The recreation and leisure studies field is broad. Through this program, students will gain a general knowledge of the scope of the field in which recreation and leisure services are provided. Students who intend to transfer after graduation to a four-year college to complete a baccalaureate degree program in recreation will transfer with a strong foundation in leadership, activity planning, and diversity programming. The Recreation Leadership program prepares students to pursue careers in the following areas:

- Therapeutic recreation includes working with special needs populations. Jobs can be found in the following areas: nursing homes, psychiatric facilities, rehabilitation centers, acute care hospitals, adult day care centers, drug treatment facilities, and disability camps.
- Commercial recreation is a profit-oriented career field which includes work at theme parks, fitness centers, resorts, private and commercially owned clubs, retirement community complexes, specialty camps and aboard cruise ships.
- Correctional recreation focuses on work with juvenile offenders and/or prison inmates providing opportunities for healthy recreational outlets and leisure counseling.
- Outdoor recreation involves leaders who enjoy the outdoors and have a passion for preservation and education in, for, and about the outdoors. Jobs in outdoor recreation can include: park rangers, outdoor leaders and/or nature interpreters at county and state parks, nature centers, camps, outdoor education centers and zoos.
- Community recreation involves work with people of all age levels in municipal, county, and state parks and recreation departments; youth-serving agencies (YMCA, YWCA, scouts, clubs); and special interest non-profit organizations.

The A.S. degree program in Recreation Leadership is open to people of all ages and abilities. The main mission of the recreation leader's work is assisting individuals to enhance their quality of life through the wise use of leisure time.

First Semester	Credits
ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
PSY 103 General Psychology	3
COM 102 Public Speaking	3
REC 101 Intro to Recreation Leisure Studies	3
REC 102 Recreation Skills I	3
HFA 203 First Aid and CPR	2
Total Credits:	17

Second Semester	Credits
ENG 104 Freshman Composition and Literature II	3
American History elective ¹	3
Liberal Arts elective	3
REC 103 Rec. Skills II	3
REC 104 Group Leadership	3
Total Credits:	15

Third Semester	Credits
REC 207 Expressive Arts in Recreation	3
Western Civilization elective ²	3
Liberal Arts elective	3
Natural Science w/ Lab	4
REC 201 Team Sports	2
Total Credits:	15

Fourth Semester	Credits
MAT 112 Nature of Mathematics ³ <OR>	
MAT 113 Contemporary Math ³	3
HEA 207 Personal Health	3
REC 204 Outdoor Recreation	4
REC 253 Diversity and Inclusion in Rec	3
Liberal Arts electives	3
Total Credits:	16
Total Program Credits:	63

Notes:

1. HIS 105, HIS 106, or HIS 107
2. HIS 103 or HIS 104
3. Non-credit courses may be required before placement into credit-bearing Mathematics courses.

Respiratory Care (A.A.S.)

OFFICE: FERRANTE HALL, ROOM 267
 PHONE: (315) 498-2458
 EMAIL: OCCINFO@SUNYOCC.EDU

The program is a five semester program (71-73 credit hour) leading to an Associate of Applied Science Degree in Respiratory Care. The program begins in the spring semester (January). The program is nationally accredited by:

Commission on Accreditation for Respiratory Care
 1248 Harwood Road
 Bedford, Texas 76021
 Phone:817-283-2835

Students will participate in classroom, laboratory and clinical courses directly related to the profession of Respiratory Care. Students are also required to complete courses in anatomy and physiology, chemistry, English and one social science elective. Matriculated students who are under 30 years of age are also required to complete two credit hours of physical education (those with military service are exempt).

Clinical experiences will include neonatal, pediatric, geriatric, diagnostic and intensive care rotations. Students provide patient care under close supervision during these rotations. (A malpractice fee of \$8.00 per semester will be charged.) All clinical rotations are taught by registered Respiratory Therapists who hold a license to practice in New York state. A small student to teacher ratio of approximately 5:1 is maintained for clinical courses.

Please Note: Most states (including New York) require licensure to practice Respiratory Care (also known as Respiratory Therapy). Eligibility for a state license may be affected by an existing criminal record. It is the individual responsibility of the student to confirm their eligibility for licensure.

In New York state contact:

NYS Education Department
Office of the Professions
State Board for Respiratory Therapy
89 Washington Avenue
Albany, NY 12234-1000
Phone: (518) 474-3817, ext. 120
E-mail: rtbd@mail.nysed.gov

Admission Requirements

The following requirements must be met before you may be accepted to the program:

1. The primary admission date for the program is the spring semester. The Respiratory Care clinical sequence of classes begins each January. Students will not be admitted to RET classes until all prerequisites for the program have been successfully completed.
2. Students who have satisfied all prerequisites have the option to be admitted to the Respiratory Care program (RPD) in the fall as pre-clinical students. The expected date of graduation for students admitted as “pre-clinical” would be two calendar years beyond the first fall semester (i.e.: a student admitted for the fall of 2008 would graduate in December 2010).
3. Placement will be granted on a first-come, first-served basis to applicants and Onondaga students requesting a curriculum change who have successfully completed all prerequisites. Curriculum changes must be initiated by the student at Student Central.

Prerequisites:

(must be completed before acceptance to the Respiratory Care program)

- a. Biology: High school biology with a grade of C (73%) or higher OR college biology (BIO 106, 121, 151, 152 or equivalent) with a grade of C or higher.
 - b. Chemistry: High school chemistry with a grade of C (73%) or higher OR college-level Chemistry (CHE 151, general chemistry or equivalent) with a grade of C or higher.
 - c. Successful completion of Onondaga Mathematics and English placement tests. Students must place into MAT 114 and ENG 103.
 - d. Cumulative G.P.A. of 2.5 or higher for previous college work. (This requirement may be waived for previous college work if the student has a more recent transcript establishing a G.P.A. of 2.5 or higher).
4. Once the class is filled with the names of applicants and individuals requesting curriculum changes who have successfully completed all prerequisites will be placed on a list of alternate candidates. Alternates will then be offered seats as they become available.

5. Deadline: Completed applications and curriculum changes will be considered until the class is filled or until the last day of scheduled classes in the fall semester. This date is identified on the college calendar each academic year.
6. All new students planning to begin the clinical sequence in the spring semester need to be advised regarding clinical in November of the preceding fall semester.
7. All students participating in clinical or laboratory courses must be able to perform the “Essential Skills for Respiratory Care Practitioners” as outlined below. (Also available from the Respiratory Care department in Ferrante Hall, Room 267).
8. Students will be required to earn CPR certification prior to beginning clinical rotations.
9. Any student expressing interest in the Respiratory Care program should contact the department at (315) 498-2458 as soon as possible for further advisement.

Essential Skills

A candidate for graduation from the Respiratory Care Program must demonstrate the skills and abilities required to function as a Respiratory Care Practitioner (RCP) and provide for patient safety. These skills and abilities have been defined by the national credentialing organization, The National Board for Respiratory Care (NBRC). The following is a representative list of these essential skills, with or without accommodation, expected of students enrolled in the Respiratory Care program.

1. Communication Skills

- a. Effective verbal communication with patients, physicians, RCPs, nurses and other health professionals.

For example:

- i. report on patient progress/status
- ii. discuss patient care plans and make recommendations for change
- iii. instruct patients for therapy/patient education

- b. Effective, legibly written communication.

For example:

- i. write progress notes in the patients medical record
- ii. document patient data on flow sheets and charts (entering numbers in small boxes on department forms)
- iii. write patient care plans, case studies and reports

- c. Basic Computer Skills.

For example:

- i. Data entry pertaining to patient therapy
- ii. Order entry for department management

2. Conceptual and Analytical Reasoning

- a. Apply didactic knowledge effectively in the clinical setting.
For example:
Recognize potential adverse effects of therapy and respond with the appropriate intervention(s)
- b. Demonstrate ability to recommend appropriate changes in prescribed therapy based on the patient assessment process
- c. Exercise good judgment in problem solving

3. Social Skills

- a. Perform job duties effectively under stress
- b. Display flexibility and a cooperative attitude
- c. Willingly accept constructive criticism and modify behavior appropriately

4. Manual Dexterity and Motor Skills

- a. Demonstrate the ability to maintain aseptic and sterile techniques
For example:
Scrub hands; don gloves, gown and mask
- b. Demonstrate the ability to maintain aseptic technique while performing respiratory care procedures
For example:
 - i. Endotracheal suctioning
 - ii. Arterial blood sampling
- c. Adjust/fine tune analog, digital and computer-based controls on electrical equipment
For example:
 - i. Mechanical ventilators
 - ii. Pulmonary function measuring devices
- d. Attach and safely manipulate pressurized medical gas devices
For example:
 - i. Oxygen cylinder regulators
 - ii. Flowmeters
 - iii. High pressure hoses
- e. Perform diagnostic and therapeutic percussion techniques

5. Other Physical Skills

- a. Stand and walk for extended periods of time
- b. Physically support an adult patient in a pivot transfer
- c. Lift an adult in a two-person lift
- d. Lift objects up to 30 pounds
For example:
oxygen cylinders up to size "E"
- e. Carry out emergency procedures such as CPR and patient evacuation

6. Observation and sensory skills

- a. Demonstrate appropriate visual acuity
For example:
 - i. Accurately interpret analog and digital gauges, monitors and pressure manometers
 - ii. Perform assessment of the patient (skin color, posture, work of breathing, etc.)
 - iii. Calibrate monitoring devices (pulmonary function measuring devices)
- b. Demonstrate appropriate auditory acuity
 - i. Recognize and respond to alarms (mechanical ventilators, heart monitors)
 - ii. Use a stethoscope for chest auscultation (lung sounds) and blood pressure measurement

Graduation Requirements

1. Successful completion of all RET classes with a grade of C or higher.
2. Successful completion of BIO 171, BIO 172, CHE 151, CHE 152 with a grade of C or higher.
3. Successful completion of ENG 103, ENG 104, Social Science elective (3 credit hours) and Physical Education Activities (2 credit hours). Physical Education requirement is waived for individuals with military experience or those over 30 years of age at the time of matriculation into the Respiratory Care program.
4. Please note: There are some semesters in the RPD where students will not be able to maintain full-time status with RET courses only.
5. Students must also satisfy all associate degree requirements as listed in this section.
6. Students may attempt an RET or required science course (BIO and CHE) twice. An attempt is interpreted as a grade entered on a student's transcript. This would include grades of W or X. Following two unsuccessful attempts at any RET or science course, the student will be de-matriculated from the RPD curriculum.
7. All RET classes are valid as prerequisites for continuation courses for 18 months. For example, if a student successfully completed RET 139 in the fall 2005 semester, the next course in the sequence (RET 213) must be completed no later than the spring 2007 semester.

Note: Please review the information regarding state licensure under the program description above.

First Semester - Spring	Credits
RET 101 Medical Physics	1
RET 102 Mechanics of Disease	2
RET 103 Respiratory Physiology I	3
RET 105 Respiratory Care Practice I	2
RET 105L Respiratory Care Practice Lab	1
RET 118 Freshman Clinical I	3
ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
Total Credits:	15

Summer Session	Credits
RET 125 Respiratory Care Practice II	1
RET 125L Respiratory Care Practice II Lab	1
RET 126 Mechanical Ventilation	2
RET 126L Mechanical Ventilation Lab	1
RET 128 Freshman Clinical II	4
Total Credits:	9

Second Semester - Fall

RET 130 Neonatal Respiratory Care	1
RET 134 Respiratory Disease	3
RET 139 Freshman Clinical III	4
RET 142 Home Care and Rehabilitation	1
RET 144 Applied Physiology II	1
RET 145 Respiratory Seminar I	1
BIO 171 Anatomy and Physiology I	4
Total Credits:	15

Third Semester - Spring

CHE 151 Chemistry for Health Professions	3
RET 205 Cardiovascular Physiology	3
RET 213 Sophomore Clinical I	3
BIO 172 Anatomy and Physiology II	4
ENG 104 Freshman Composition and Literature II	3
Physical Education Activity ¹	1
Total Credits:	17

Fourth Semester - Fall

CHE 152 Chemistry for Health Professions	3
RET 206 Acid-Base Physiology	3
RET 207 Diagnostic Techniques	3
RET 214 Sophomore Clinical II	3
RET 211 Respiratory Seminar II	1
Social Science elective	3
Physical Education Activity ¹	1
Total Credits:	17
Total Program Credits:	73

Notes:

1. Physical Education requirement is waived for individuals with military experience or for those over 30 years of age at the time of matriculation into the Respiratory Care program.

Surgical Technology (Certificate)

OFFICE: FERRANTE HALL, ROOM 267
PHONE: (315) 498-2458
EMAIL: OCCINFO@SUNYOCC.EDU

Surgical technologists are highly trained individuals qualified by didactic and clinical training to provide services in the operating room. They function in association with nurses and surgeons to help provide high-quality care of the surgical patient.

Onondaga's Surgical Technology program was designed to fill the personnel needs of area hospitals, outpatient surgery centers, and surgeon's offices for surgical technologists. The demand locally and nationally for trained surgical technologists is constant. Even if you have no previous experience in the health field, you can be prepared for employment after eleven months of study (see special admission requirements). If you are a homemaker, recent high school graduate, or displaced worker, or if you desire a career change, this program may be of interest to you.

The Surgical Technology program includes clinical experiences that begin during the first semester and continue until completion of the program. You will gain your clinical experiences in the hospital and outpatient surgery centers in Syracuse and its surrounding areas.

Costs:

In addition to the regular college expenses of tuition, student activity fees, and books, Surgical Technology students are financially responsible for the following:

1. Physical exam and required immunizations
2. Malpractice insurance - \$8 per semester
3. Personal health insurance – varies (neither the College nor your assigned clinical agency assumes any responsibility for student health care costs)
4. Transportation and parking to/from clinical assignments – ranges from \$0 - \$14 per day
5. Name tag and shoes used specifically for clinical assignments - approx. \$60

Admission Requirements

Before an application to the program can be considered, the student must have the following requirements:

1. An overall cumulative average of 2.5, 73, or C or higher from the student's most recent high school or college experience;
2. A high school diploma or equivalent;
3. One year of high school mathematics (Math A is recommended) or equivalent;
4. One year of high school chemistry, or CHE 151 at Onondaga or General Chemistry or equivalent;
5. One year of high school biology, or BIO 151 or BIO 152 or BIO 106 or BIO 121 (preferred) at Onondaga;
6. A grade of 73 or C or better in high school or college courses used to meet prerequisites;
7. Completion of placement tests demonstrating placement into MAT 114, and placing at ENG 103 level and RDG 153 level.
8. All students participating in clinical or laboratory courses must be able to perform all of the "Essential Skills" as outlined in this catalog.

A competitive process is used for admission to the Surgical Technology Certificate program, with points assigned to specific criteria. Admission will be offered to qualified students in ranked order from highest to lowest, beginning at the review deadlines until all spaces are full. Curriculum changes must be initiated by the student at Student Central.

Ranking points will be awarded for:

1. Most recent cumulative G.P.A.;
2. Courses taken within the last three years of education that meet the grade requirement (science, mathematics, English), especially for good grades in Anatomy and Physiology I & II;
3. Previous certification in the health care field (EMT, CAN, LPN, ATC, massage therapy, etc.) with documentation;
4. New review if student met prerequisites at previous admission cycle but the program was full (student must have reapplied to the program for each new admission cycle);

Application deadlines for prerequisites complete with supporting documentation for fall admission:

- a. February 1st ; first review;
- b. March 1st ; second review;*
- c. May 1st ; final review;*

*These reviews will only be used if there were insufficient applicants at the time of the first review. All applicants are dependent on maintenance of required GPA between the time of admission into the program and the start of the program in the fall.

Essential Skills

A candidate for a certificate in surgical technology must have the abilities and skills necessary to complete the educational requirements as defined by the national accrediting body for national certification. The following is a representative list of the essential skills, with or without accommodation, expected of students enrolled in the surgical technology program.

1. Communication Skills:

- a. Effectively communicate with surgeons and co-workers regarding requirements and supplies for surgical procedures while all are wearing masks
- b. Effectively communicate directions to peers
- c. Accurately and efficiently follow directions
- d. Provide effective, coherent, legibly written communication

2. Conceptual and Analytical Reasoning:

- a. Apply didactic knowledge effectively in the clinical setting
- b. Demonstrate ability to analyze distinct situations and utilize critical thinking in the process of delivering safe and appropriate care to clients
- c. Exercise good judgment in problem solving

3. Social Skills:

- a. Perform effectively under stress
- b. Display flexibility
- c. Demonstrate compassion
- d. Develop positive and effective relationships with physicians, staff, and peers

4. Manual Dexterity and Motor Skills:

- a. Demonstrate ability to perform surgical scrub using standard equipment
- b. Gown, glove, and mask appropriately
- c. Perform surgical procedures employing sterile technique
- d. Identify and pass instruments, supplies, and suture/needle combinations in rooms dimly lit or very bright
- e. Attach and manipulate power equipment and endoscopic cameras

5. Physical Strength

- a. Assist with transferring anesthetized patients
- b. Lift, move, and carry instrument trays weighing up to 17 - 21 pounds
- c. Stand, sometimes with little movement, for four - five hours

6. Observation and Sensory Skills

- a. React/respond to signals, alarms, and other displays indicating immediate patient need
- b. Judge obstacles encountered during movement around sterile area, i.e. cords on floor, low ceiling lights.
- c. Immediately identify and respond to breaks in aseptic technique by anyone in the sterile area

Completion Requirements

1. All requirements listed here for a certificate in Surgical Technology.
2. All required SGT courses, and BIO 111, BIO 171 and BIO 172 completed with a grade of C or higher, with the exception of SGT 103L, SGT 105, and SGT 115, which require a B.
 - a. SGT courses may be repeated only once if failing grades are earned
 - b. Only two registrations allowed for completion of BIO 171 or BIO 172
 - c. BIO 171 and 172 must have been completed within seven years of admission into the program
3. Successful completion of clinical assignments; demonstration of safe, proficient entry-level skills; professional judgment and integrity.
4. Completion of the National Surgical Technologist (CST) examination prior to exiting the program.

First Semester	Credits
BIO 171 Anatomy and Physiology I	4
BIO 111 Microbiology for Surgical Technology	1
ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
SGT 101 Introduction to Surgical Technology	3
SGT 102 Surgical Pharmacology	1
SGT 103 Principles of Surgical Technology	3
SGT 103L Principals of Surgical Technology Lab	2
Total Credits:	17

Second Semester

BIO 172 Anatomy and Physiology II	4
SGT 111 Surgical Procedures	5
SGT 105 Clinical Practice I	5
Total Credits:	14

Summer Session

SGT 115 Clinical Practice II	6
Total Program Credits:	37

Telecommunications Technology-Verizon A.A.S.

OFFICE: WHITNEY APPLIED TECHNOLOGY CENTER, ROOM 131
PHONE: (315) 498-2451
EMAIL: OCCINFO@SUNYOCC.EDU

This is a technology oriented program of study that has been designed in cooperation with Verizon Corporation, the Communications Workers of America and the International Brotherhood of Electrical Workers. This program is offered at several community colleges throughout New York state and gives qualified workers an opportunity to earn an A.A.S. degree in Telecommunications while continuing work. The employees who qualify for this option are scheduled and sequenced to complete the program over a four-year period while attending classes one day per week.

First Semester	Credits
MAT 106 Mathematical Applications I	4
CMT 110 Computer Applications for Technologist	3
Total Credits:	7

Second Semester

ENG 103 Freshman Composition and Literature I (ENG 099, a non-credit course, may be required.)	3
ELT 131 Electric Circuits for Telecommunications	4
Total Credits:	7

Third Semester

MAT 107 Mathematical Applications II	4
ELT 153 Electronics I for Telecommunications	4
Total Credits:	8

Fourth Semester	Credits
PHY 101 Technical Physics I	4
ELT 257 Electronics II for Telecom	4
Total Credits:	8

Fifth Semester

CMT 161 Digital Electronics I for Telecommunications	4
TEL 241 Telecommunications I - Voice Communications	4
Total Credits:	8

Sixth Semester

CMT 180 Computer Systems for Telecommunications	4
TEL 242 Telecommunications II - Data Communications	4
Total Credits:	8

Seventh Semester

ENG 104 Freshman Composition and Literature II	3
TEL 243 Telecommunications III - LANs	4
Total Credits:	7

Eighth Semester

LBR 255 Labor History	3
TEL 244 Telecommunications IV - Advanced Topics	4
Total Credits:	7
Total Program Credits:	60

Web Technology (Certificate)

OFFICE: WHITNEY APPLIED TECHNOLOGY CENTER, ROOM 230
PHONE: (315) 498-2425
EMAIL: OCCINFO@SUNYOCC.EDU

The growth of the Internet and Web-based technology offers many career opportunities. This certificate is intended for students with previous college and/or work experience wanting to retrain in a credit-course environment. The courses will prepare the students to create and maintain Web pages, and manage Web servers. Electives offer the opportunity to enhance skills in the areas of marketing, communication, graphic design, Web programming, server management and others. Courses may be offered in an accelerated or distance-learning mode when demand is sufficient.

First Semester	Credits
CSC 110 Program Design and Development	4
CIS 130 Foundations of the Internet ¹	4
<i>Choose One:</i>	
ENG/JRN 121 Introduction to Journalism ²	
ENG 259 Technical Writing	
BUS 212 Business Correspondence	
ENG 211 Intermediate Composition	3
Curriculum electives	6
Total Credits:	17

Second Semester	
CIS 230 Web Site Design	4
CSC 250 Client-Server Operating Systems	3
CSC 264 Java Programming	4
ART 142 Intro to Computer Graph	3
CIS 231 Web Server Management	4
Total Credits:	18
Total Program Credits:	35

Recommended Curriculum Electives ³ :	
CIS 106 Intro to Digital Media	3
CIS 125 Prin Info Sys II	4
CIS 255 Data Base Design and Development	3
CIS 271 Internetworking I	4
ART 244 Visual Design	3

Notes:

1. With Permission of Instructor, students with prior Unix experience may substitute a Curriculum elective.
2. May need to take ENG 099, ENG 103, and ENG 104 if no previous college experience.
3. Other electives are available; please meet with your advisor.

Minors

A minor is defined as

12 or more hours of elective course

work in a specialized field.

It is not a major for which, in itself,

a degree can be earned.

*Students may matriculate in one of
several degree programs of study and
may “minor” in one of the following.*

In This Section

AFRICAN-AMERICAN STUDIES

ALCOHOL AND SUBSTANCE ABUSE COUNSELING

CINEMA

COMMUNICATION

COMPUTER SCIENCE

DELINQUENCY STUDIES

ETHNIC DIVERSITY STUDIES

FOREIGN LANGUAGE

HONORS

HUMAN SERVICES

INFORMATION TECHNOLOGY

INTERNATIONAL STUDIES

INTERNET AND WEB DESIGN

JOURNALISM

MATHEMATICS

MUSIC

NATIVE AMERICAN STUDIES

WOMEN'S STUDIES

Minor

Minors are available to all matriculated students, regardless of major course of study. If you have an interest in one of the specialized areas noted, consult your advisor on how to set up your class schedule to complete the required course work. Minors in any of these areas are not open to students who are majoring in that same area; these are designed to allow you to study another area of interest.

MINOR: African American Studies

This minor is intended for students who want to gain a fuller understanding of African American life, culture and history. It is also intended for those students who plan to develop their interest in African American life, culture and history beyond Onondaga. This minor consists of 12 credit hours chosen from the following six courses:

ENG 225 Black American Literature I

ENG 226 Black American Literature II

SOC 211 Race and Ethnicity

HIS 223 African-American History to 1877

HIS 224 African-American History from 1890 to the Present

HIS 226 History of the Civil Rights Movement: 1940 to the Present

MINOR: Alcohol and Substance Abuse

These electives are designed to provide an understanding of the bio-psychosocial factors relevant for providing counseling to alcohol and substance abuse clients. Theories regarding etiology and the treatment and relapse process, and development of skills needed to provide individual and group counseling for addicted populations are included in the courses in this minor. This minor is not open to HUM majors.

Group I (Required Courses – 6 credit hours)

HUM 150 Human Services Theory, Skills and Resources

HUM 159 Chemical Dependencies

Group II (Electives – 6 credit hours)

HUM 226 Group Skills for Alcohol and Substance Abuse Counseling

HUM 227 Issues in Alcohol and Substance Abuse Treatment Programs

HUM 228 Teen Alcohol and Substance Abuse

HUM 229 Alcohol/Addictions and Family Systems

HUM 268 Social Work in Alcohol and Substance Abuse

MINOR: Cinema

If you have a serious interest in motion pictures, and if you are considering a film-related career (cinematography, film critic, film teacher), then you should consider the Cinema minor. The primary requirement is the completion of 12 credit hours of film-related courses. This minor may be part of your studies in several Onondaga curricula including Humanities and Electronic Media Communications.

Cinema courses are found in a variety of disciplines. They may be listed as English courses, social science/history courses or given a cinema designation. Since all curricula which allow a Cinema minor require English and social science courses, these credits may fulfill both requirements. All Cinema students are required to take at least one CIN course, in addition to whatever English and history cinema-related courses are completed. CIN courses deal with specific topics (animated films, comedy films, etc.), whereas the English and history courses are primarily of a broader nature.

All of the courses—whether they are officially listed as English, history, or cinema—deal with the history and appreciation of film, and are designed to give you a historical perspective on motion pictures while also stimulating an aesthetic appreciation of film and an ability to view film critically and analytically. Filmmaking is NOT taught in any of these courses; if you are interested in learning the basics of production, you are advised to enroll in the Electronic Media Communications program and take cinema courses as well. This will give you a more suitable background in both production and appreciation. On the other hand, if your primary interest is in the artistic aspects of film as it relates to society and the arts, you are advised to enter the Humanities program and take an assortment of cinema courses.

MINOR: Communication

If you want to enhance your success academically, personally and professionally, communication skills are essential. This minor in Communication, which nicely complements any major course of study at Onondaga, can supply you with those oral presentation and interpersonal skills that serve as a springboard to effective personal and professional interactions.

Skill areas of public speaking, listening, conflict resolution, managing interpersonal relationships and research are emphasized in the 6-credit core courses. Enhanced understanding of small group dynamics, the effective use of reasoning or debate, understanding public relations, effective use of the voice, and gender interactions are covered in the electives.

Education, sales, communication training, management, public relations, human resources, entertainment, speechwriting and politics are just some of the avenues students with the Communication minor can explore through either a career or transfer track.

Suggested Course Sequence

Group I Required Core - 6 credit hours

COM 101 Interpersonal Communication
COM 102 Public Speaking

Group II Electives - 6 credit hours from:

COM 104 Persuasion in Everyday Life
COM 111 Social and Professional Etiquette
COM 113 Communication for the Health Professional
COM 202 Rhetorical Criticism
COM 203 Communication and Gender
COM 204 Advocacy and Opposition
COM 205 Teamwork and Small Group
COM 206 Voice and Articulation
COM 207 Communication @ Work
COM 209 Communication and Conflict Management
COM 290 Communications Seminar
BUS 212 Business Correspondence
BUS 292 Disney Practicum
(Only 3 of the 9 credits may apply toward this minor)

MINOR: Computer Science

The Computer Science minor, like the Computer Science degree, emphasizes computer function and the use of the computer in solving mathematical and scientific problems. If your goal is to develop skills to supplement your primary academic interest, this minor will meet your expectations. You may transfer to some four-year computer science programs with the Computer Science minor -- consult with a College transfer advisor. To be accepted into the Computer Science minor, you should have at least three years of high school mathematics. Please note that precalculus with trigonometry (MAT 143) is necessary for the required computer science courses, and for all CSC courses numbered 211 and higher.

Suggested Course Sequence	Credits
First Semester	
MAT 143 Precalculus with Trigonometry*	4
Second Semester	
CSC 111 Fundamentals of Computing I	4
Third Semester	
CSC 112 Fundamentals of Computing II	4
Fourth Semester	
One 3- or 4-credit-hour elective in Computer Science to be selected from: CSC 162, CSC 211 (recommended), CSC 212, or any CSC course numbered 261 or higher.	3-4

* Students proficient in MAT 143 may have MAT 143 waived, and may take each CSC course one semester earlier than noted.

MINOR: Delinquency Studies

Many Criminal Justice students elect to take courses dealing with the problems of delinquency in contemporary society. A minor in delinquency studies enhances knowledge of delinquent behavior and is useful when seeking employment in an agency that works with children in trouble with the law. As a Delinquency Studies student, you might elect to do an internship at the Onondaga County Detention facility at Hillbrook working with troubled adolescents. At least 70% of all counselors at Hillbrook have studied at Onondaga. This minor is also open to non-Criminal Justice majors.

The Delinquency Studies minor may be applied to both the A.S. and A.A.S. degrees. To earn the 12 credits needed for this minor, you will choose four out of the following five courses:

CRJ 106 Juvenile Delinquency
CRJ 206 Juvenile Justice
CRJ 207 Sexual Trafficking of Children
CRJ 208 Managing Delinquent Behavior
CRJ 252* Internship at Detention Home

* Permission of Instructor

MINOR: Ethnic Diversity Studies

The Ethnic Diversity Studies minor is interdisciplinary in scope and content and seeks to enhance students' understanding of the culture, life, historical struggles, and contributions of racial/ethnic groups in the United States. Students who opt for the minor will complete 12 credit hours of course work with courses selected from four major groups as follows:

GROUP I - Select one - 3-credit course

SOC 211 Race and Ethnicity
ENG 250 Voices of Diversity

GROUP II - Select one - 3-credit course on African Americans

HIS 223 African American History to 1877
HIS 224 African American History 1890 to Present
HIS 226 History of Civil Rights Movement: 1940 to the Present
ENG 225 Black American Literature I
ENG 226 Black American Literature II

GROUP III - Select one - 3-credit course on Native Americans

HIS 207 History of the North American Indian
HIS 208 History of the Iroquois
POS 215 Politics of Native American - U.S. Relations

GROUP IV - Select one - 3-credit course

ANT 151 Introduction to Cultural Anthropology
ENG 239 American Folklore
CRJ 108 Police Community Relations
LCC 240 Spanish Civilization (in English)
LCC 245 Latin-American Civilization (in English)

MINOR: Foreign Languages

The Minor in Foreign Languages is intended for those students whose interest in the study of foreign languages and cultures exceeds the requirements of their program. It is open to all students.

Students who wish to pursue this minor must complete the following requirements:

Group I (Required Courses – 6 credit hours)

Students must be able to demonstrate a minimum proficiency in two foreign languages taught at Onondaga as follows:

Intermediate II level in a foreign language

Elementary II level in an additional foreign language

At least 6 credits must be taken at Onondaga.

Group II (Required Courses – 3 credit hours)

Required courses other than language:

Any LCC (Literatures, Cultures and Civilizations) course.

Group III (Electives – 3 credit hours)

Choose one additional (3 credit) course from the following list:

Any additional LCC (Literatures, Cultures and Civilizations) course

COM 201 - Intercultural Communication

EDU/HUM 230 - Human Services with Diverse Populations

GEG 101 – Introduction to Geography

GEG 203 – Economic Geography

HIS 101 – World History I

HIS 102 - World History II

POS 201 - Comparative Politics

Any other course needs the approval of the Modern Languages Department.

MINOR: Honors

If you are a highly motivated student with an excellent academic record who likes to be challenged, and if you are interested in transferring to a highly competitive institution, the Honors minor may be for you.

The Honors minor provides students in all curricula the opportunity to blend honors coursework with individual degree requirements. It requires a minimum of 13 credits of honors work, with no grade below a B in those courses, and an overall GPA of 3.5. The 13 credits are not in addition to your degree requirements, but are honors courses and contract options associated with required or elective courses. Upon completion of the 13 credits, an Honors minor will be designated on your transcript.

You may participate in Honors even if you do not plan to complete the minor. You may take honors courses or arrange honors contracts to obtain an Honors designation on your transcript for individual courses.

There are two ways you can enter the Honors minor: as an entering freshman you must have a 90 average, as determined by your high school transcript; a minimum combined SAT score of 1100 or equivalent ACT score of 23; and three letters of recommendation. Alternatively, you may apply as a transfer student or current Onondaga student on the basis of at least 15 college credits, with a GPA of 3.5 and no grades below B, plus three letters of recommendation. If your most recent college experience includes at least 15 credits at Onondaga within the past two years, you may request that only your Onondaga Community College record be taken into account. For all applicants, at least two of your letters of recommendation must be from teachers familiar with your academic abilities.

Except for LIB-100, there are no restrictions on sequence, but you are advised to distribute your 13 Honors credits throughout your semesters at Onondaga.

A. LIB 100 (1 credit) Students will be advised to take this course as early as possible. If a student has already taken LIB 100 prior to admission to the Honors minor, the instructor of LIB 100 will either:

1. waive the requirement, or
2. set up a substitute research activity to be conducted in cooperation with the instructor of another course.

B. At least 3 of the Honors credits must be in an Honors course, an Honors section or an Honors Special Topics course.

C. The remaining 9 Honors credits may be selected from any suitable combination of Honors enrichment contracts, Honors sections, and Honors courses.

Honors courses are notated in the Schedule of Classes.

If you want to participate in the Honors minor, take individual Honors courses or arrange enrichment contracts, you need to apply and be accepted into Honors. To apply: contact the Honors Office, Coulter Library, Room 212, (315) 498-2638. Application and recommendation forms may be downloaded from the College Web site at sunyocc.edu; on the home page select academics, then select Honors Program.

MINOR: Human Services

The Human Services minor offers you an introduction to the helping and teaching professions. It will provide you with interpersonal and professional interviewing and counseling skills to assist you in your professional work and interpersonal relationships.

The twelve-credit minor is open to all matriculated students. The courses may be used as general electives by students in Humanities and in other curriculum areas. By working with your advisor and with Human Services faculty, you may design this minor to meet your specific interests and needs.

MINOR: Information Technology

The study of information is an interdisciplinary venture. This minor is designed for students who do not wish to become computer scientists, but realize their chosen field requires the regular use of information processing and basic computing skills and is thus intended for any student who wishes to enhance their technical computer skills, as well as their ability to critique and evaluate information. A core of technical computer courses is complimented by a set of electives that draw from the strengths of other disciplines in the area of critical thinking, digital information and emerging technologies.

The minor is ideal for any student who wishes to utilize technology and information in their given profession or further studies.

Courses	Credits
CIS Core*	3
CIS Core*	3
Elective**	3
Elective**	3

*The following are acceptable sequences, depending on the outcome of a CIS Placement Exam:

CIS 100/CIS 120, CIS 102/ CIS 106, CIS 102/ CIS 120, CIS 106/ CIS 120

**Choose from: EMC 101, EMC 195, LIB 105, SOC 183, ENG/JRN 227. EMC 195 is highly recommended as an elective for those students who choose to take CIS 106 as a core. Other courses could be included with approval of the Computer Studies department.

MINOR: International Studies

The International Studies minor prepares you to live and work in an increasingly dynamic and diverse global community in the 21st Century. The minor will enable you to deepen your cross-cultural perspectives, and will provide you with relevant tools you will need to analyze global/international issues. You will earn transferable credits to help you pursue your interests in international studies in a four-year institution and beyond. Upon graduation, a minor or a degree in International Studies will increase your chances of finding employment with international organizations in the U.S. and abroad. In other words, the possibilities are endless. So, go ahead and combine this value-added experience to your academic major at Onondaga.

Requirements:

Complete 12 credit hours of coursework in one of the three options as outlined below AND foreign language proficiency. These courses are not offered every semester, so please plan carefully after consulting with an academic advisor as well as the Social Science and Modern Language departments, respectively.

OPTION 1: International Relations

2 required courses (6 credits)

ANT 152 Intro. to Cultural Anthropology
SOC 214/POS 214 Contemp. Global Issues

2 elective courses (6 credits)

ECO 207 International Economics
GEG 203 World Economic Geography
LBR 240 International. Labor Relations
POS 201 Comparative Government
SOC 213 International Problems of Development

*1-6 credits of pre-approved study abroad and service-learning courses in any country.

OPTION 2: European Studies

2 required courses (6 credits)

SOC 214/POS 214 Contemp. Global Issues
HIS 152 Western Culture

2 elective courses (6 credits)

ARH 230 History of Western Architecture I
ARH 231 History of Western Architecture II
ART 105 History of Art I
ART 106 History of Art II
HIS 103 History of Western Civilization I
HIS 104 History of Western Civilization II
HIS 211 Russian History I
HIS 212 Russian History II
LCC 220 French Literature and Civilization I
LCC 221 French Literature and Civilization II
LCC 231 Italian Literature and Civilization
in English II

*1-6 credits of pre-approved study abroad and service-learning courses in Europe.

OPTION 3: Latin American Studies

2 required courses (6 credits)

SOC 214/POS 214 Contemp. Global Issues
LCC 245 Latin American Civilization

2 elective courses (6 credits)

LCC 240 Spanish Civilization
LCC 260 Latinos in the U.S. (in English)

* 1-6 credits of pre-approved study abroad and service—learning courses in Latin America, Spain or Portugal.

* Subject to approval by the Social Science and Modern Language departments.

Foreign Language Proficiency Requirements for the International Studies Minor:

A “foreign” language refers to a language other than English that is officially spoken in a country or countries other than the United States.

Foreign language proficiency shall be established as follows:

- Intermediate-level II proficiency in a foreign language, demonstrated by the successful completion of a 202, 203 or higher.
- Elementary-level proficiency in two foreign languages, demonstrated by the successful completion of two 102 courses.

c. Native proficiency in a foreign language, demonstrated by the possession of a diploma from a high school of which the official language is not English.

d. The equivalent of a, b, or c above, as determined by the Modern Language department.

Specific Language Requirements for each Option

International Relations: Language proficiency may be demonstrated in any foreign language(s).

European Studies: Language proficiency must be demonstrated in the official language(s) of any European country (except English).

Latin American Studies: Language proficiency must be demonstrated in Spanish or Portuguese.

For further information, please contact:

Modern Languages department:

Professor Lucille Pallotta, Mawhinney Hall, Room 308D, (315) 498-2312.

Professor Engracia Schuster, Mawhinney Hall, Room 308B, (315) 498-2297.

Social Science department:

Professor Nina Tamrowski, Mawhinney Hall, Room 370, (315) 498-2022.

MINOR: Internet and Web Design*

No matter what curriculum you may choose for your Onondaga degree, the Internet and Web Design minor will provide you with the skills necessary to learn how to find information on the Internet, and how to design, implement and maintain hypertext and multimedia on a World Wide Web server. Not available to CIS majors.

Courses:

CIS 100 Principles of Information Systems	3
CIS 130 Introduction to the Internet	3
CIS 230 Management of Web Pages and Servers	3
Elective	3

Choose from CIS 120, CMT 231, ENG/JRN 121, or MUS 190. Others with CIS advisor approval.

*NOTE: Students interested in this minor may also be interested in the WEB TECHNOLOGY CERTIFICATE Program.

MINOR: Journalism

If your interests lie in journalism or other related fields such as advertising, broadcasting or public relations, and if you intend to transfer to a four-year college, this minor will be of interest to you. Students with a minor in Journalism have transferred to the Newhouse School at Syracuse University, the journalism program of the SUNY College at Buffalo, and other institutions both within the SUNY system and throughout the Northeast. Many are currently working as professional journalists.

Your Onondaga degree with a minor in Journalism will allow transfer either to a four-year college with a journalism curriculum, or to a liberal arts or other non-journalism four-year program. Do not assume, however, that a two-year degree with this minor prepares you to work professionally in journalism or a related field.

Journalism Course Requirements

You will take twelve credits of required and elective courses as part of the standard requirements of the Art, Business, Humanities, Math-Science, Electronic Media Communications, or other regular College programs.

All students enrolled in the minor are required to take ENG/JRN 121 (Introduction to the Media, 3 credits) and ENG/JRN 251 (Writing for the Media, 3 credits).

Students should take ENG/JRN 121 the second semester of their first year and ENG/JRN 251 the second semester of their second year. ENG/JRN 251 is only offered during second semesters. ENG/JRN 121 is a prerequisite.

In addition students must take six credits from the electives listed below:

ART 203 Typography and Layout	4
ART 204 Intermediate Computer Graphics	4
ART 240 Advanced Graphic Design	3
ART 142 Introduction to Computer Graphics	3
ART/PHO 290 History of Photography	3
CIS 100 Principles of Information Systems	3
CRJ 217 Crime and the Media	3
ENG/JRN 123 Newspaper Production	1
ENG/JRN252 Popular and Feature Writing	3
JRN 255 Writing for Electronic Media	3
JRN 253 Newspaper Editing Laboratory	2
LIB 100 Art of Inquiry	1
PHO 100 Black and White Photography II	3
PHO 150 Advanced Photography	3
EMC 101 Introduction to Electronic Media	3
EMC 251 Sportscasting I	3
or	
EMC 252 Sportscasting II	3

Additionally, it is recommended that students take:

BUS 100 Keyboarding for Information Processing	1
or	
BUS 153 Elementary Keyboarding	2

Students who become staff members of *Overview*, the College's student newspaper, may take ENG/JRN 123 and JRN 253 as elective courses for the minor. The two courses are integrated with the activities of *Overview*.

MINOR: Mathematics

The minor in Mathematics is intended for those students whose interest in higher-level mathematics exceeds the requirements of their program. It is open to all non-MTS, non-ENS students. Students who wish to pursue this minor will take a minimum of 12 credits of Mathematics courses numbered above MAT 143. Some possible course combinations include, but are not limited to:

The mini-major:	MAT 161, 162, 263
The intro sampler:	MAT 151, 161, 241, 251
The stat-calc combo:	MAT 151, 152, 161, 162
The discrete sampler:	MAT 151, 152, 241, 251

MINOR: Music

The Music minor is designed for non-music majors who want to continue their study in music in a more formal and cohesive manner on a college level. Its aims and goals are designed to increase the students' individual skills levels and to broaden their knowledge and experience. Auditions are required for all applied music courses.

Music Theory -

6 credits, choose 2 courses from MUS 160, 161, 101T, 102T

Music History -

3 credits, choose 1 course from MUS 103, 104, 105, 106

Applied Music -

4 credits, choose 2 courses by Music department advisement from MUS 107 - 110 sequence or MUS 111 sequence

Performing Ensembles

1 credit, 2 courses by Music department advisement from the Performing Organizations sequence (MUS 151, 152, 251, 252)

MINOR: Native American Studies

The minor in Native American Studies enables the College to better serve its Native American students as well as the surrounding Native American community, and also to enlighten the whole student body as to the antiquity, diversity and richness of Native American cultures in the Americas.

The Native American Studies minor is interdisciplinary in nature, with courses and faculty coming from several departments, thereby providing a rich and diverse program for students and faculty. All the courses deal with the Native American experience, and are taught with a sensitivity to Native American perspective.

To qualify for the minor in Native American Studies, you must declare the minor, and complete a minimum of twelve hours in Native American Studies as part of your regular Humanities sequence. The twelve hours must be chosen from the menu below:

Group I: (Required Core Course)

HIS 207 History of North American Indian

Group II : (Elective Courses)

ART 292 Art of the Haudenosaunee
HIS 208 History of the Iroquois
HIS 292 Collision of Cultures
POS 215 Politics of Native American U.S. Relations

Note: This menu of courses will be expanded over time. The Native American Studies Committee will review and recommend any future course additions to the minor.

MINOR: Women's Studies

The Women's Studies minor is designed to meet the needs of students interested in analyzing the influences of gender on human experience including politics, medicine, psychology, history and social institutions. Students are able to devise an individualized program with core courses that focus on an examination of women's voices from historical and literary narratives.

Women's Studies courses are open to all students in the college, regardless of their curriculum. Many of these courses, drawn from a variety of departments, may be used to fulfill Liberal Arts requirements in all curricula. An important component of each course is the serious contemplation of issues affecting women. Such issues include the intellectual, creative, social and political experiences of women; the nature, historical development and consequences of sexism in American culture; the evolution of gender role expectations; and definitions of women's "nature" in the social sciences and literature.

Students enroll in Humanities and Social Sciences may qualify for the associate of arts degree with a Women's Studies minor by completing a minimum of 12 credit hours in Women's Studies as part of the regular Humanities sequence. Students enrolled in a curriculum other than Humanities may also meet the requirements of the Women's Studies minor while meeting the requirements of their own curriculum.

Courses applicable to the Women's Studies Minor

Group I

(Required Core Courses—6 credit hours)

ENG 230 Women's Literature
HIS 209 History of American Women

Group II (Electives—3-6 credit hours)

CRJ 107 Women and Crime
HIS 210 History of Women and Medicine in America
HIS 230 Families in American History
POS 230 Women and Politics
PSY 212 Psychology of Women
SOC 203 Sociology of Gender Roles
COM 203 Gender and Communication

NOTE: Students who do not complete 12 credit hours from the above groups may elect a maximum of 3 credit hours from a variety of additional courses upon consultation with the Women's Studies coordinator at (315)498-2673.

Students are encouraged to enroll in LIB 100, Art of Inquiry.

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Anthropology

FOR MORE INFORMATION, CONTACT THE SOCIAL SCIENCES DEPARTMENT IN MAWHINNEY HALL, ROOM M380, (315) 498-230

ANT 151 Introduction to Physical Anthropology

(3) This course is a general introduction to the field of physical anthropology, with an emphasis on the causes and evolution of human biological similarities and differences. The course introduces the main perspectives and methods of physical anthropology, paleoanthropology, and primatology in order to help students trace and explain human evolution from the first primates and hominids to the development of bipedalism and the emergence of anatomically modern humans (*Homo sapiens*).

ANT 152 Introduction to Cultural Anthropology

(3) This course provides students with an introduction to the cultural and social systems that humans have devised over time and space, using a comparative anthropological perspective. The course will also focus on using the methods, theories, and concepts of cultural anthropology to understand and explain the cultural diversity seen around the world.

ANT 154 World Archaeology (3)

This introductory course discusses the basic philosophy and methods of archaeology, and provides an introductory survey of archaeological excavations and discoveries in the Near East, Africa, Asia, Europe, and the Americas, with an emphasis on understanding how societies changed and developed during the unwritten periods of human history. Beginning with the evolution of the first human ancestors nearly seven million years ago, topics will include the evolution of the earliest human societies, the development of lifeways based on domesticated plants and animals, and the emergence of complex societies. Along the way, students will also have a chance to use archaeological methods to make sense of material remains in their own society.

ANT 155 Language and Culture (3)

This is an introductory course in anthropological linguistics and charts how human languages are formed, evolve, and disappear. The main topics will include the nature of human language as distinct from other communication systems; how we organize sound to make a language, i.e. how we identify sound patterns (phonology), create words (morphology), group words into sentences (syntax), and attribute meaning to these sounds (semantics and semiotics); the relationships between language, culture, and human thought; changes in language use in different socio-cultural contexts; and the historical development of languages and writing systems.

ANT 201 Anthropology of Marriage and the Family (3)

This course examines marriage, kinship, and family systems in various cultures from around the world using a comparative anthropological approach. Students will gain an understanding of the cultural logics underlying diverse marriage customs, descent patterns, notions of relatedness, and forms of family life found in different parts of the world and within present-day American society.

Architectural Technology

FOR MORE INFORMATION, CONTACT THE ARCHITECTURE + INTERIOR DESIGN DEPARTMENT IN THE WHITNEY APPLIED TECHNOLOGY CENTER, ROOM W352, (315) 498-2687

ARH 101 Design and the Built Environment (2)

This course is an introduction to visual literacy and design, the architecture and interior professions and the built environment. It is offered as an exploration of the built environment and is an open elective. Topics to be discussed will include visual literacy, design process and principles, technology in design and the environment, professional practice and career options. It is part of the three-course foundation sequence required for all Architecture and Interior Design students and must be completed prior to enrollment in any additional courses in these curricula. Co-requisites: ARH/IND 150 and 170.

ARH 111 Design Studio 2 (4)

This is the first of three design studio courses. Students begin to explore elements of design and their relationships in three dimensions. Design concepts and processes are discussed in detail. Architectural and interior design concepts of space, organizations, circulation, scale, structure, volume, massing, fenestration and materials are analyzed and discussed. This class meets 6 hours per week. Prerequisites: ARH/IND 101, 150, and 170; co-requisites: ARH/IND 120 and 140, or Permission of Instructor.

ARH 120 Drafting Studio 1: Wood Frame (3)

This course will develop basic architectural drafting skills (digital and manual). The student will demonstrate an understanding of these skills through the development of a set of architectural drawings for a wood frame house or similar structure. This class meets 4 hours per week. Prerequisites: ARH/IND 101, 150, and 170.

ARH 121 Drafting Studio 2: Masonry (3)

Students apply and improve drafting skills by developing architectural working drawings for a small commercial building. Drawing documents include symbol conventions, plans, sections, elevations and details with the emphasis on masonry bearing wall construction. Prerequisite: ARH/IND 120; co-requisites: ARH 142 and 143, or Permission of Instructor.

ARH 140 Wood Frame Construction (3)

This is a lecture course covering the materials and methods of contemporary residential construction. The characteristics, properties, performance and application of exterior and interior materials and systems used in wood frame construction will be discussed.

ARH 142 Commercial Construction I (2)

The first course in a two-course sequence covering the materials and methods of contemporary commercial construction. This course focuses on site-work, foundations, concrete framing systems, and masonry wall systems made of concrete, clay, and stone. Prerequisite: ARH/IND 140.

ARH 143 Commercial Construction II (2) The second course in a two course sequence covering the materials and methods of contemporary commercial construction. This course focuses on steel framing systems, moisture and thermal protection, glass and windows, cladding and curtainwalls, doors and hardware. Prerequisite: ARH/IND 140.

ARH 144 Introduction to Sustainable Construction (3) This course is an introduction to the theory and principles of innovative sustainable construction with a focus on residential construction. The course takes an integrated design and ecological systems approach to high performance green building. Students learn how to reduce the ecological impact of the built environment using cutting-edge best practices. Topics include climate change, green building principles, performance standards and measurements, and rating systems including LEED(R) for Homes. Cost, life cycle assessment, energy efficiency, renewable energy and solar elements, and valuing "natural capital" will be discussed. Prerequisite: ARH 140 or demonstration of a fundamental knowledge of residential construction or Permission of Department.

ARH 150 Graphic Communications Studio 1 (4) This foundation studio in graphic communications will be used to explore design principles. Freehand and digital techniques will be introduced that help the student appreciate forms, texture, and composition. Instruction will be given in pencil techniques, perspective principles, and the use of digital tools. This course will develop the required graphic skills to prepare architecture and interior design students for the next three semesters of course work. This class meets 6 hours per week. Co-requisites: ARH/IND 101 and 170.

ARH 170 Technology: Design and Production (3) This course will develop the technology skills required for architecture and interior design students. The students will learn how to create, modify, communicate, collaborate, transmit and present solutions to problems using specific software applications including AutoCAD, SketchUp, ANGEL CMS, and PowerPoint. Co-requisites: ARH/IND 101 and 150.

ARH 215 Design Studio 3 (4) This is the third design studio for Architectural design. Students are expected to apply knowledge of design concepts and design process to "real-life" design problems. Programming, aesthetics of interior spaces, context, fenestration, materials, furniture, structure, and design development will be explored. Experimentation with space, form, light, and proportion will be stressed. Significant trends in interior and architectural design, as practiced by recent leading interior designers and architects, will be discussed. This class meets 6 hours per week. Prerequisite: ARH/IND 111 or Permission of Instructor; co-requisite: ARH/IND 256 or Permission of Instructor.

ARH 216 Design Studio 4 (4) This is the fourth design studio for Architectural design. This studio is a continuation of ARH 215 and will require in-depth analysis of design problems and higher expectations for design presentations. Students are expected to apply knowledge of design concepts and design process to "real-life" design problems. This class meets 6 hours per week. Prerequisites: ARH/IND 215 and 256, or Permission of Instructor.

ARH 222 Drafting Studio 3: Steel Frame (4) A concentrated continuation of ARH 121 with emphasis on the production of working drawings for steel and concrete frame multistory structures. Prerequisite: ARH 121.

ARH 223 Drafting Studio 4: Team Approach (4) A concentration on sophisticated detailing employing the team approach. A team of students will produce a coordinated set of working drawings. The course will include a survey of mechanical, electrical HVAC and structural drawings. Prerequisite: ARH 222.

ARH 230 History of Architecture and Interiors 1 (3) This is a survey course that traces developments in design, construction, materials and interiors from Prehistory to the dawn of the Renaissance. The comparative method is used to study the impact of economic, religious, political, sociological and technological developments on resultant building types, architectural forms, interior designs, furnishings and decorative arts.

ARH 231 History of Architecture and Interiors 2 (3) This is a survey course that traces developments in design, construction, materials and interiors from the dawn of the Renaissance to the present day. The comparative method is used to study the impact of economic, religious, political, sociological and technological developments on resultant building types, architectural forms, interior designs, furnishings and decorative arts.

ARH 241 Mechanical and Electrical Systems: An Introduction (3) Introductory survey of mechanical and electrical systems for buildings. Topics will include heating, ventilating, air conditioning (HVAC), plumbing, fire protection, electrical power, and lighting systems for residential and commercial buildings. Auxiliary electrical systems such as security, public address, fire detection and alarm systems will be briefly discussed. Coordination of these systems with existing architectural plans will be emphasized. Instruction will involve case studies of pre-designed buildings. The primary method of learning and evaluation will be through student prepared drawings. Prerequisite: ARH 121.

ARH 242 Environmental Control Systems I (3) Understanding of man's comfort requirements and the design and selection criteria for heating, ventilating, and air conditioning, as well as water supply and sanitation systems and acoustical treatments.

ARH 243 Environmental Control Systems II (3) Design and selection criteria for electrical systems, lighting, and vertical transportation. Passive solar principles will be considered. Prerequisite: ARH 242.

ARH 244 Residential Energy Performance (3) This course is a fundamental study of energy efficiency and building science with an emphasis on residential energy performance and analysis. Topics include basic energy principles; building thermal boundary; and the control of air, heat, and moisture. The interaction of building components with environmental factors is essential to the discussion. Efficiency strategies for lighting, appliances, heating, cooling, and water heating will be introduced. Strategies for dealing with home health, air quality, and combustion safety problems will be discussed. Fundamentals of building inspection and diagnosis will be covered, including the use of the blower-door, duct-blaster, manometer, infrared camera, smoke generator and other testing equipment. Students must be available for two four-hour field experiences, times and days to be determined. Prerequisite: ARH/IND 140 or equivalent wood frame construction experience as determined by the Architecture department.

ARH 245 Solar Design in the Built Environment (3) This course introduces the design and application of solar energy in building design and construction. The primary focus is on passive solar energy, daylighting and shading strategies. Discussion topics include the historical development of solar energy in buildings, designing with nature, energy conservation, heat theory and thermal comfort, solar processes, passive and active solar energy systems, thermal mass and storage, solariums, natural ventilation strategies and earth-sheltered buildings. Prerequisite: ARH/IND 140; co-requisites: ARH 142 and ARH 143.

ARH 250 Principles of Structures (3) Structure as it affects design. A study of the loading of structures and the resistance to those loads as they apply to wood frame and steel frame structures.

ARH 256 Graphic Communications III (3) An advanced course in perspective rendering. Students are expected to apply perspective drawing skills acquired in ARH 150 to generate color renderings of building interiors and exteriors. Students taking Architectural Design Studio II are encouraged to take this course concurrently and to use their design solutions as a base for required rendering projects in ARH 256. Prerequisite: ARH 150 or Permission of Department.

ARH 261 Office Practice (3) A detailed survey of important aspects of professional practice with emphasis on legal instruments, specifications, and cost estimating.

ARH 262 Building Codes (3) A detailed analysis of the New York State Building Code.

ARH 263 Green Building Rating Systems (2) This course acquaints the student with rating systems that seek to define and measure sustainable, high-performing green buildings. The course will focus on the U.S. Green Building Council's LEED(R) Green Building Rating System portfolio of rating products and the major LEED categories including sustainable sites, water efficiency, energy and atmosphere, materials and resources, indoor environmental quality, and innovative design. Students will learn about the integrated design approach and the LEED(R) process and credit intents, requirements, and strategies. Other significant rating systems will be discussed and comparisons will be made with the LEED system. Prerequisite: ARH/IND 140 or Permission of Department.

ARH 266 Independent Project (1-6)

ARH 270 Digital Portfolio for Architecture and Interior Design (1) A hands-on course to create a digital portfolio. Students will utilize digital cameras, scanners, image editing software, and CD recording software and hardware to produce a PowerPoint presentation on an autorun CD. Basic computer literacy is required. Prerequisite: ARH or IND major with 30 completed credits, or Permission of Instructor.

ARH 272 Architectural CAD II (3) An intermediate level course in Architectural CAD (Computer Aided Drafting) utilizing 2-1/2 and 3-D software (AutoCAD). Topics include intermediate drawing, editing, and system commands with direct hands on experience, file management and multi-pen plotting. Professional details and drawings will provide the basis for graphic problems and solutions. Prerequisites: ARH 170 and ARH 120 (grades of B or better or Permission of Department).

ARH 291 Internship in Architecture (1) This course is designed for students in their second year of architectural coursework, giving them an opportunity to obtain real-world experience in the design and construction industry. Internships and co-op job opportunities are available throughout the community; however, there is no guarantee of internship placement. The ultimate responsibility for obtaining a placement rests with the student. Assistance is provided by department faculty and Onondagas internship office. Internships may be paid or unpaid. A learning contract containing specific educational objectives that relate to both the work experience and academic studies is developed between the student and a faculty internship coordinator. Course requirements include a minimum of 60 hours of work, maintenance of a work journal, and a final paper. Open to ARH majors only. Prerequisites: Approval of department, minimum G.P.A. of 2.5, and sophomore standing.

Art

FOR MORE INFORMATION, CONTACT THE ART DEPARTMENT IN FERRANTE HALL, ROOM F162, (315) 498-2401.

ART 101 Drawing I (3) Drawing is a basic thinking and visualization tool to any art discipline. This foundation course goes to the core of drawing as making sensitive, well-understood and named marks. Its purpose is to lead the student into understanding the intuitive, the visual and the spoken vocabulary of drawing. Students will realize perceptual values as they relate to conceptual values. The content of the course will be developed through various in-class exercises, projects, and extensive homework assignments. Prerequisite: ART or PHO major, or Permission of Instructor.

ART 102 Drawing II (3) This course refines the basic skills learned in ART 101, Drawing I. Emphasis is placed upon technical proficiency and in-depth exploration of the basic elements of drawing and design. Subject matter will be expanded to include the nude model. Prerequisite: C or better in ART 101.

ART 103 Design I (3) A survey and application of the basic principles of 2-dimensional design and composition and an introduction to the design process and its use in visual problem solving. Students will also receive training in the use of drafting tools, measuring systems and methods of producing finished work. Prerequisite: ART majors only or Permission of Instructor.

ART 104 Design II (3) A continuation and advanced application of the basic 2-dimensional design concepts and processes begun in ART 103. An introduction to basic 3-dimensional concepts. The course includes a cursory examination of career paths in the field of design and important historical design movements. Prerequisite: C or better in ART 103.

ART 105 History of Art I (3) A survey of painting, sculpture, and architecture from prehistoric times through the early Renaissance, with a consideration of major societal issues and ideas which may have influenced the development of forms and techniques in the visual arts. Prerequisite: placement in ENG 103.

ART 106 History of Art II (3) A continuation of ART 105, from the high Renaissance to the present. Prerequisite: ENG 099 or successful completion of the English Competency Examination.

ART 109 Principles of Drawing (3) Introductory course for non-art majors. An exploratory course that analyzes the components of drawing (line, shape, form, value, transition, texture, tension, balance, composition, etc.) Subject matter varies and may include still-life, landscape, architectural and figurative elements.

ART 111 Life Drawing Studio (3) Life Drawing is an intensive study of basic drawing skills, in keeping with portfolio development for high

school students and others interested in advanced studies in the visual arts. The human figure is employed as subject, in the creation of expressive content. Summer sessions only.

ART 112 The Practice of Visual Aesthetics (3)

This is an introductory course for non-art majors exploring the common themes encountered in the visual arts. Students will explore content in the arts through analysis of a wide range of masterworks and apply these studies in creating original artwork. Class time will include lecture, demonstrations, and exploring new mediums for expression.

ART 114 History of Visual Culture (3) This one-semester course provides the understanding necessary for viewing art in an historical and aesthetic context. It is designed for non-majors. Students will also engage in exercises to develop writing and communications skills. A select set of artworks will establish the evolution and cross-cultural synthesis that is the basis of the history of art.

ART 123 Digital Design for the Non-Designer

(3) This course offers an introduction to the fundamental design concepts and software techniques used by graphic designers to produce printed communications. Students will achieve a proficiency in the software used for computer aided graphic design as well as in the process of organizing 2-dimensional space. This course may be used as an elective course for non-art majors only. No MAC experience necessary.

ART 142 Introduction to Computer Graphics

(3) An introduction to graphic design in a digital environment. The course examines industry standard software applications for page layout, illustration, and photo manipulation. Requirement for Graphic Design majors. Prerequisite: ART major and/or Permission of Instructor.

ART 152 Color and Concept Development

(3) This course is an introduction to the visual thought processes used in the development of creative concepts and ideas, as well as an introduction to color theory and the emotional and spatial behavior of color. Focus is on the conceptual, verbal and technical skills needed to effectively communicate visual ideas. Prerequisite: ART major or Permission of Instructor.

ART 201 Advanced Drawing and Painting I (3)

Advanced studio experience in drawing and the use of a variety of media. Emphasis is on improving technical skills, compositional sophistication and experimentation with new or multimedia techniques. Individual creativity is encouraged through exploration of a variety of subject possibilities. Prerequisite: ART 102 or Permission of Instructor.

ART 202 Advanced Drawing and Painting II (3)

Advanced studio experience in drawing and the use of a variety of media. A continuation of Art 201, with a greater emphasis on self-directed individual creative development. The students will be assigned a term project or series of related works

to be produced in consultation with the instructor. Further in-depth exploration and refinement of drawing technique and compositional ability will be stressed. Students will participate in group critiques with other students and guest faculty. Prerequisite: ART 201.

ART 203 Typography and Layout (3) Basic principles of typographic design and typesetting will be studied along with letterforms, their development and present trends. How to select fonts and create a hierarchy of projects will demonstrate how visual layout and typographic composition can be used to communicate ideas. Requirement for Graphic Design majors. Prerequisites: ART 142 and ART major, or Permission of Instructor.

ART 204 Intermediate Computer Graphics (3) An intermediate-level course for students to develop the skills needed to create and manipulate images. The creative process and industry standard software functions are used to develop and edit images to communicate ideas graphically. Requirement for Graphic Design majors. Prerequisite: ART 142.

ART 205 Figure Drawing I (3) An exploratory drawing course concerned with the human form including the nude model. Emphasis will include the techniques of drawing, use of mediums, and the awareness of anatomical correctness. Skeletal and muscular construction will also be introduced. Prerequisite: ART 101 and 102 or Permission of Instructor.

ART 206 Figure Drawing II (3) Continuation of Figure Drawing I, with further emphasis on anatomical studies. In addition, the syllabus will stress figure work in the area of design (figures in environments, in landscapes, and as part of graphic composition); and in anatomy, a more in-depth concern with spatial movements, volume, and structures. Prerequisite: ART 205.

ART 211 Introduction to Ceramic Sculpture (3) An introduction to 3-dimensional space, form, scale, surface and image as they relate to the specialty of ceramic sculpture. Related clay forming and firing techniques will be covered as well as historical and contemporary trends. Prerequisite: ART 219 or Permission of Instructor.

ART 212 Ceramics Sculpture II (3) An advanced ceramic sculpture course, drawing on the skills, techniques and understandings explored in ART 211. ART 212 will provide the student with the opportunity to produce a body of complex, related ceramic work. Prerequisite: ART 211 or Permission of Instructor.

ART 213 Painting I (3) A studio course concerned with the study of acrylic and/or oil painting medium and its applications to the various techniques of traditional and non-traditional painting. All techniques discussed and demonstrated will be applied to concentrated studio projects. Prerequisite: ART 101 and 102 or Permission of Instructor.

ART 214 Painting II (3) Advanced course work in painting with concentrated studio projects and problems involving lighting, spatial and environmental concepts. Students should develop technical understanding of the various components of painting, space, volume, and value, as well as various painting media such as oil, acrylic, watercolor, gouache, encaustic, and graphic design media. Prerequisite: ART 213 or Permission of Instructor.

ART 218 Art in Animation (3) This course is an introduction to the history of animation and will give students hands-on studio experience making a short animated presentation. Students will learn the artistic skills required for computer animation techniques using current animation software. Prerequisite: ART 142 or Permission of Instructor.

ART 219 Ceramics I (3) An introduction to handbuilding techniques; the exploration of clay as an expressive material through various forming and decorating methods.

ART 220 Ceramics II (3) A continuing exploration of handbuilding and decorating techniques, as well as an introduction to throwing on the potter's wheel. Prerequisite: ART 219 or Permission of Instructor.

ART 221 Modern Art and Its Backgrounds (3) A semester-long survey of the forms and techniques of late nineteenth and early twentieth century visual arts, with an examination of their relationships to one another, to past art, and to some of the major issues and ideas of their times.

ART 224 Design for Multimedia (3) This course focuses on the aesthetic and organizational skills required for designing interactive multimedia products. The course content includes the integration of the various elements of text, artwork, photographs, sound, and motion. Topics of discussion will include user interface design, interactivity, information mapping and intuitive navigation design. Prerequisite: ART 142 or Permission of Instructor.

ART 225 Watercolor (3) A studio course exploring traditional and non-traditional use of watercolor. Subject matter may include still-life, landscape, the nude figure. Prerequisite: ART majors or Permission of Instructor.

ART 226 Ceramic Processes I (3) An in-depth ceramics course with emphasis on exploring a variety of production techniques. Pottery processes covered include wheel throwing, slab and coil building, mold design, glaze and clay chemistry, primitive firing and reduction firing. Prerequisite: ART major or Permission of Instructor.

ART 227 Ceramic Processes II (3) Studio sequel to ART 226. Emphasis will shift to the production of a portfolio of related art work making use of previously acquired skills. Prerequisite: ART 226 or Permission of Instructor.

ART 240 Advanced Graphic Design (3) Practical and theoretical design concepts and their application to advanced communications problems and multi-piece campaigns will be studied. Projects will emphasize concept development and portfolio preparation. Required for Graphic Design majors. Prerequisite: ART-142 or POI; ART 203 & 204 recommended.

ART 244 Visual Design for the Web (3) Visual design for the web examines the unique opportunities and capabilities of digital electronic art. Emphasis will be placed on the organization and the communication of visual information needed for Web site design. Students will learn how to create and maximize visual assets for Web design. Prerequisite: ART 142 or Permission of Instructor.

ART 253 Italian Renaissance Art (3) This course will examine the painting, sculpture, and architecture produced in Italy from the early Renaissance to Mannerism. Students will focus on master works while paying particular attention to the cultural, political, and societal issues which may have affected the development of artistic forms and techniques of the period. Prerequisite: placement in ENG 103.

ART 290 History of Photography (3) A survey of the history of photography, with concentration on selected major figures in photography from the nineteenth and twentieth centuries. Class activities will include instructor presentations, student reports, field trips, guest presentations, and discussions based upon those activities and upon assigned reading in the history of photography.

ART 291 Art: Cooperative Education (1) Designed to provide work experience directly related to the student's area of study in art. Internships and co-op job opportunities are available throughout the community. Assistance is provided by department faculty; however, the ultimate responsibility for obtaining a placement rests with the student. A learning contract containing specific education objectives that relate to both the work experience and the field of study is developed between the student and a faculty co-op coordinator.

ART 292 Introduction to Haudenosaunee Art (3) Introduction to a variety of traditional Haudenosaunee arts and crafts by Native American artist/instructors. The course will be presented by from one to three instructors and will focus on selected traditional Native American media for example; sketching/painting, stone sculpture and metalwork. Students will create their own pieces, which will reflect their basic understanding of traditional Haudenosaunee tools, media and subject matter.

American Sign Language

FOR MORE INFORMATION, CONTACT THE MODERN LANGUAGES DEPARTMENT IN MAWHINNEY HALL, ROOM M308, (315) 498-2305

ASL 101 American Sign Language I (3) This learner-centered course is designed for students with little or no previous knowledge of American Sign Language. Students acquire basic grammatical and lexical skills that will enable them to communicate in routine social or professional situations within an authentic cultural context. Upon successful completion of ASL 101, students may enroll in ASL 102. This course also fulfills the Global Awareness requirement at Onondaga.

ASL 102 American Sign Language II (3) This course is a sequel to American Sign Language I. It builds upon the basic grammatical, linguistic, communicative and cultural concepts learned in ASL 101. Upon successful completion of ASL 102, students may enroll in ASL 201. This course also fulfills the Global Awareness requirement at Onondaga. Prerequisite: ASL 101, or two to three years of high school ASL, or Permission of Instructor.

ASL 201 American Sign Language III (3) This dynamic course draws upon previously acquired knowledge, while introducing students to more complex grammatical and lexical structures to further develop communicative proficiency and cultural knowledge. This course is conducted mostly in American Sign Language. Upon successful completion of ASL 201, students may enroll in ASL 202. This course also fulfills the Global Awareness requirement at Onondaga. Prerequisite: ASL 102, or three-four years of high school ASL, or Permission of Instructor.

ASL 202 American Sign Language IV (3) This course is a sequel to American Sign Language III. It expands upon complex grammatical and lexical structures. It is conducted entirely in American Sign Language and provides a solid foundation for advanced study. Upon completion of ASL 202, students may enroll in any intermediate- high level course. Students who successfully complete the 202 level have fulfilled their language requirement for the A.A. in Humanities and Teacher Prep programs. The three additional credits may be taken either as a language course or as a general elective. This course also fulfills the Global Awareness requirement at Onondaga. Prerequisite: ASL 201, or five years of high school ASL, or Permission of Instructor.

Automotive Technology

FOR MORE INFORMATION, CONTACT THE AUTOMOTIVE TECHNOLOGY DEPARTMENT IN THE WHITNEY APPLIED TECHNOLOGY CENTER, ROOM W176, (315) 498-7200

ATC 103 Automotive Fundamentals (4) Provides a foundation for students entering the automotive service field. It prepares the student with shop and tool safety, basic automotive maintenance procedures and pre-delivery inspection procedures. The internal combustion engine and

related components are introduced in this course. Three class hours, and three-hour lab. Prerequisite: MAT 114 or Permission of Instructor.

ATC 115 Automotive Electrical Systems (4) An introductory course applied to the automobile. DC and AC circuits including series, parallel and series parallel are investigated. Concepts of magnetism and inductance are studied and applied to starting and charging systems. Laboratory emphasis is on basis electronic test equipment for diagnosing basic vehicle accessories and systems. Three class hours and a three-hour lab. Prerequisite: MAT 114 or Permission of Instructor.

ATC 116 Automotive Electronics (4) An introductory course in semiconductor devices, circuits, digital concepts and microprocessors applicable to the modern automotive system. Laboratory emphasis is on test instrumentation and the application of troubleshooting techniques. Three class hours and a three-hour lab. Prerequisite: ATC 115 or Permission of Instructor.

ATC 131 Engine Concepts (3) A detailed study of the internal combustion engine. Topics include design criteria, theoretical combustion concepts, energy transfer, cylinder head design, intake and exhaust systems and efficiency principles. Service operations and measurement techniques are investigated in laboratory exercises. Two class hours and a three-hour lab.

ATC 142 Fuel and Ignition Controls (4) Extensively explores fuel delivery and emissions control. The emphasis is on microprocessor control applications applied to fuel management ignition and related emissions devices. Principles of feedback control signals are investigated in laboratory exercises. Three class hours and a three-hour lab. Prerequisite: ATC 116 or Permission of Instructor.

ATC 190 Cooperative Education I (3) This course is designed to provide work experience directly related to the student's field of study. A learning contract, containing specific educational objectives as they relate to the specific work experience and the student's field of study, is developed between the student, department coordinator, and the employer. There is a 120-hour minimum of work in the student's co-op experience. The student is required to keep a daily journal which provides relevant feedback to the department coordinator thereby ensuring a consistent monitoring of tasks performed during the work session. Prerequisites: ATC 103 and 115.

ATC 207 Chassis Fundamentals (5) This course examines the design, construction and operation of basic vehicular suspension systems, braking systems, alignment geometry, wheel and tire fundamentals and steering systems. The emphasis is on service and diagnostic procedures are discussed in detail. Laboratory exercises consist of wheel balancing and alignment, proper brake system service practices, suspension component diagnosis and

replacement, anti-lock troubleshooting techniques and related chassis services. Rotor and drum machining techniques are explored in detail. Four class hours and a three-hour lab.

ATC 222 Drivelines and Geartrains (5) A thorough examination of manual and automatic transmissions/ transaxles. Clutch operations, drivelines and differentials are addressed. Detailed power flow analysis for manual and automatic geartrains is provided in lecture with practical applications derived from laboratory exercises. Vehicle manufacturer service and maintenance procedures are investigated in lab activities. Four class hours and a three-hour lab. Prerequisite: ATC 243 or Permission of Instructor.

ATC 243 Advanced Engine Performance (4) Modern engine control systems are discussed. Ignition systems and related diagnostics with an emphasis on computer-controlled fuel management are examined. Laboratory topics include gas analyzers, oscilloscopes and scanning devices (DRBs). Three class hours and a three-hour lab. Prerequisite: ATC 142 or Permission of Instructor.

ATC 271 Climate Control Systems (3) Fundamentals of refrigeration and heating are analytically discussed. Concepts of modern electronic air temperature control systems are developed in the lecture. Laboratory activities focus upon service and diagnostic methods. Proper evacuation and recharging techniques applicable to current EPA standards are developed. Two class hours and a three-hour lab. Prerequisite: ATC 116 or Permission of Instructor.

ATC 290 Cooperative Education II (3) This course is designed to provide work experience directly related to the student's field of study. A learning contract, containing specific educational objectives, is developed between the student, the chairperson of Automotive Technology and the employer. There is a 120-hour minimum employment requirement in the student's cooperative experience along with a course component. Tasks include advanced automotive service activities involving electronic diagnostics and engine repair. The student is required to keep a daily journal of activities performed and periodic evaluations will be conducted by department faculty. Students will have assistance in the co-op placement, however, the ultimate responsibility for obtaining placement rests with the student. The Automotive chairperson must grant prior approval for the cooperative experience, which must be directly related to the student's curriculum. The work experience cannot be used to satisfy the requirement of another course. No experiential credit based upon past work experience will be awarded for this course. A letter grade will be assigned.

Biology

FOR MORE INFORMATION, CONTACT THE BIOLOGY DEPARTMENT IN FERRANTE HALL, ROOM F252, (315) 498-2411.

BIO 105 Exploring Biology (3) This one-semester course introduces biological concepts essential for an understanding of current issues such as the Human Genome Project, DNA Fingerprinting, the cloning of organisms, and AIDS. It is intended for students in non-science and non-health-profession majors; does not fulfill the science requirement for Math/Science or Computer Science students. Three class hours. Not open to students with credit in BIO 121 or any Biology course numbered 141 or higher. No prerequisite. Optional 1-credit laboratory available (BIO 105L); must be taken concurrently with BIO 105.

BIO 105L Exploring Biology Lab (1) Optional laboratory for BIO 105. Involves off-campus field trips plus weekly on-campus lab activities. May ONLY be taken concurrently with BIO 105 or Permission of Instructor. Co-requisite: BIO 105. No prerequisite.

BIO 106 Human Biology (4) This one-semester course provides basic knowledge of the major organ systems of human beings. Emphasis is on how the body functions normally. It is intended for non-science majors and is inappropriate for students preparing for Nursing, Respiratory Care, Surgical Technology and Physical Therapy Assistant degrees. Does not fulfill the science requirement for Math/Science and Computer Science students. Three class hours, two laboratory hours. Not open to students with credit in BIO 152 or BIO 171.

BIO 110 Introduction to Microbes (3) An introduction to the nature of microorganisms, with an emphasis on topics of everyday significance. The roles of microbes in the environment, in food production and spoilage, and in health and disease will be explored, along with the basic biology of microbes. This general education science elective is intended for non-science, non-health professions students. Does not fulfill the science elective requirement for students in the Math/ Science programs. Not recommended for students planning to take BIO 205. Three class hours; no laboratory. No prerequisite.

BIO 111 Microbiology for Surgical Technology (1) This course provides an introduction to Microbiology, emphasizing aspects related to safe practice in the surgical field. The infectious process, infection control, and the role of the immune system in health and disease will be covered, in addition to the structure and properties of bacteria, fungi, viruses, and other microbes. Open only to students in the SGT program. No prerequisite; co-requisites: SGT 101, 102, 103.

BIO 112 Introduction to Biology - Geology (4)

This is an introductory course in geology and biology for students with only a high school background in these two areas, and who are not intending to pursue a science curriculum. This course is designed for education majors with an emphasis in elementary education. Topics to be covered include: the scientific method, basic chemistry of geology and biology, the rock cycle and basic elements of rock types, biochemical cycles, hydrologic cycle, aspects of evolution, aspects of historical geology, and a survey of basic aspects of life. Prerequisite: SCI 111. Course is restricted to Liberal Arts and Science AA: Childhood Education and Adolescent Education majors. BIO 112 is cross-listed with SCI 112.

BIO 121 Introduction to Biology (4) This introductory one-semester biology course introduces some core concepts of biology. Topics include the molecular and cellular basis of life, energy flow in biological systems, gene expression and regulation, inheritance, development, and DNA technology. This course is for students who need additional preparation before attempting BIO 151 (General Biology) or BIO 171 (Anatomy and Physiology I). This general education science elective is intended for non-science, non-health professions students. Does not fulfill the science elective requirement for students in the Math/ Science programs. Three class hours and two laboratory hours per week. No prerequisite.

BIO 131 General Ecology (3) A study of the principles of energy and material flow through ecosystems; includes the introduction of population dynamics and community organization. This class is available for MTS science elective credit and is also recommended for students in non-science majors seeking general education science elective credit. Three class hours. No prerequisite. Optional one-credit laboratory available (BIO 131L).

BIO 131L General Ecology Lab (1) A field and laboratory approach to ecological principles including energy and chemical flow through terrestrial and aquatic systems. Optional lab to be taken by current or former BIO 131 students. A Saturday field trip may be required, with an option for an equivalent Friday trip. No prerequisite.

BIO 147 Environmental Health (3) This course reveals how the sustained vitality of the planet is essential for maintaining the health of the societies and economies of the Earth. Major topics showing the mutual dependence of these realms of human existence (i.e., ecology, culture, and economics) are discussed. These topics include population forces, habitat alteration, pollution of air/soil and living species, water use and abuse, agricultural methods, and fuel (both fossil and renewable). Practical and attainable solutions to our current problems in these areas are emphasized. Solutions range from the personal through community, national, and global levels. No prerequisite. Suggested preparation: BIO 121 or 131 or 151 or 152. No laboratory. Can be used as a non-lab science elective for all students.

BIO 151 General Biology I (4) This course focuses on the molecular and cellular basis of life, including principles of inheritance, evolution, cellular respiration, and photosynthesis. The basic concepts are applied to a survey of bacteria, protozoa, fungi, and plants; plant structure and reproduction are also introduced. Three class hours and a two-hour laboratory. This class is intended for Math/Science majors, and is the prerequisite for BIO 152. Recommended preparation: mastery of high school biology and chemistry, or equivalent.

BIO 152 General Biology II (4) This course focuses on animals and systems biology, including a survey of animal types and of the organismal biology of animals. Organisms' methods of response and adaptation to the environment and to each other are also emphasized. Laboratory includes dissection of preserved animal specimens. Three class hours and 2 laboratory hours per week. BIO 152 assumes a basic knowledge of chemistry, cell structure and function, and the concepts explaining the genetic unity and evolutionary diversity of species. Prerequisite: BIO 151 or Permission of Instructor. The combination of BIO 121 and BIO 152 does NOT count as a sequence for the Math/ Science degree.

BIO 161 Applied Environmental Biotechnology (4) This course will present the fundamentals of general, cellular, and molecular biology, and then build upon these foundations in the context of applied chemistry, microbiology, and microbial ecology. This four-credit course has been developed to provide students with an understanding of the structural and metabolic characteristics of eukaryotic and prokaryotic cells, in order to then develop comprehensive descriptions of important cellular-, enzymatic-, and/or microbial-based environmental and industrial processes. Specifically, the course will highlight applied biotechnological topics including applied microbiology, biochemistry, enzymology, microbial nutrient- cycling, composting, wastewater treatment, industrial fermentations, and biodegradation of chemical contaminants. Three class hours and three laboratory hours per week. Prerequisite: CHE 103.

BIO 171 Anatomy and Physiology I (4) First part of a two-semester study of the structure and function of the human body. Topics include homeostasis, basic chemistry, cell structure and function, tissues, and the following body systems: integumentary, skeletal, muscular, respiratory, and urinary. The cat is the primary dissection specimen in the laboratory. This course is for students preparing for Nursing, Respiratory Care, Surgical Technology, Physical Therapy Assistant, and other health-related professions. This course is inappropriate for students preparing for medicine or dentistry. It does not fulfill the lab science sequence requirement for most Math/Science students, but does fulfill the science elective requirement for Math/Science students. Three lecture hours, two laboratory hours. Students are expected to have

mastered high school-level biology, chemistry, and algebra, or the college equivalents.

BIO 172 Anatomy and Physiology II (4) Second part of a two-semester study of the structure and function of the human body. The following body systems are covered: cardiovascular, nervous, endocrine, lymphatic, digestive, and reproductive. The cat is the primary dissection specimen in the laboratory. This course is for students preparing for Nursing, Respiratory Care, Surgical Technology, Physical Therapy Assistant, and other health-related professions. This course is inappropriate for students preparing for medicine or dentistry. It does not fulfill the lab science sequence requirement for most Math/Science students, but does fulfill the science elective requirement for Math/ Science students. Three lecture hours, two laboratory hours. Prerequisite: BIO 171.

BIO 205 General Microbiology (4) An introduction to the biology of microorganisms, with an emphasis on clinically relevant organisms. Topics include the structure and function of microbes, including their metabolism and genetics. Infectious diseases and the interactions between microbes and their hosts are also considered. Laboratory exercises emphasize the isolation, identification, and control of microorganisms. Primarily intended for students entering health professions. Not recommended for students with credit in BIO 110 or BIO 150. Three class hours and two laboratory hours. Prerequisite: BIO 151 or BIO 171, or Permission of Instructor.

BIO 220 Biology of AIDS (3) Starting where introductory biology classes leave off, this course explores AIDS and the pathology of HIV, including the structure and origin of the virus, mechanisms of viral replication, routes of transmission, and consequences of infection. Methods of prevention and treatment also will be discussed, including the biomedical challenges to effective treatment. A review of current testing methods and the prevalence of the disease in various populations will also be discussed, along with the role of the immune system in disease control and progression. This class is appropriate for all students, including non-science majors, science majors, and students entering the health professions. Three hours of lecture; no laboratory. Prerequisite: BIO 105 or BIO 121 or BIO 151 or BIO 171.

BIO 221 Pathology (3) This course covers the nature, causes, and development of disease conditions, as well as the structural and functional changes that result from the disease process. The principal diagnostic tests and treatments used in the detection and control of diseases will also be considered. Open only to students in the Health Information Technology program. Prerequisites: BIO 171 and BIO 172 (Anatomy and Physiology I and II).

BIO 253 Genetics (4) This course covers the biological basis for patterns of inheritance, including the structure, function, and regulation of DNA, genes, and chromosomes. The biochemical nature of mutations will be discussed, along with the potential consequences, both harmful and beneficial. Methods of molecular genetic analysis also will be introduced. This class is intended for Math-Science majors, especially students interested in Biology, Pre-Med, Pre-Vet, Pre-Physician Assistant, or Pre-Dent. Three lecture hours and two laboratory hours per week. Prerequisite: BIO 151 and BIO 152 (or equivalents) or Permission of Instructor.

Business

FOR MORE INFORMATION, CONTACT THE BUSINESS ADMINISTRATION DEPARTMENT IN THE WHITNEY APPLIED TECHNOLOGY CENTER, ROOM W324, (315) 498-2435.

BUS 100 Computer Keyboarding (1) Students will learn the basic skill of “touch” keyboarding on electric and computer keyboards in order to input information into a computer system. Students will learn alphabetic, numeric, and computer function keys. Three laboratory hours per week. Not open to students with previous credit for BUS 153.

BUS 101 Introduction to Business (3) An introductory course designed to give the student an overview of the impact of business on society. The course is intended to aid the student in obtaining a clear understanding of the way in which contemporary business functions through the interrelationships of marketing, management, and finance. Not open to students with previous credit in BUS 121 and/or BUS 230.

BUS 102 Mathematics of Business and Finance (3) A study of mathematical concepts and processes as applied to business and finance. Students will develop skills required to perform with accuracy and facility mathematical operations integral to the interpretation and solution of business problems. Arithmetic operations, signed numbers, linear equations, percentage and statistical procedures are applied to such topics as accounting, retailing, risk management, banking, and finance. This course is a core course for the Business Technology A.A.S. degree and may be used to fulfill a business or general elective requirement. Prerequisite: MAT 087 or equivalent or Permission of Instructor.

BUS 105 Financial Accounting (3) An introduction to accounting as a means of recording business activities. This course includes a study of the classification and recording of original business transactions, the preparation and evaluation of financial statements, and the application of Generally Accepted Accounting Principles. The course will incorporate appropriate computer technology in the instruction process. Prerequisite: MAT 087 or Permission of Instructor.

BUS 105R Financial Accounting Applications (1EQ) This course is designed to give additional instruction and application to the topics covered in Financial Accounting (BUS 105). The course includes the study of the preparation of journal entries, financial statements, merchandising activities, cash, accounts receivable, plant assets and payroll. Co-requisite: BUS 105.

BUS 106 Managerial Accounting (3) An introduction to the fundamentals of managerial accounting emphasizing the collection, management and use of accounting information in the decision making process within an organization. Topics include a comparison of the different types of organizations and the impact on their financial statements, long-term debt and equity transactions reporting and analysis of cash flows, procedures necessary to determine product costs, break-even analysis, profit planning, and cost analysis. The course will incorporate appropriate computer technology in the instruction process. Prerequisite: BUS 105.

BUS 106R Managerial Accounting Applications (1EQ) This course is designed to give additional instruction and application of topics covered in Managerial Accounting (BUS 106). The course includes a study of partnerships, corporations, bonds, long-term investments, statement of cash flows, job order and process costing, break-even and standard cost variances. Prerequisite: BUS 105; co-requisite: BUS 106.

BUS 117 Integrated Financial Systems I (3) Computers are one of the most important tools to the accountant and users of accounting information. This course will provide extensive hands-on exposure to general ledger software. Skills acquired will include the ability to create, update and maintain general ledger master files, culminating in the preparation of computer-generated financial statements. Prerequisite/co-requisite: BUS 105. Fall semesters only.

BUS 121 Marketing (3) An introductory course in marketing intended to make the student aware of the development and efficient distribution of goods and services for a targeted consumer segment. The course studies both consumer and industrial markets, using as the basis for study the product, the distribution, the pricing and promotional techniques.

BUS 124 Principles of Retailing (3) The principles of retailing involve all the activities necessary for the sale of goods and services to the ultimate consumer for personal, family or household use. This course examines the different types of retail institutions and dwells on store location, merchandise planning and control, pricing and promotion.

BUS 138 Supervision and Management (3) A practical course on the principles and techniques of management applied by first line supervisory and training personnel. Special emphasis is placed on plant operations and organization, training and developing supervisors, evaluation of performance and motivation, and supervisory leadership responsibilities.

BUS 147 Disney Communications (3) The Disney Communications course offers the Walt Disney College Program participant the opportunity to learn the concepts inherent in business communication and apply them in the workplace. The skills taught are applicable to a wide variety of business environments. Participants begin by identifying basic listening skills, various methods by which people process information, and inclusive communication approaches. Once students acquire these interpersonal skills, they will move on to more complex situational topics including meetings, presentations, and facilitated classes. This course does not fulfill curriculum requirements for COM 101 or COM 102. Not open to students who have completed BUS 212. Co-requisite: BUS 292.

BUS 148 Disney Hospitality Management (3) The Disney Hospitality Management course will explore the concept of competitive advantage in the hospitality industry. Competitive advantage has been defined in terms of the organization itself: core competencies within the organization, the people within the organization, the organizational culture or shared values, and knowledge or learning. This course will show how the people within the Disney organization, the shared values, and broad knowledge of several job roles enhance the Disney Company's competitive advantage. Additionally, through recognition and review of several different job roles, students will gain an understanding of how a corporation sustains a total commitment to quality improvement and its impact on guest service. Co-requisite: BUS 292.

BUS 153 Keyboarding Information Process (3) Fundamentals of touch typing using a computer keyboard. Students must keyboard a minimum of 30 words per minute within 5 errors on 3-minute timed writings. Basic formatting skills are developed in creating business reports. Not open to students with BUS 100.

BUS 178 Disney Corporate Communications (3) The Disney Corporate Communications course describes how American companies communicate with key audiences, both internal and external to the corporation. This course introduces students to the communication function and how companies reach a variety of publics to include customers, investors, employees, media, government agencies and communities located in the proximity of the corporation. The purpose of this course is to introduce the students to the purpose and significance of communication within an organization at many levels. Students will learn both the why and how of communication techniques as organizations interface with customers, employees, and the public. As a result, students should have greater understanding of and appreciation for the corporate communication process. Co-requisite: BUS 292.

BUS 201 Intermediate Accounting I (4) Intensive consideration is given to accounting theory and practice as it pertains to principle statement items. The course deals primarily with investments, receiv-

ables, inventories, fixed assets, and other material suitable to a second-year course in accounting. Prerequisite: BUS 106. Fall semesters only.

BUS 202 Intermediate Accounting II (4) Intensive consideration is given to accounting theory and practice as it pertains to current and long-term liabilities, long-term investments in stocks, stockholders' equity transactions, accounting for leases, Statement of Cash Flows, preparing statements from incomplete records and the analytical process as well as other selected topics. Prerequisite: BUS 201. Spring semesters only.

BUS 203 Accounting Applications Using Electronic Spreadsheets (3) A continuation of the spreadsheet skills developed in CIS 100 and applications of these skills to advanced accounting problems. The topics include creation, modification and printing of spreadsheets and graphs; creating, debugging and executing macros; preparing data tables; the use of built-in functions, and "what-if" modeling. Appropriate current software will be utilized. Prerequisites: BUS 105 and CIS 100 or Permission of Instructor. Fall semesters only.

BUS 205 Income Tax Accounting I (3) A course in individual and business taxes under the federal income tax system. The course includes instruction and practice in the fields of individual returns, includable and tax-exempt income, partnership and other information returns, other business property and depreciation deduction, deductible losses, capital gains and losses, involuntary conversions, installment sales, etc. There will be considerable practice in return preparation in all these areas, as well as instruction in same. Prerequisite: BUS 106. This course is offered once per academic year.

BUS 207 Cost Accounting (3) Basic principles of cost accounting are developed and applied to industrial situations. Topics include budgetary planning and control; income measurement and inventory valuation; accounting for costs of material, labor, and overhead; job-order, process, and standard costs systems. Prerequisite: BUS 106. This course is offered once per academic year.

BUS 210 Disney Advanced Studies in Hospitality Management (3) The Disney Advanced Studies in Hospitality Management Course is an advanced-level course that covers the more complex issues facing hospitality leaders today. The objective of this course is to prepare students to become entry-level managers in the hospitality industry by exposing them to contemporary operational issues and situations and equipping them with the ability to analyze problems and develop, propose and implement strategic solutions. Topics covered include leadership, strategic planning, international tourism, organizational behavior, communication, ethics, etiquette, human resource management, hospitality security and guest service, among others. Previous working knowledge of the hospitality industry gained through academic studies and practical experience is helpful. However, a list of supplemental reading material will be provided in week one to help those students without this foundational knowledge. Co-requisite: BUS 292.

BUS 212 Business Correspondence (3) Business communications and report writing. Theory is put into practice in the writing of representative types of business letters and reports. Methods of all types of business communications are studied, including oral presentation. Prerequisite: ENG 103 or Permission of Instructor.

BUS 219 Statistics I (3) Topics covering the descriptive and inferential aspects of statistics will include: frequency distribution, graphs, measures of central tendency and dispersion, probability, probability distributions, binomial and normal distributions, introduction to sampling theory, estimation theory, and hypothesis testing (mean, variance, proportions, etc.) Computer software will be used. A specific calculator will be required for this course. Credit will not be given for both MAT 151 and BUS 219 nor for MAT 118 if taken after BUS 219. Prerequisite: MAT 116 or MAT 141 or MAT 143 or Permission of Instructor.

BUS 220 Statistics II (3) A continuation of Statistics I to include the topics: linear and multiple regression, correlation, analysis of variance, non-parametric statistics, Bayesian Decision theory and time series (as time permits). Prerequisite: MAT 151 or BUS 219 or Permission of Instructor.

BUS 230 Principles of Management (3) A study of the management process with a survey of managerial and organizational theories. Specific topics will include planning, organizing, supervision, control, labor relations, and the functions of decision-making. Prerequisite: Sophomore standing or Permission of Instructor.

BUS 231 Human Resource Management (3) A study of the major areas of Human Resource Management which includes recruitment, selection, job analysis, training, job evaluation, wage and salary administration, and labor relations as well as administrative functions and responsibilities of the Human Resource manager. Prerequisite: Sophomore standing or Permission of Instructor.

BUS 233 Small Business Management (3) This course is the study of principles of management related to the establishment and operation of a small business enterprise. Topics will include small business start-up (economic and legal aspects), organization and financing concerns, location and facilities layout, employee relations, merchandising, and control techniques.

BUS 240 Disney Creativity and Innovation (3) The Disney Creativity and Innovation course combines theory and experiential assignments to introduce students to the main concepts of creativity and innovation. It will explore their crucial importance to individuals, organizations, and the entrepreneurial process. Students will learn various tools to promote creativity within themselves and others, processes to increase innovation, how to contribute to a creative team, how to manage creativity, and how to establish a culture of creativ-

ity within an organization. As a result, students should have greater understanding of and appreciation for the creative/innovative processes and be better able to harness and direct those forces for themselves and others. This course prepares students to contribute in a unique and productive way to today's entrepreneurial and organizational demands. Co-requisite: BUS 292.

BUS 243 Business Law I (3) The fundamentals of legal liability, of the growth of our legal institutions, and court systems. The principles of the law of contracts, negotiable instruments, and sales.

BUS 244 Business Law II (3) The legal aspects of business, covering agency and partnerships, corporations, and related business organizations (reference to government regulations of business and business torts).

BUS 247 Disney Human Resources (3) This course explores the human resource management function in a corporate setting and specifically focuses on the development of knowledge and skills needed by every corporate manager. Topics include: interviewing, employment law, labor relations, compensation, performance appraisal, training and maintaining effective environments. The classes are designed to familiarize participants with current human resource practices and laws applicable to their career fields. Not open to students who have completed BUS 231. Co-requisite: BUS 292.

BUS 248 Disney Organizational Leader (3) This course examines and applies the universal principles of leadership to the Disney culture. It is designed to build leadership knowledge and skills transferable to community and commerce. Instructional methods include: lectures, group discussions, self-assessment, project development and presentation, and situational studies. Co-requisite: BUS 292.

BUS 276 Disney International Program Co-Op (15) The Disney International Program Co-Op uses a directed working and learning experience to expand knowledge of successful organizational practices. This course is designed to meet a participant's need for an integrated work-study internship program that provides transferable knowledge and skills to all participants. Class content is delivered through lectures, group discussions, learning activities, and situational studies. This course is only open to international students who attend an Onondaga Community College-Disney partnered school and who have been approved by Disney to participate in the Disney International College Program.

BUS 290 Cooperative Work Study (3) A course designed to prepare students to work after graduation. A learning contract containing specific educational objectives that relate to both the work experience and the field of study is developed between the student and a faculty co-op coordinator. Course requirements include a minimum of 180 hours of work, the maintenance of a work journal

to record hours worked and duties performed, other work as required by the instructor and a final term paper. The student's performance will be evaluated by the co-op faculty coordinator on the basis of meeting the objectives in the learning contract and satisfactory evaluation by the employer. A letter grade will be awarded. No experiential credit is given for previous work in the field. The work experience cannot be used to satisfy the requirements of any other course.

BUS 292 Disney Corporate Analysis (9) The Disney Corporate Analysis course uses a directed working and learning experience to expand knowledge of successful organizational practices. This course is designed to meet a participant's need for an integrated work-study internship program that provides transferable knowledge and skills to all participants. Class content is delivered through lectures, group discussions, learning activities, and situational studies. Student must have full- or part-time status with a minimum G.P.A. of 2.0. The student is responsible for transportation to and from Florida. Students receive an hourly wage. They are housed on Disney property; housing costs are deducted from their weekly paycheck. Students must register for this course during the same semester they are enrolled in the Disney experience. This course cannot be taken concurrently with BUS 290. Prerequisite: Full- or part-time status; minimum 2.0 G.P.A.

BUS 295 Business Policy Seminar (3) A capstone course that integrates concepts and skills learned in core business courses with the policy making process. Emphasis is placed on a systematic analysis of the factors upon which business strategies and business decisions are made. Major issues in the field of business are studied by means of course work, case study, field research, and computer simulation. Prerequisites: Sophomore standing and completion of Business Technology A.A.S. business core requirements, or Permission of Instructor.

Chemistry

FOR MORE INFORMATION, CONTACT THE CHEMISTRY/
PHYSICAL SCIENCE DEPARTMENT IN FERRANTE HALL, ROOM
F352, (315) 498-2432.

CHE 103 General Chemistry I (4) A study of atomic structure, introductory chemical bonding, stoichiometry, kinetic molecular theory and the states of matter, solutions, ionic reactions, oxidation and reduction, and acid and base theories. This course presupposes a knowledge of intermediate algebra. Three class hours and three laboratory hours. Prerequisite: MAT 087 and college-level reading.

CHE 103R General Chemistry I Recitation (1EQ) Optional recitation section for CHE 103. Provides the opportunity for students to apply the theories, concepts and problem-solving techniques presented in CHE 103.

CHE 104 General Chemistry II (4) A study of thermochemistry, kinetics, chemical equilibrium, electrochemistry, advanced concepts in chemical bonding, the chemistry of the representative metals and nonmetals, coordination complexes, basic organic chemistry, biochemistry, and nuclear chemistry. Three class hours and three laboratory hours. Prerequisites: CHE 103, MAT 114.

CHE 104R General Chemistry II Recitation (1EQ) Optional recitation for CHE 104. Provides the opportunity for students to apply the theories, concepts and problem-solving techniques presented in CHE 104.

CHE 151 Basic Chemistry for the Health Sciences I (3) A study of chemistry at an introductory level, intended for students in the paramedical sciences (nursing, dental hygiene, respiratory therapy, etc.) Topics include the nature of atoms; ionic and covalent bonding; nomenclature; chemical change and equilibrium; gas laws; properties of water and aqueous solutions; acids, bases and pH; and an introduction to organic and biochemical compounds. This course pre-supposes some knowledge of elementary algebra. Not open to Math-Science students. Prerequisites: College-level reading and placement into MAT 087 or higher.

CHE 151L Basic Chemistry for the Health Sciences Laboratory I (1) Optional laboratory for CHE 151; illustrative experiments emphasizing the concepts, principles, and techniques presented in CHE 151. Three laboratory hours per week. Prerequisite or co-requisite: CHE 151 and placement into MAT 087 or higher.

CHE 151R Basic Chemistry for the Health Sciences Recitation I (1EQ) Optional recitation section intended for students concurrently registered in CHE 151. The recitation provides the opportunity for students to apply the theory, concepts and problem-solving techniques presented in CHE 151.

CHE 152 Basic Chemistry for the Health Sciences II (3) A study of organic chemistry and biochemistry at the introductory level. Topics include the structure and properties of aliphatic and aromatic hydrocarbons, functional groups, carbohydrates, lipids, proteins, enzymes, vitamins, and drugs. Not open to Math-Science students. Prerequisite: CHE 151 or CHE 103 and Permission of Instructor. Fall semesters only.

CHE 203 Quantitative Analysis (4) Topics covered include error and statistical treatment of data, chemical equilibrium, gravimetric analysis, various types of volumetric analysis, electrochemistry, spectrophotometry, and introduction to analytical separations. The laboratory portion of the course includes traditional and modern methods of gravimetric and volumetric analysis, and elementary instrumental methods. Three class hours and four laboratory hours. Prerequisites: CHE 104 and MAT 114 or higher. Spring semesters only.

CHE 205 Organic Chemistry I (5) An introduction to the chemistry of the functional groups of aliphatic and aromatic compounds. Emphasis is placed on mechanisms of reactions and the relationship of structure to reactivity. Laboratory work is concerned with the synthesis, reactions, and identification of representative organic compounds along with experience in the necessary experimental techniques. Four class hours and four laboratory hours. Prerequisites: CHE 103 and 104 and college-level reading.

CHE 206 Organic Chemistry II (5) A continuation of CHE 205 with more emphasis on mechanisms, structures, natural products, and the study of qualitative organic analysis. Four class hours and four laboratory hours. Prerequisites: CHE 205 and 205L, and college-level reading. Offered most spring and occasional fall semesters.

Chinese

FOR MORE INFORMATION OR ASSISTANCE WITH PLACEMENT INTO APPROPRIATE COURSE-LEVEL, CONTACT THE MODERN LANGUAGES DEPARTMENT IN MAWHINNEY HALL, ROOM M308, (315) 498-2305.

CHI 101 Elementary Chinese I (3) This learner-centered course is designed for students with little or no previous knowledge of Chinese. Students acquire skills that will both allow them to engage in basic survival and social dialogue, and give them a foundation to continue their study of Chinese. Fall semesters only.

CHI 102 Elementary Chinese II (3) This course is a sequel to CHI 101 Elementary Chinese I. It builds upon the basic grammatical, linguistic, communicative and cultural concepts learned in CHI 101. Spring semesters only.

Cinema

FOR MORE INFORMATION, CONTACT THE ENGLISH DEPARTMENT IN MAWHINNEY HALL, ROOM M310, (315) 498-2313/2266.

CIN 210 Study of Short Film (3) From early "one-reelers" to current offerings on dedicated Web sites, international festivals, and film schools, this course studies the history, form, and purpose of classical and contemporary short films. Students will view, discuss, and write about the unique aspects of the short narrative film, with its dazzling array of themes and styles. As these award-winning independent films often feature actors, writers, and directors prominent in commercial films and television shows, the course provides an opportunity to examine the relationship between 5-25 minute short films and full-length films by the same writers or directors.

CIN 211 Comedy Films (3) Studies the development of film comedy from its humblest origins to its most sophisticated forms. The course breaks down into studies of the physical, clown tradition of comedy, and the more sophisticated verbal comedy. An emphasis on key comic performers, writers, and directors helps make this an intellectual study of why comedy is universally appealing.

CIN 212 Horror and Fantasy Films (3) A study of the classic myths of horror, with an emphasis on the literary origins of horror tales, and a close study of such significant books as *Dracula* and *Frankenstein*, with interpretations of why such terrifying concepts have continuously proven popular the world over, and a study of the way in which Hollywood motion pictures have both extended and distorted the varied tales.

CIN 213 The Animated Film (3) A study of film animation, its history and the way in which it is achieved, with a special emphasis on the relationship of the animated film to trends in modern art, and the philosophy - social, political, etc. - of the major animated filmmakers.

CIN 214 The Films of Alfred Hitchcock (3) A study of the man, regarded by many as the greatest filmmaker of all time, showing the way in which, despite his guise as light popular entertainer, Hitchcock created a body of films which are tied together by philosophic and artistic threads. A close study of the recurring themes and technical devices which mark his movies, from the earliest silent features to the most recent sound ones.

CIN 215 The Films of Woody Allen (3) A study of Woody Allen's emergence from gagwriter to award winning filmmaker and short story writer. All of Allen's motion pictures, as well as many of his writings, will be covered to trace the emergence of his unique point of view.

CIN 216 American Film Directors (3) This course allows students to study the contributions to the art of film of the great American film directors. In a given semester one director such as Stanley Kubrick, Quentin Tarantino, or Martin Scorsese will be discussed in terms of his contribution to important genres, film techniques, and pop culture influences, among other possible topics. Students will view the director's films as well as sample the literature from which the director chose his screenplays.

CIN 218 The American Hero in Film (3) This course will trace the development of the American Film Hero from early 20th Century to present. The course will concentrate on different genres in American film, depicting a variety of heroes, including: The Early War Film, the Western, the Gangster Film, The Vietnam Era, Film Noir as well as many others. Students will study the novels on which successful film adaptations have been based.

CIN 285 The Cinema (3) This course is designed to introduce students to the power of cinema in a variety of applications and contexts. The course introduces students to a range of theories concerning cinema and its impact on the viewer, and provides opportunities to apply those theories to cinematic phenomena. Contextual focuses for the course may include: genre studies, studio studies, world/foreign cinema, documentary, shorts animation or other emerging topics within the field. Class activities, discussions, readings, and assign-

ments are designed to develop a better understanding of cinema as an art form, as social commentary and as entertainment through critical analysis of communication phenomena. Prerequisite: any Cinema course or Permission of Instructor.

Computer Information Systems

FOR MORE INFORMATION, CONTACT THE COMPUTER STUDIES DEPARTMENT IN THE WHITNEY APPLIED TECHNOLOGY CENTER, ROOM W230, (315) 498-2427.

CIS 100 Principles of Information Systems (3)

An introductory course in computer fundamentals, covering computer hardware, software, and business applications. A significant portion of the course is devoted to the use of modern applications software packages such as word processing and spreadsheet software. The course involves extensive hands-on exposure to both time-sharing and microcomputer systems. Other topics include the evolution of the information-based society, the information processing cycle, and the processing capabilities of computers.

CIS 101 Computer Concepts: An Introduction (1)

This course provides Computer Information Systems majors with an introduction to computer concepts and terminology to prepare them for subsequent courses. Topics covered will include binary, decimal, and hexadecimal number systems, analog and digital signals, data storage, transmission and processing methods, and networking. Topics will be covered at an introductory level. The course will be taught primarily online to introduce CIS majors to the experience of the electronic community. One lecture hour per week. Required for CIS majors enrolled in CIS 125. Co-requisite: CIS 125 or Permission of Instructor.

CIS 102 Internet Basics (3) An introductory course in the usage of the Internet, intended for non-majors and majors with little or no Internet experience. Students will learn how to use Web browsers, search engines, and e-mail. Different types of Web-delivered media will be presented and discussed, in addition to a general history of the Internet. Several issues will also be addressed, such as content evaluation, legality, ethics, and virus protection. Prerequisite: none.

CIS 103 Computer Communications Using Internet (1)

Basic computer communications concepts are introduced. Course content includes the use of technology for communications, information retrieval, and verification. The local computer network and e-mail system will be introduced and heavily used to create a virtual student community. In addition, the responsibilities of electronic citizenship and techniques for proper behavior using shared resources will be learned and practiced.

CIS 106 An Introduction to Digital Media (3)

This introductory-level course provides a basic hands-on approach for the production and assessment of a team-based digital media project.

Utilization of the components found in various software programs will allow students to select a digitally-based group project utilizing various aspects of audio, video and digital media. A culminating project will be distributed via DVD, the Internet/ World Wide Web, or some other appropriate channel/medium. A basic knowledge of computers and some background in music and/or musical theory would be helpful but is not required.

CIS 107 Computer Concepts and File Management (1)

This course will cover general computer concepts, including computer hardware, operating systems, applications and connectivity, with an emphasis on the concepts and skills of effective data file storage and management. This course will not count as a curriculum elective in CIS or CSC programs. This course is not open to students who have successfully completed CIS 100. Successful completion of this course will satisfy the Computer Concepts portion of the Information Management competency.

CIS 108 Internet Concepts and Tools (1)

This course will cover Internet concepts and skills, including how the Internet operates and ways that individuals connect to the Internet. Students will learn to effectively use Internet sites, such as Onondagais Course Management site, search engines, and productivity and research sites. Tools used will include Email client and FTP client software. The course will also cover the potential risks to safety and security and ways to avoid them, as well as techniques for evaluating Web sites for trustworthiness. This course will not count as a curriculum elective in CIS or CSC programs. Successful completion will satisfy the Internet Concepts portion of the Information Management competency. Prerequisite: CIS 107 or equivalent proficiency met on a placement test.

CIS 109 Word Processing Skills (1)

This course will teach students how to create and revise documents using word processing software. Skills will include document formatting, using tables and graphics, file format conversion, and citation tools. This course will not count as a curriculum elective in CIS or CSC programs. This course is not open to students who have successfully completed CIS 100. Successful completion will satisfy the Computer Concepts portion of the Information Management competency. Prerequisite: CIS 107 or equivalent proficiency met on a placement test.

CIS 119 Spreadsheet Software (1)

This course will teach students how to create and revise spreadsheets using spreadsheet software. Skills will include using formulas, using formatting, inserting graphics, using common file formats, and creating graphs and charts. This course will not count as a curriculum elective in CIS or CSC programs. This course is not open to students who have successfully completed CIS 100. Prerequisite: CIS 107 or equivalent proficiency met on a placement test.

CIS 120 Advanced Principles of Information Systems (3) The continuation of CIS 100. Topics include graphics, simple software and hardware management, operating systems, presentation graphics, database applications and current issues in computing and information science that have an impact on today's society. Hands-on modules include projects with current operating systems, a database management system and a collaborative project integrating concepts and techniques learned over the semester. Prerequisite: CIS 100 or Permission of Instructor.

CIS 125 Principles of Information Systems II (4) This course is the second course in sequence for CIS majors that will expand concepts and knowledge from CIS 100 and go further into computing principles and advanced application use. Topics include image editing tools, software and hardware management tools and techniques, operating systems, presentation graphics, database applications and current issues in computing and information science that have an impact on today's society. Hands-on modules include projects with current operating systems, a database management system in a collaborative project throughout. Prerequisite: CIS 100 OR passing grade on computer placement test OR POI.

CIS 130 Foundations of the Internet (4) In this first course in the Web technology sequence of courses, students will be introduced to internet concepts and principles. Topics include protocols, UNIX/LINUX commands, file management, remote access, and file transfer. Additionally, students will learn industry-standard XHTML, image editing for Web optimization, cascading style sheets, and the use of various editors. Students will be provided with a network account for their use. Additionally, accessibility standards, especially in light of the Americans with Disabilities Act, will be discussed and incorporated. Finally, the internet as a medium for global communication and awareness will be examined. Four lecture hours.

CIS 151 Technology and Organizations (3) This is a course on the impact of technologies related to work and organizations. It addresses both the unintended and intended outcomes of technology. Students examine the changing nature of time demands, the relationship between the organization and its members, the "labor saving" device, quality of work life, computer misuse, repetitive strain injuries, and other topics.

CIS 230 Web Site Design and Development (4) This course will expand upon CIS 130 and will focus on principles of design in the authorship of Web pages. As the focus shifts from basic Web page creation to designing full Web sites, so too will the tools shift from HTML editors to WYSIWYG editors. A topic of discussion will be the issue of accessibility. Further development topics include intermediate to advanced HTML code, intermediate graphics manipulation, JavaScript, Flash and other multimedia, and an introduction to dynamic content. Prerequisite: CIS 130.

CIS 231 Advanced Web Servers (4) Students will learn advanced Web management techniques, with an emphasis on server-side issues. Students will add interactivity to their Web sites through the use of forms and server side scripting. A further exploration of dynamic content will be included. Additionally, students will work with server side databases, including stored procedures. Finally, students will configure and manage a Web server, including virtual hosting, troubleshooting and security. Prerequisite: CIS 125 or Permission of Instructor.

CIS 271 Internetworking I (4) An introduction to the fundamentals of networking. Students will learn the fundamentals of installing, programming and troubleshooting a network based on the OSI (Open System Interconnection) model. Students will be introduced to IP and TCP/IP addressing, including subnet addressing. The hardware components of basic networks, including router, will be covered, along with basic network topologies and designs. Prerequisite: CIS 125 or Permission of Instructor. 3 hours lecture and a 2-hour lab.

CIS 272 Internetworking II (4) The continuation of CIS 271. The students will be introduced to advanced networking concepts. Topics include LANS, WANS and other types of regional networks. Students will learn to segment networks with bridges, routers and switches. Students will also be instructed on configuring and monitoring various types of networks. After successful completion of this course, students will be qualified to pursue a number of industry-standard certifications, including Cisco Certified Networking Associate (CCNA) and Computing Technology Industry Association (Comp TIA) Networking certifications. Prerequisite: CIS 271. 3 hours lecture and a 2-hour lab.

CIS 286 Systems Analysis and Database Design (3) A capstone course for Computer Information Systems majors, this seminar type course will require the student to integrate techniques and concepts learned from other courses. A thorough, concise study of a simulated environment will be used to do a system design including documentation and an actual database design. Data gathering, planning, process-mapping, design and cost/benefit analysis will be utilized. A modern, structured, data base language will be used for implementation. Prerequisite: CIS 125 or Permission of Instructor.

CIS 291 Information Technology Support I (4) This course will prepare students to work with users of computer software and hardware. Topics include basic hardware components, configurations, installations, troubleshooting, preventative maintenance, safety concerns, and customer service issues. Software issues such as installation and upgrading, BIOS configurations and settings, diagnostic tools and maintenance will also be covered. This detailed hands-on approach will prepare students to take the A+ certification exami-

nation administered by the Computer Technology Association (CompTIA). There will be no experiential credit granted for this course. Students will receive 3 hours of instruction and 1 lab hour per week. Prerequisite: CIS 125 or Permission of Instructor.

CIS 292 Information Technology Support II (4)

A continuation of CIS 291, this capstone course will prepare the student for working with, and training users in the use of modern software and hardware. Students will learn hardware and software maintenance techniques, including advanced troubleshooting, network and desktop security, and software maintenance. In addition, students spend 30 hours during the semester as an unpaid intern at a local business or non-profit organization troubleshooting hardware and software problems, doing technical research, and learning about the organization they're working at. There will be both individual and team assignments. There will also be no experiential credit granted for this course. Students will receive 2 hours of instruction, and perform 4 hours of internship practicum per week. Prerequisite: CIS 291 or Permission of Instructor.

Computer Engineering Technology

FOR MORE INFORMATION, CONTACT THE ELECTRICAL TECHNOLOGY DEPARTMENT IN THE WHITNEY APPLIED TECHNOLOGY CENTER, ROOM W131, (315) 498-2451.

CMT 101 Introduction to Computers and Applications (4)

This course is an introduction to basic concepts underlying the computer and its applications in technology and science fields. The focus of the course is on studying the computer for acquiring and presenting information, using spreadsheets to solve problems, collecting and storing data, and word processing. Topics include: hardware and software computer concepts, an introduction to internet in acquiring and sharing information (WWW, User list, and Personal Message Centers), introduction to spread sheet applications in solving problems and charting, use of text editors to write documents (Word Processing), an introduction to technical presentations, and use of application programs for organizing data, and drawing charts and schematics. (Students who have completed CIS 100 or CMT 110 may not take this course for credit.) Prerequisite: MAT 079; co-requisite: MAT 088/087 or Permission of Instructor.

CMT 102 PC Hardware, Operating Systems and Support (4)

This course follows the CompTIA A+ guidelines on the support and maintenance of desktop computer systems. The objectives of this course are to provide information on the support of desktop computers, the proper techniques to successfully maintain computers, and a thorough understanding of the relationship between computer hardware and the software that is used to control that hardware. The following concepts will be covered: Electricity and Power Supplies,

Motherboards, Storage Devices, Installing and using Windows based Operating Systems, SCSI technology, Network and Internet connections, Spyware and Virus protection. Students who wish to obtain CompTIA A+ Certification will need to complete the exam through an external agency and fees will apply. Three class hours and a three-hour lab.

CMT 110 Introduction to Computing (3)

The primary objectives of this course are to introduce students to a text editor to write a simple document and to use a spreadsheet program to solve problems related to computer circuits. The topics include: use of a text editor to write and edit a technical document; use of a spreadsheet to solve digital designs, provide graphical solutions, and track data; and integration of data from the spreadsheet and graphics editor into a technical document. Two-hour lecture and two-hour lab. Co-requisite: MAT 101.

CMT 161 Digital Systems for

Telecommunications I (4) This course presents topics in hardware and systems as used in the telecommunications industry. Electrical and digital circuits are explored. Binary number systems are discussed as applied to telecommunications equipment. Students will explore hardware to the modular level. Students will demonstrate and simulate digital circuits. Prerequisites: MAT 106, CMT 110.

CMT 171 Digital Electronics (4) An introduction to digital and computer integrated circuits, emphasizing the concepts that are basic to any digital system: number systems, small-scale and mid-scale gates, programmable logic devices, sequential logic, combinational networks, Boolean algebra, truth tables, Karnaugh maps, state machine design, timing diagrams, and digital arithmetic. Three class hours and a three-hour lab. Prerequisite or co-requisite: Intermediate algebra or equivalent.

CMT 180 Digital Systems for

Telecommunications 2 (4) In this course students will be working with hardware and software installation with an introduction of personal computer fundamentals. Students will connect a personal computer to a network, and install and setup a printer. The course will cover managing and supporting Microsoft Windows and operating system configuration, given user related issues, and customization. Students will learn how to maintain a computer with troubleshooting fundamentals. An optional topic would cover Home Technology Integration including surveillance and home automation. The course is composed of lecture and in-class demonstration. Fall semester only. Prerequisite: CMT 161.

CMT 190 Introduction to Microprocessors

(4) An introduction to basic principles of microprocessor architecture and assembly language instructions. The content of the course is divided into three sections: microprocessor architecture, mnemonics and interfacing I/Os. The course is designed around an 8-bit microprocessor and its mnemonics. Topics included in the course are: overview of computers and micro-computers, microprocessor architecture, bus architecture, memory (R/W Memory, ROM, and EPROM) maps, I/Os, interfacing devices and introduction to the instruction set of the microprocessor. The third section, interfacing I/Os, introduces various I/O techniques such as parallel I/O, serial I/O and interrupts. Three class lectures, one-hour programming session, and two-hour lab. Prerequisite: CMT 171 or CSC 111 or equivalent.

CMT 221 Computer and Network Security

(3) This is an introductory course in Computer and Network security principles as detailed by the CompTIA Security+ Certification guidelines. Students who enroll in this course should be capable of installing, configuring, and connecting computers to the Internet. Security+ Certification candidates should also have A+ and Network+ certifications or equivalent knowledge and skills, in addition to experience in computer networking, and a thorough knowledge of Transmission Control Protocol/Internet Protocol (TCP/IP). Prerequisites: CMT 201 and CMT 231, or Permission of Instructor.

CMT 231 Introduction to Networking (4) This course will provide a comprehensive introduction to Networking fundamentals. Primary focus will be on logical and physical aspects of the Local Area Network, the OSI reference model, protocols, topologies, and heterogeneous internetworking. The course will look at issues organizations face while implementing Local Area Networks within their computing environments, and how networking technology changes the way we interact socially. The review of various technologies will include Client O/S platforms (DOS, Windows, & Linux), in both work and home networked environments. Discussion topics will include emerging technologies, and business/ social considerations within the changing networked environment. Hands-on lab assignments and group activity will be emphasized. Prerequisite: CMT 101 or CIS 100 or Permission of Instructor.

CMT 271 Internetworking I (4) An introduction to the fundamentals of networking. Students will learn the fundamentals of installing, programming and troubleshooting a network based on the OSI (Open System Interconnection) model. Students will be introduced to IP and TCP/IP addressing, including subnet addressing. The hardware components of basic networks, including router, will be covered, along with basic network topologies and designs. Prerequisite: CIS 125 or Permission of Instructor. 3 hours lecture and a 2-hour lab.

CMT 272 Internetworking II (4) The continuation of CMT 271. The students will be introduced to advanced networking concepts. Topics include LANS, WANS and other types of regional networks. Students will learn to segment networks with bridges, routers and switches. Students will also be instructed on configuring and monitoring various types of networks. After successful completion of this course, students will be qualified to pursue a number of industry-standard certifications, including Cisco Certified Networking Associate (CCNA) and Computing Technology Industry Association (Comp TIA) Networking certifications. Prerequisite: CMT 271. 3 hours lecture and a 2- hour lab.

CMT 278 Principles of Computer Programming

(3) Principles of computer programming applied to the solution of various technical problems. Two class hours and a two-hour laboratory. Prerequisite/ co-requisite: ELT 141 or Permission of Instructor.

CMT 292 Data Acquisition Using LabVIEW (4)

This course is concerned with using the PC as a tool for data acquisition and process control applications. This course uses National Instruments LabVIEW as a programming and implementation vehicle for industrial applications. The topics are divided into groups: General programming design (Specification development, UI design, state machine/data flow architecture, scheduling, and resource management), LabVIEW programming, data acquisition system design (signal types, A/D, D/A, digital, discrete, continuous, sampling, etc) and process control (states, events, logs, etc). All applications use a National Instruments DAQ board to interface with external test equipment and circuits. Emphasis will be placed on designing a project using LabVIEW. Three-hour lecture and a three-hour program development session per week.

CMT 294 Designing Embedded Systems With Microcontrollers (4)

This is a project-oriented course concerned primarily with designing embedded systems using microcontrollers in integrated development environments (IDE). The topics are divided into the following groups: Microcontroller Architectures focusing on a specific microcontroller (instructions set, and on-chip peripheral devices), Parallel I/O, Interrupts, Serial I/O, and Data Acquisition. Topics included in Parallel I/O are: basic concepts in data transfer, interfacing displays using simple I/O and the scanned technique, interfacing matrix keyboards, data transfer using handshake signals and interrupts. Serial I/O includes basic principles in serial communication protocols and standards. Data Acquisition includes A/D and D/A converters, their applications, and interfacing. These topics will be discussed in the context of on-chip devices such as timers, CCP modules, SCI, SPI, and A/D Converter. Students are expected to design an embedded system project. Software based on a high-level language

such as C is integrated with the topics, and IDE will be used for program development and trouble-shooting, and in-circuit emulation (ICE). Course meets for three lecture hours and three hours of programming each week. Prerequisites: CMT/CSC 190 and CMT 278 or equivalent.

Counseling

FOR MORE INFORMATION, CONTACT THE COUNSELING DEPARTMENT IN THE GORDON STUDENT CENTER, ROOM G230, (315) 498-2675.

CNL 175 Career Exploration (3) This course is intended to help students explore the process of choosing, preparing for, and advancing in a career. The course has an emphasis on the long-range and continual process of career decision making, career growth, and the exploration of a chosen life work and its life style. Students will use the information and resources of the Counseling Center to describe the world of work: its structure and organization, the demands imposed upon individuals, and the rewards and benefits it bestows. Elective for all curricula. Not open to students who have taken GEN 154.

CNL 270 Job Search Skills (1) Intended to help students develop job search techniques by using a systems approach to job hunting. Emphasis will be given to the development of job-hunting philosophy and to self-assessment so that students can identify their strengths. Sources of job leads will be covered, together with methods of investigating these leads. Resume preparation, letters of application, interview techniques, and follow-up letters will be covered in depth. On-the-job strategies will be discussed. Recommended for full-time sophomore students or students about to enter the job market.

Communication

FOR MORE INFORMATION, CONTACT THE ENGLISH DEPARTMENT IN MAWHINNEY HALL, ROOM M310, (315) 498-2313/2266.

COM 101 Interpersonal Communication (3) This introductory course is designed to acquaint students with the communication skills needed to succeed both academically and socially. Course content includes communication theory, perception, verbal and non-verbal communication, effective listening, awareness of the self as communicator and relational communication. Emphasis is placed on class discussion as a tool for learning and practicing the skills presented in class.

COM 102 Public Speaking (3) Public Speaking is a course designed to acquaint the student with the basic skills of public discourse. Course content includes the importance of audience analysis and adaptation, how to choose an appropriate topic, organization, speech purpose and delivery. Word study, effective language use, effective non-verbal skills and critical listening skills are stressed.

COM 104 Persuasion in Everyday Life (3) In our modern age, persuasion finds its way into every aspect of our lives. From friends asking for favors, to politicians campaigning for votes, to advertisers pushing their products, we regularly fill the roles of the persuader and the persuaded. This course is an investigation of communication theories of persuasion, the devising of persuasive messages, and the consumption of persuasive messages in a variety of contexts. Class activities, discussions, readings, and assignments are designed to develop communication skills necessary for effectiveness as producers and consumers of persuasive communication.

COM 111 Social and Professional Etiquette (3) This course introduces students to the development and use of social and professional etiquette rules and customs as currently practiced in the United States. Emphasis is placed on understanding the communicative nature of etiquette and its uses in furthering social and professional interactions. This lecture/demonstration course will include practice in various verbal and nonverbal skills required in the current social and professional climate including instruction in netiquette. Additionally, students will be introduced to etiquette rules and customs from around the world and will practice using these as a way to prepare for the global marketplace. This course meets with LBR 111.

COM 113 Communication and Health (3) This course offers students the opportunity to learn and practice the unique communication skills needed in the health professions. Communication among professionals, between professional and patient, professional and client, professional and non-professional caregiver will be examined. Best practice in intrapersonal, interpersonal, group communication in the healthcare context will be discussed. How to effectively communicate in conflict situations, ethical considerations, and intercultural and multicultural communication are other topics included in this class.

COM 201 Intercultural Communication (3) This course seeks to improve intercultural communication competence through learning about communication patterns between those with different cultural backgrounds. Topics include verbal and nonverbal differences in cultural expression, intercultural relationships, barriers to effective intercultural communication, methods for overcoming these barriers, stereotyping, and racism. Students will learn to integrate theory with practice and real-life examples. Prerequisite: Any 100-level Communication course or Permission of Instructor.

COM 202 Rhetorical Criticism (3) This is a course in the practical art of rhetorical criticism. The course focuses on the application of standard rhetorical critical methods to communication artifacts. Although rhetorical criticism has its roots in the evaluation of speeches, this course provides students the opportunity to evaluate a wide range of communication artifacts, ranging from speeches to films, music, art, and even architecture. Through rhetorical criticism, students learn to better understand the motives, strategies, and effects of strategic public communication. Class activities, discussions, readings and assignments are designed to develop communication, critical thinking, and analytical skills through an introduction to rhetorical criticism. Prerequisite: Any 100-level Communication course or Permission of Instructor.

COM 203 Communication and Gender (3) A course designed to acquaint the student with the unique ways in which women and men communicate. The focus of this discussion-oriented class is on how gender influences verbal and non-verbal communication, listening, speaking and interpersonal relationships. Additional topics covered will include communication and gender in the workplace and the classroom as well as the influence of the media on gendered communication. Prerequisite: Any 100-level Communication course or Permission of Instructor.

COM 204 Advocacy and Opposition (3) Advertising, advocacy and public policy debates all require an understanding of the rhetorical nature of argumentation and persuasion. This course provides opportunities for students to develop that understanding through speeches, debates, group presentation and community interaction. Prerequisite: Any 100-level Communication course or PHI 107 or POS 100 or Permission of Instructor.

COM 205 Teamwork and Small Group Communication (3) This course is an in-depth study of the nature and process of teamwork and small group communication. Students will study the theory of small group process, the nature of small groups and group dynamics. The course will address small group/teamwork issues such as decision-making, creativity, computer mediated group communication, diversity and conflict management. Students will make small group/ team presentations, as well as engage in small group/ teamwork evaluation. Prerequisite: Any 100-level Communication course or Permission of Instructor.

COM 206 Voice and Articulation (3) This course is appropriate for students wishing to enter broadcasting, theater, or other careers where voice and articulation are important and for students who wish to enhance their ability to articulate American English. This lecture/demonstration course offers students practice in the use of the voice as a communication tool. Topics covered include: articulation, the aspects of the voice, pronunciation, the vocal mechanism and the International Phonetic Alphabet. Prerequisite: Any 100-level Communication course.

COM 207 Communication @ Work (3) This course is an introduction to the theory and practice of communication in the workplace. The focus of the course is interpersonal communication in a professional context. Topics covered include: meeting management, interview techniques, participation in team and group communication, preparation of professional presentations, managerial communication, diversity in the workplace, and listening skills. This course emphasizes the development of practical and critical skills. Prerequisite: Any 100-level Communication course or Permission of Instructor.

COM 209 Communication and Conflict Management (3) This course explores the nature of conflict interaction from a communication perspective. The course will examine attitudes, conditions, and perceptions that influence communication interaction and conflict. Students will be introduced to communication tools and techniques for effectively managing conflict in interpersonal relationships, groups, the workplace and organizations. Prerequisite: Any 100-level Communication course.

COM 290 Communication Seminar (3) This course is designed to introduce students to the power of communication in a variety of applications and contexts. The course introduces students to a range of communication theories, and provides opportunities to apply those theories to communication phenomena. Possible contextual focuses for the course could include: the rhetoric of social movements, strategic communication through song, the rhetoric of religion, family communication, or other emerging topics within the field. Class activities, discussions, readings, and assignments are designed to develop a better understanding of communication theories and skills through critical analysis of communication phenomena. Prerequisites: Any 100-level Communication course AND any 200-level Communication course, OR Permission of Instructor.

Criminal Justice

FOR MORE INFORMATION, CONTACT THE CRIMINAL JUSTICE DEPARTMENT IN MAWHINNEY HALL, ROOM M280, (315) 498-2341.

CRJ 101 Justice System (3) A comprehensive overview of the relationships among police, courts, prosecutors and corrections as they interact to deal with criminal behavior. Required of all Criminal Justice majors. Prerequisite: ENG and RDG placement must be at college level or Permission of Instructor.

CRJ 102 Introduction to Criminal Law (3) An in-depth study and historical approach to the development and understanding of criminal law. A survey of the basic elements required to classify occurrences as crime. Classification of crimes with respect to the segments of society they affect. Prerequisite: ENG and RDG placement must be at college level or Permission of Instructor.

CRJ 106 Juvenile Delinquency (3) Combines an orientation to the causes, treatment, and prevention of juvenile delinquency emphasizing the contributing factors of child abuse, school failure and low self esteem. An examination of the methods of handling juvenile offenders by the police, interviewing techniques, screening and referrals to social agencies are covered. Prerequisite: ENG and RDG placement must be at college level or Permission of Instructor.

CRJ 107 Women and Crime (3) Women and Crime is designed to acquaint the student with issues affecting women involved in crime and the Criminal Justice System. The etiology, extent and nature of female crime will be discussed. The involvement of women in each phase of the criminal justice system from arrest, sentencing, and corrections will be studied. Prerequisite: ENG and RDG placement must be at college level or Permission of Instructor.

CRJ 108 Police Community Relations (3) Designed to explore the interpersonal relations of police officers (male and female) as they deal with various unique and identifiable community ethnic and racial groups. The traditional role expectations of Law Enforcement will be assessed in light of changing community demands for protection and service. Prerequisite: ENG and RDG placement must be at college level or Permission of Instructor.

CRJ 112 Introduction to Law Enforcement (3) The history and development of law enforcement in modern society and the various systems of police control; philosophical aspects of police service with an overview of crime and police problems; the processes of justice and constitutional limitations on law enforcement; organization and jurisdiction of local, state, and federal agencies; survey of professional career opportunities. Prerequisite: ENG and RDG placement must be at college level or Permission of Instructor.

CRJ 122 Introduction to Corrections (3) An introductory course focusing on the development, organization, and effectiveness of corrections. The legal rights of the probationer, the inmate, and the parolee are examined in detail, providing both the student and practitioner the basis for understanding future developments in corrections. Observations are made as to the effectiveness of modern rehabilitation techniques, obstacles to correctional progress, and strategic errors made in correctional reform. Prerequisite: ENG and RDG placement must be at college level or Permission of Instructor.

CRJ 132 Introduction to Security (3) Historical background of security, nature and scope of private security functions in a modern society, the basic principles of physical security guard services - contract or proprietary, internal loss prevention, defensive systems, electronic devices, fire prevention and safety, the security function in the corporate structure, bomb procedures, hospital security,

disaster planning, polygraph procedures, loss prevention and retail theft, career opportunities in the security profession. Prerequisite: ENG and RDG placement must be at college level or Permission of Instructor.

CRJ 142 Criminal Investigation (3) Investigative methodology in the field of crime, modus operandi, sources of information, crime scene search and recording, collection and preservation of physical evidence, interviews and interrogation, scientific aids, observation and description, case preparation, testimony in court. Prerequisite: ENG and RDG placement must be at college level or Permission of Instructor.

CRJ 201 Criminology (3) Historical and contemporary viewpoints as to the causes of crime are discussed and debated to allow the student a complete understanding of the complex question as to "how the offender should be treated." Social factors, crime in the community, and cross-cultural references are presented along with case studies of criminals and their motivation for behavior. Prerequisite: ENG and RDG placement must be at college level or Permission of Instructor.

CRJ 202 Ethics in Police Work (3) An analysis of the problems involved in formulation of ethical standards for police departments; the legal and social basis of such standards of ethics; various considerations relative to public service involved in such a formulation; its effect upon the rights of individuals and groups and upon the ultimate concepts of police service. Prerequisite: ENG and RDG placement must be at college level or Permission of Instructor.

CRJ 204 Criminal Justice Management (3) Evolution of theories of organization and administration of justice agencies; structure of management; relationship of line, staff, and auxiliary functions; administration of staff units; planning and research functions; staff conferences and completed staff work; communications; personnel administration; decision-making; policies; administrative survey techniques and projects. Prerequisite: ENG and RDG placement must be at college level or Permission of Instructor.

CRJ 206 Juvenile Justice System (3) The main focus of CRJ 206 will be Family Court proceedings. It will explore the circumstances surrounding what happens to a youngster from being taken into custody to adjudication and placement. It will cover the child's passage from detention through Family Court proceedings, i.e., intake, probation and referral to community agencies. Types of placements will be explored, i.e., public vs. private institutions, their criteria for accepting children and the need for follow-up counseling and/or family therapy upon the youth's release and return to society. Prerequisite: ENG and RDG placement must be at college level or Permission of Instructor.

CRJ 207 The Sexual Trafficking of Children (3)

An examination of the devastating effects of child pornography and the sex trade of children in the U.S. and other countries. An attempt to understand the motivation of the pedophile and his use of children for sexual gratification, his chances of being rehabilitated, and the possible causes of his behavior. Speakers with special expertise in counseling the offender will make presentations - personnel from the Rape Crisis Center, City and Sheriff's Department Abused Person Units and others. Prerequisite: ENG and RDG placement must be at college level or Permission of Instructor.

CRJ 208 Managing Delinquents in Detention

(3) A presentation of methods of modifying and controlling surface behavior of aggressive youth in detention. Students will learn how to communicate with disturbed and confused individuals. The course will also enhance student's awareness of the complex aggressions which block the channels of communication when a human being is frightened or frustrated. Students will explore methods of controlling the acting out behavior of an incarcerated individual so as to maintain personal dignity and to develop a sense of rapport with the person incarcerated. Prerequisite: ENG and RDG placement must be at college level or Permission of Instructor.

CRJ 210 Terrorism and the Criminal Justice System

(3) This course introduces the student to the study of terrorism. It will focus on both domestic and foreign varieties of this unique form of organizational crime and its implications for the American criminal justice system. Prerequisite: ENG and RDG placement must be at college level or Permission of Instructor.

CRJ 212 Organized Crime and Society (3)

A systematic exploration of theoretical and practical issues pertinent to organized criminal activity. The organizational structures of traditional and non-traditional groups are studied as well as the historical background beginning in the nineteenth century. The impact on law enforcement is thoroughly reviewed with special emphasis on illegal drug trafficking. The relationships between drug use and crime is examined from the legal and societal viewpoint. Additionally, the relationship between the political environment and organized crime, including the infiltration of legitimate business, is studied. Prerequisite: ENG and RDG placement must be at college level or Permission of Instructor.

CRJ 215 Criminal Law (3)

A study of the scope, purpose, definition, and classification of crimes. Consideration is given to the more common offenses under the Penal Law. A concern for criminal intent, acts of omission and commission, arrest, and search and seizure, along with an introduction to the Criminal Procedure Law, is emphasized. The rules of evidence and their application to proper law enforcement will also be discussed. Prerequisite: ENG and RDG placement must be at college level or Permission of Instructor.

CRJ 216 White Collar Crime (3)

An examination of major issues and current problems that are associated with occupational and non-occupational criminal behavior. Public policy and methods of prevention are explored, and a review is conducted of various celebrated investigations which include examples of corporate crime, state authority crime and computer crime. Prerequisite: ENG and RDG placement must be at college level or Permission of Instructor.

CRJ 217 Crime and the Media (3)

The media has a significant impact on the criminal justice system. This course will investigate the interplay among various aspects of the media and the criminal justice system. Students will have the opportunity in class to examine products of the media that relate to police, courts and corrections. The media's portrayals of a diverse population and the subsequent impact on the functioning of the criminal justice system will be explored. The course will analyze the legal and ethical issues faced by both the media and the criminal justice system in the administration of justice in the United States. Prerequisite: ENG and RDG placement must be at college level or Permission of Instructor.

CRJ 218 Drugs and the Criminal Justice System

(3) An examination of the impact of drugs on the criminal justice system including the police, courts and corrections. The history of drugs and alcohol prohibition will be studied within the context of traditional crime and organized crime. Other topics will include the drug problem in relationship to the crime rate, national criminal justice policy strategies and the infiltration of legitimate enterprises by criminal drug organizations. Students will research relevant topics and report their findings as well as their conclusions based upon their research. This course has a criminal justice focus and will not fulfill the New York state mandate for drug and AIDS education for teaching certification of education majors. Prerequisite: ENG and RDG placement must be at college level or Permission of Instructor.

CRJ 219 Victims, Witnesses, and the Criminal Justice System (3)

This course focuses on the impact of crime on its victims and witnesses. Specific types of victims, witnesses, and crime will be studied, including homicide, sexual assault, domestic violence, child maltreatment, and elder abuse. This course requires the student to analyze restitution issues, the treatment of victims and witnesses by the criminal justice system, victims rights legislation, and contemporary trends in the treatment of crime victims and witnesses. Prerequisite: Placement in ENG 103 and RDG 140/143, or Permission of Instructor.

CRJ 235 Private Investigation (3) Explores the entire scope of procedure and methods necessary in understanding the complex mechanism involved in the field of private investigation. Private Investigation will examine the world of the "private eye" and what laws govern these activities. An in-

depth study will be made in intelligence gathering, the polygraph, records and reports, undercover work, surveillance, employing photography as evidence, and the use of actual case histories to illustrate various techniques available to the private investigator. Prerequisite: ENG and RDG placement must be at college level or Permission of Instructor.

CRJ 241 Special Investigations (3) Investigation methodology in the field of crime. Special attention is given to the various aspects of homicide investigation. Also covered is the area of organized crime, forgery, and white-collar crime. Prerequisite: ENG and RDG placement must be at college level or Permission of Instructor.

CRJ 243 Criminalistics I (3) The collection, preservation, analysis, and interpretation of physical evidence of various types, including latent fingerprints, footprints, tire tracks, tool marks, blood, hair, fabrics, etc.; narcotic identification, fingerprint classification, photography, spectrographic analysis, court presentation, and expert testimony. This course is designed to aid in the training of investigators. It does not qualify one as a criminalist or laboratory technician. Prerequisite: ENG and RDG placement must be at college level or Permission of Instructor.

CRJ 244 Criminalistics II (3) Concerned with advanced microscopic and chemical methods of crime detection. Blood analysis, drugs, blood alcohol, explosives, poisons, ultraviolet and infrared examinations, advanced optical and instrumental methods of analysis are covered. Special problems and topics of interest in criminalistics are covered. Prerequisite: ENG and RDG placement must be at college level or Permission of Instructor.

CRJ 252 Internship (3) A practicum designed to broaden the educational experience of students through appropriate observational work assignments with governmental agencies and private firms. Students may choose to select an internship from either Law Enforcement, Corrections, or Community Service in related Justice agencies. Prerequisite: ENG and RDG placement must be at college level, and Permission of Instructor.

Computer Science

FOR MORE INFORMATION, CONTACT THE COMPUTER STUDIES DEPARTMENT IN THE WHITNEY APPLIED TECHNOLOGY CENTER, ROOM W230, (315) 498-2427.

CSC 110 Program Design and Development (4) This is a language dependent introduction course on computer program design and development. Emphasis is on the identification and solution of business problems through systems of computer programs. Programs are described and designed through such tools as program flowcharts, structure charts, and pseudocode. Within this framework, programming languages are treated as tools which can be selected, as appropriate, to implement the designs.

CSC 111 Fundamentals of Computing I (4)

This course provides the foundation for a program of study in computer science. It introduces the discipline of computing and the roles of professionals. A contemporary high-level language with appropriate constructs for structured design and structured types is presented. It integrates an introduction to algorithm design, an understanding of abstraction applied to data types and structures, and an appreciation of imperative and object-oriented programming. Programming assignments are an integral part of this course. Prerequisite: CSC 110 or Permission of Instructor.

CSC 112 Fundamentals of Computing II (4)

This course develops the discipline of computing and the roles of professionals by introducing software engineering early in the learning process. This course formally presents abstract data types (ADTs). The ADTs presented are stacks, queues, lists, trees, graphs and tables. Simple sorting and searching techniques, along with their efficiency are studied. The use of pointers and recursion is covered. Programming assignments are an integral part of this course. Prerequisite: CSC 111.

CSC 162 Visual Basic I Programming (4) This course covers the manner in which the computer is used to solve problems. Lectures cover the style and techniques necessary to solve problems using the Visual Basic programming language. Object-oriented programming (OOP) will be covered. This course will allow students to take ad

vantage of the many new capabilities of building applications in a graphical user interface (GUI).

CSC 211 Computer System Organization (4)

This course emphasizes the organization and operation of real computer systems at the architectural level. The mapping of statements and constructs in a high-level language onto sequences of machine instruction is studied, as well as the internal representation of simple data types and structures. Topics include the fetch/execute cycle, bus structures, memory hierarchy, addressing modes, and subroutines. Alternative architectures, such as vector and parallel models, are presented. Three lecture hours per week. Prerequisites: CSC 111, MAT 161.

CSC 221 Software Engineering (4) This course is the capstone course for the AS degree in Computer Science. The course focuses on software engineering and requires a major software project. Topics include: object-orientation, software design tools and techniques (such as data flow diagrams, structure charts, CRC cards, algorithms, pseudocode), software reuse, software test strategies, and documentation standards. Prerequisite: CSC 112.

CSC 222 Game Programming (4) This course is an introduction to game programming techniques and gaming development. Topics include 2D graphics and code generated animation, sound technologies, interactivity, and multi-player games. Prerequisite: CSC 111 or CSC 264 or Permission of Instructor.

CSC 250 Server Administration (3) This course is an introduction to the administration of servers operating in a client server environment. Students will be introduced to the system software running client server networks, and will learn to install, configure, monitor, and manage a network server. Specific topics include server software installation, protocols, shells, system and user administration, scripts, and daemons. Students will be exposed to several different operating systems and several server applications, such as Web, ftp, database, and mail servers. Three lecture hours. Prerequisite: CIS 130 or Permission of Instructor.

CSC 255 Database Design and Development (3) The fundamentals of database design and implementation are introduced with an emphasis on data relationships. Utilization of a Database Management System (DBMS) and its components will be covered, along with Structured Query Language (SQL) and data security techniques. Prerequisite: CIS/CSC major with sophomore standing.

CSC 263 C++ Programming (4) An introduction to the C++ language which provides software developers with an "extendable" language in which abstract data types suitable for a given application can be created and then used as naturally as built-in data types. While based on the C programming language, C++ provides data and function encapsulation, function overloading, inheritance, strong typing, and other features needed for object-oriented programming (OOP). This makes C++ a true high-level language suitable for professional software engineering. The language constructs and OOP methods are introduced with a series of examples of increasing sophistication which are the basis of project assignments. Four lecture hours and one optional recitation hour per week. Prerequisite: CSC 110 or Permission of Instructor.

CSC 264 Java Programming (4) This course introduces object-oriented Java using current technical advances in programming methodology, Web-based applications, and applications for hand-held devices. Java methods, classes, objects, inheritance, graphics, animation, and networking are discussed. Four lecture hours per week. Prerequisite: CSC 110 or Permission of Instructor.

CSC 265 Visual Basic Programming II (4) This course builds upon the fundamental topics explored in CSC 162. More advanced topics involving object oriented programming (OOP) will be studied. This includes Graphical User Interface (GUI); File and Database Management; ActiveX controls; Networking, Internet and World Wide Web applications; Multimedia applications; and Dynamic Data Structures. Prerequisite: CSC 162 or Permission of Instructor.

CSC 280 C#.Net Programming (4) This course focuses on the language and programming fundamentals of the C# language and object-oriented programming, in the context of the .NET develop-

ment environment. Topics covered will include: the .NET platform including common language runtime and framework, Visual Development Environment, Object-Oriented Programming, C# Language and Application Structure, basic GUI constructs, and basic concepts of XML. This course may not be used to fulfill a Liberal Arts elective. Prerequisite: CSC 112 or Permission of Instructor.

Economics

FOR MORE INFORMATION, CONTACT THE SOCIAL SCIENCES DEPARTMENT IN MAWHINNEY HALL, ROOM M380, (315) 498-2301.

ECO 103 Modern Economic Issues (3) In this course, students will discuss current micro and macro economic issues in an intuitive, non-mathematical format. A wide range of topics are covered with an emphasis on the global economy. This course satisfies the Humanities and Social Sciences Global Awareness requirement and is open to all students.

ECO 104 Personal Finance and Consumer Economics (3) This course is an introduction to financial planning and consumer practices. Topics include: money management, investments, tax planning, estate planning, insurance, real estate, and the purchasing and financing of consumer goods and services.

ECO 160 Poverty, Inequality and Discrimination (3) This course covers various causes of poverty in the U.S. (relative poverty) and in developing nations (absolute poverty), as well as policies, programs, and proposals for improvement. Inequality, stratification, and discrimination are also addressed. This course satisfies the Humanities and Social Sciences Global Awareness requirement and is open to all students.

ECO 203 Principles of Macroeconomics (3) This course is an introduction to the forces that shape overall economic activity and determine productivity, standards of living, economic growth, employment, inflation, interest rates, and business cycles. Prerequisite: MAT 087/088 or equivalent.

ECO 204 Principles of Microeconomics (3) This course is an introduction to microeconomic theory and applications, stressing consumer and producer behavior, price determination, trade, market structures, markets for factors of production, market failure, government failure, and international issues. Prerequisite: Math 087/088 or equivalent.

ECO 209 Money and Banking (3) A study of the nature and functions of money and finance, this course outlines the institutional framework of the American financial system, describes and explains the special roles played within the system by commercial banks and the Federal Reserve System, explores the interrelationships between the monetary sector and the rest of the economy and the ways in which monetary policy may be used to assist in the attainment of society's economic goals. Prerequisite: ECO 203 or Permission of Instructor.

ECO 219 Fundamentals of Investments (3)

This course examines the relationship between risk and return, asset allocation, portfolio theory, and investment vehicles including stocks, bonds, mutual funds, options, and futures. Prerequisite: MAT 087/088 or equivalent.

Education

FOR MORE INFORMATION, CONTACT THE HUMAN SERVICES AND TEACHER EDUCATION DEPARTMENT IN MAWHINNEY HALL, ROOM M280, (315) 498-2341.

EDU 145 Foundations of Tutoring (1) Designed specifically for students interested in tutoring, this course explores the roles and responsibilities of peer tutors. Topics include strategies for one-on-one, small-group, and special population tutoring.

EDU 155 Developmental Care of Infants and Toddlers (3) An overview of methods of fostering the development of infants and toddlers, emphasizing the caregiver role in planning environment and interacting with children. In order to complete some assignments, students must have a child under three years of age available for observation and interaction.

EDU 158 Infant-Toddler Development (3) This course examines all domains of infant and toddler development including: prenatal development, language development, cognitive development, motor development, and social/emotional development. Atypical development and the importance of early intervention will also be presented and discussed. In addition, the observation and caregiving skills necessary for a quality infant and toddler program will be presented. In order to complete assignments, students must have a child available to observe. Prerequisite: English and Reading placement at college level.

EDU 172 Classroom Management (3) This course explores guidance theories, applications, goals, techniques, and factors that influence teacher expectations and classroom management issues. The effects of culture and student diversity on the classroom environment will also be explored. Classrooms serving children ages two to twelve years will be addressed.

EDU 174 Teaching Fieldwork: Instruction and Seminar (3) This course orients students to teaching in an inclusive special education classroom and to working with families. Students will work a total of 100 hours over the semester, dividing their focus among the inclusive classroom, a family with a child with disabilities, and the community. The weekly seminar is used to discuss fieldwork experiences, teaching concepts and skills. A medical examination, fingerprinting, and Child Abuse Central Register clearance may be required. Prerequisites: EDU 182 and 230; co-requisites: EDU 272 and 273.

EDU 180 Early Childhood Education: An

Introduction (3) This course is designed to introduce prospective early childhood (Birth-2) and childhood (1-6) education teachers to the historical, philosophical and cultural approaches to the study of early childhood education. Students will examine current issues and challenges and begin development of their professional education skills and beliefs. A field component will be required. Prerequisite: English and Reading placement at college level.

EDU 182 Child Growth and Development (3)

This is a specialized course in child development which studies the emotional, social, cognitive and physical development from the prenatal period to pre-adolescence. Students will use observation and assessment techniques to build an understanding of growth and development. Multiple influences on child development and learning, including the sociocultural context of development, will be explored. Prerequisite: English and Reading placement must be at college level.

EDU 183 Observation and Assessment of Young

Children (3) This course prepares students to use systematic observations, documentation, and other assessment techniques to understand young children's growth and development. Observation and assessment will focus on physical, cognitive, language, and social/emotional development. Students will compile various observations and assessments in a study of one child's development over the course of the semester. An additional component of the course will focus on observation and assessment of early childhood education environments. Prerequisites: EDU 180 and 182, or EDU 180 and PSY 204.

EDU 184 Early Childhood Field Instruction

and Seminar I (3) This first-level fieldwork course offers students the opportunity to apply theories learned in previous early childhood education courses to practice. Under the supervision of an experienced early childhood teacher, students develop basic interaction, guidance and supervision skills. The course also focuses on implementing and evaluating developmentally appropriate activities for children. The weekly seminar is used to discuss fieldwork experiences, teaching concepts and skills. Fieldwork must be completed at the Children's Learning Center on campus, an NAEYC accredited program or other program approved by the instructor. A medical examination, fingerprinting and Child Abuse Central Register clearance are required. Prerequisite: EDU 182 or Permission of Instructor; co-requisite: EDU 281.

EDU 185 Teacher and Parent Relationships

(1) Focus is on helping teachers develop positive relationships with parents of children in their programs through informal communication, parent conferences, encouraging parent involvement with the program, and working together to foster the child's development.

EDU 230 Human Services With Diverse Populations (3) This course examines the domestic and global contexts of diversity and the impact of ethnicity, race, gender, ability/disability, socioeconomic class and sexual orientation on our lives. Students will develop self-awareness regarding their own feelings, assumptions and behaviors in relation to others different from themselves and will explore how these impact their personal values, belief system and interactions with others. Same course as HUM 230; students may not receive credit for both courses. Prerequisite: English and Reading placement must be at college level.

EDU 272 Perspectives on Disabilities: Child, Family, School, and Community (3) Students will explore the traditional and emerging roles and practices of diverse families, school reform efforts, models for effectively developing collaboration, cooperation, and partnership with school and community agencies. Prerequisites: EDU 182 and 230; co-requisites: EDU 174 and 273.

EDU 273 Principles of Inclusive Education (3) Students examine various strategies that can be used in inclusive classrooms to teach students with diverse needs. Best practices and current controversies in inclusive education will be examined and discussed. Students will also develop an understanding of their philosophy of inclusive education. Prerequisites: EDU 182 and 230; co-requisites: EDU 174 and 272.

EDU 275 Cultural Foundations of Education (3) This course focuses on philosophical, historical and cultural approaches to the study of education in the United States. Current educational concerns that affect teaching and schools will be studied. An anti-bias perspective will be emphasized. Students will be required to complete a field component. Prerequisite: PSY 204 or PSY 207 or EDU 182.

EDU 280 Language and Literacy Development in Young Children (3) This course examines the development of language and literacy in young children from birth through the primary years. Students will explore theoretical foundations of early literacy development and the implementation of various models to effectively support young children as readers and writers. Other topics include: working with families to support early literacy development, selecting quality children's literature, assessing early literacy development, integrating literacy throughout the curriculum and adaptations for individual children in diverse and inclusive settings. Prerequisite: EDU 182 or EDU 158 or PSY 204 or PSY 207.

EDU 281 Curriculum Development (3) The theoretical basis for setting educational goals and planning developmentally appropriate experiences for children from birth to eight (with emphasis on the later years) is studied, along with methods of planning, supervising, and evaluating these experiences. Prerequisite: EDU 182 or PSY 204; co-requisite: EDU 184.

EDU 282 Family, School and Community (3) This course examines the contexts in which children develop, including family, school, and community, and how teachers can work together with parents and community resources to foster the optimum development of children. Prerequisites: EDU 182 and PSY 103 or SOC 103 or Permission of Instructor.

EDU 283 Early Childhood Field Instruction and Seminar II (3) This optional second-level fieldwork course builds on the competencies developed during the first-level fieldwork experience. Particular attention is given to assuming classroom teacher responsibilities of planning, supervising, and evaluating curriculum activities that are developmentally appropriate as well as integrated. The weekly seminar is used to discuss fieldwork experiences, teaching concepts and skills. A medical examination, fingerprinting, and Child Abuse Central Register clearance are required. Prerequisite: EDU 184 or Permission of Instructor.

EDU 285 Early Child Special Education: Introduction (3) This course provides an introduction to special education in early childhood and the early primary grades. The legal foundation of special education, public laws, the New York State Special Education process and contemporary models and issues in the field of special education will be examined. Students will explore the causes, characteristics and educational implications of disabilities. The course will also focus on selecting/modifying appropriate teaching strategies in inclusive early childhood environments and in early primary classrooms. Strategies for working effectively with families and early childhood special education professionals in the context of early childhood programs will also be examined. Exploration of personal competencies and ethical issues in special education will be explored. A field component is required. Prerequisite: EDU 182, PSY 204 or Permission of Instructor.

Electrical Engineering Technology

FOR MORE INFORMATION, CONTACT THE ELECTRICAL TECHNOLOGY DEPARTMENT IN THE WHITNEY APPLIED TECHNOLOGY CENTER, ROOM W131, (315) 498-2451.

ELT 100 Foundations of Electronics (4) An introductory course in instrumentation and laboratory skills for technology students. Various aspects of electrical circuit measurement techniques are investigated in the laboratory, with emphasis placed on component identification, signal tracing, soldering and troubleshooting. Each student will be required to purchase one electronics kit for assembly in the laboratory, as designated by the instructor. Three class hours and a two-hour laboratory. Co-requisite: MAT 087 or Permission of Instructor.

ELT 101 Electrical Power Distribution and Overhead Construction (3) This course primarily deals with concepts and skills that are necessary for the construction and maintenance of overhead electric power distribution systems. Topics include:

safety, performing construction from an overhead position on the distribution poles, use of ropes and rigging equipment, and operation and installation of transformers. The course is taught at the National Grid Training Laboratory in Liverpool. Two hours of lecture and two hours of laboratory. Prerequisite: Permission of Instructor.

ELT 120 Ethics in Engineering and Technology (3) This course is an investigation of fundamental ethical issues relating to the fields of engineering and technology, focusing on organizing principles and ethical theory to frame problems that are typically encountered in the engineering industry. Topics to be discussed include: professional responsibility and accountability; honesty and integrity in the workplace; intellectual property; conflicts of interest; environmental issues; risk, safety and product reliability; legal liability; and diversity in the workplace. Contemporary case studies will be examined and debated in the context of such traditional philosophical schools of thought as utilitarianism and Kantian ethics. Prerequisite: ENG 103 or Permission of Instructor.

ELT 131 Electrical Circuits (4) In this course students learn to analyze DC and AC passive circuits using Ohm's Law, Kirchhoff's laws, and Superposition. RC and RL circuits are analyzed for impedance and phase angles. Troubleshooting, analysis by computer simulation using simulation software, and telecommunication applications are stressed throughout. Prerequisites: MAT 107, CMT 110.

ELT 141 Circuits I (4) Course topics include the introduction and use of DC and AC voltage sources along with resistors, capacitors and inductors in series, parallel and series/parallel circuits. Circuits are analyzed using Ohm's law, Watt's law and Kirchhoff's current and voltage laws. The course concludes with the application of the basic concepts to high pass, low pass, band pass and band stop filters. Laboratory exercises emphasize the construction, analysis, measurement and troubleshooting of basic RLC circuits using state-of-the-art laboratory equipment and computer-simulation software. The use of algebra, complex numbers, engineering notation and scientific calculators are also covered. Lecture hours and lab hours are required for this course. Prerequisite: Intermediate algebra or equivalent; co-requisite: MAT 143 or equivalent.

ELT 142 Circuits II (4) This is an advanced course in DC and AC circuit theory. Topics addressed in this course review and expand on the concepts from Circuits I (ELT 141). New topics include Thevenin's, Norton's and superposition theorems, mesh and nodal analysis, magnetism, and fundamental power concepts. Laboratory exercises emphasize circuit construction, analysis and measurement using advanced laboratory equipment. Lecture hours and laboratory hours are required for this course. Prerequisites: Completion of ELT 141 with a grade of C or better, and MAT 143 or equivalent.

ELT 153 Electronic Systems for Telecommunications I (4) Students practice the analysis and application of advanced electronic circuits as applied to the telecommunications industry. Topics include frequency response of filters, op-amps, oscillators, amplitude modulation, noise and LC circuits. Troubleshooting and analysis by computer simulation software is stressed throughout. Prerequisites: ELT 131 and PHY 101.

ELT 161 Electronic Circuits I (4) Introduction to semiconductor theory, devices and circuits. Devices include: diodes, transistors, thyristors and integrated circuits (operational amplifiers & voltage regulators). Circuits include: power supplies, switching and amplifier. Three class hours and a three-hour laboratory. Prerequisite: Completion of ELT 141 with a grade of C or better.

ELT 180 HVAC Electrical Theory and Application (3) This course teaches the fundamental skills of troubleshooting residential and light commercial HVAC electrical system problems. Technicians learn and practice proven diagnostic techniques that they can apply immediately. The goal of the course is to provide technicians with both the skills and confidence necessary to tackle any electrical system malfunction, with emphasis on rapid discovery of the failed component and root cause determination. Prerequisite: Minimum of one year of field experience in servicing and maintaining residential and light commercial HVAC equipment, or Permission of Instructor.

ELT 201 Power Technology (4) This course is an overview of the electric power system from generation to transmission, distribution, and delivery of electric power. Topics include: methods of generating electricity such as hydro, thermal coal, thermal nuclear, solar and gas turbine; transmission system voltages and construction; Wye and Delta distribution systems; transformers, single phase and three phase banks for common delivery voltages; electric service construction and building wiring methods; and electric safety. The course is taught at the National Grid Training Laboratory in Liverpool. Prerequisite: ELT 101; prerequisite/co-requisite: MAT 088 or Permission of Instructor.

ELT 215 Programmable Logic Controllers (4) Designed to introduce students to the basic principles that govern the function and operation of the programmable logic controller (PLC). It focuses on the common input and output devices that are typical in sequential and process control applications. Topics include: PLC applications, logic concepts and ladder diagrams, CPU, memories, input/output devices, safety issues, maintenance techniques, I/O and memory addressing, ladder logic programming language, design of relay operated process, and proper installation methods. Three lecture hours and a three-hour laboratory. Prerequisites: CMT 171 and ELT 141, or Permission of Instructor.

ELT 257 Electronic Systems for Telecommunications II (4) Students practice the analysis and application of advanced electronic circuits as applied to the telecommunications industry. Topics include frequency modulation, communication techniques (digital, wired, and wireless), transmission lines, antennas, and fiber optics. Troubleshooting and analysis by computer simulation software is stressed throughout. Prerequisite: ELT 153.

ELT 258 Advanced Electronics (4) Applications of solid state devices in systems, emphasizing power and industrial control circuits. Included are thyristors, operational amplifiers, timers, voltage regulators, opto-electronics, and motor control. This course may be modified in response to rapid technological changes, to ensure that the most important devices are included. Three class hours and a three-hour laboratory. Prerequisites: ELT 142 and 261.

ELT 260 Independent Study Project (1-4) Any project suitable for individual or small group self-study, and approved by the department, may be pursued. Students must be highly motivated and self-directive. The instructor will meet weekly with the students and serve as a resource person. Prerequisite: Variable (consult department chairperson).

ELT 261 Electronic Circuits II (4) Linear Electronic Amplifier Circuits. Basic amplifier concepts including gain, attenuation, input and output impedances, frequency response, multistage effects and decibels. Devices studied are Bipolar Junction Transistors (BJT), Field Effect Transistors (FET), and Integrated Operational Amplifier circuits. Three class hours and a three-hour laboratory. Prerequisite: Completion of ELT 161 with a grade of C or better.

ELT 265 Communication Systems (4) This course focuses on radio communications circuits and systems, including tuned amplifiers, mixers, carrier signal modulation, transmission, demodulation, transmission lines and antennas. Emphasis is placed on circuits and concepts common to many types of systems. Circuits of super heterodyne receiver systems are investigated in the laboratory. Three class hours and a three-hour laboratory.

ELT 268 Rf Fundamentals for Technicians (3) Deals with basic concepts in Radio Frequency band. Topics included are: transmission media such as coaxial line, and wave guide relationships for impedance, VSWR, gain, and loss in magnetic and electric fields and "s" parameters. Basic theory and operation of the spectrum analyzer and network analyzer will be discussed. Experiments related to the slotted line and measurement techniques for passive RF components such as couplers and dividers will be demonstrated. The basic operations of the pin, attenuator, divider, and coupler are included in the course. Prerequisites: ELT 142 and 161.

ELT 285 Power Systems I (4) This course is a review of AC circuit concepts including Kirchhoff's Laws, vector algebra, phasor diagrams, magnetism, and transformer operation. It also covers poly-phase systems including three phase generation, wye and delta connections, as well as AC and DC rotating machinery. Three class hours and a three-hour laboratory. Prerequisite: Completion of ELT 141 with a grade of C or better.

ELT 289 Cooperative Education (3) Designed to provide work experience directly related to the student's field of study. A learning contract, containing specific educational objectives related to work experience and the student's field of study, is developed by the student and the faculty co-op coordinator. Course requirements include a minimum of 180 hours of work in the student's field of study, maintenance of a daily log of hours worked and duties performed, attendance at three two-hour on-campus seminars, and a work-related final project. This will allow the student to earn three credit hours. The student can earn a total of six credit hours with additional 180 hours of work experience (without seminars) and an extended final project. The student's performance will be evaluated by the faculty co-op coordinator on the basis of the objectives in the initial learning contract with a grade of Satisfactory or Unsatisfactory. NOTE: The number of credit hours must be determined at the time of registration. Prerequisite: Approval by the ELT department and the Career and Applied Learning Center.

ELT 299 Advanced Topics (4) Topics are selected to respond to the particular needs of students and the special preparation needed for career opportunities as they exist at the time of the course offering. Laboratory experience is included if appropriate for the topic. The number of class and laboratory hours is determined by the scope of the topic, with one credit hour for each 15 hours per semester of lecture and one credit hour for 30 to 45 hours of laboratory per semester. Open to sophomore students only. Prerequisite: Permission of Instructor.

Electronic Media Communications

FOR MORE INFORMATION, CONTACT THE ELECTRONIC MEDIA COMMUNICATIONS DEPARTMENT IN THE WHITNEY APPLIED TECHNOLOGY CENTER, ROOM W150, (315) 498-2321.

EMC 101 Introduction to Electronic Media (3) Designed to present an overview of electronic media as public communication. Stresses the importance of broadcasting, cable, and satellite communications at the local and national level. Federal regulation and responsibilities of broadcast licenses are studied, as well as the relationship of broadcasting to the audience, advertising, and public relations. Guest lecturers from industry, corporate communications, and educational broadcasting are scheduled. Open to all students.

EMC 144 Audio/Video Production: An

Introduction (4) This course is designed to give the student a basic overview of audio and video production. Theory and terminology are introduced through lecture and hands-on application. The student will be introduced to the skills necessary to operate audio and video equipment in studio settings and begin to develop visual and aural literacy. This course is a requirement for all other Electronic Media Communications production courses. Five lecture/production hours per week. Prerequisite: EMC majors or Permission of Instructor. Fall semesters only.

EMC 155 Digital Audio Production (3) This course is intended to give the student a practical as well as a theoretical approach to digital audio production. Emphasis is placed on the use of digital audio in sound recording, audio editing, multi-track mixing, and audio processing. The student will be exposed to audio production/editing procedures and techniques. Prerequisites: EMC 144; EMC majors only. Spring semesters only.

EMC 159 Television Studio Production (4)

This course stresses the importance of effective aural and visual communication, teamwork, and problem-solving skills necessary for success in the process of television studio production. Television studio production techniques and disciplines are explained, demonstrated, and applied. This course builds on basic production techniques and skills developed in EMC 144 Introduction to Audio/Video Production by engaging the student in more demanding assignments and more sophisticated production work. Particular emphasis is placed on developing critical thinking and analytical skills, as they apply to production. Five lecture/production hours per week. Prerequisites: EMC 144; EMC majors only. Spring semesters only.

EMC 160 Radio Station: An Introduction (3)

This radio course is designed to introduce the student to the terminology, technology, concepts, and structure of radio broadcast stations. Topics covered will include FCC rules and regulations, station organization, sales, ratings, promotions, control room operations, departmental interrelationships, technological applications and industry trends. Prerequisites: EMC 144; EMC majors only. Spring semesters only.

EMC 169 Video Field Production (3)

This course is designed to introduce the student to the technical and creative requirements of single-camera, video field production. Topics include camera operation, lighting, audio recording for field production and linear (tape to tape) editing, as well as all aspects of pre-production, including story development, scripting, shot list and storyboard creation, site surveys and production planning for location field production. Prerequisites: EMC 144; EMC majors or Permission of Instructor. Spring semesters only.

EMC 190 Internship I (3) This course is designed to provide work experience directly related to the student's field of study. The student, working with the faculty co-op coordinator, will develop a learning contract containing specific educational objectives as they relate to that work experience and the student's field of study. Course requirements include a minimum of 120 hours of work in the student's field of study; maintenance of a daily log which includes hours worked and duties performed; participation in resume, cover letter, and interviewing workshops; regular meetings with the faculty coordinator; and a final work-related project determined by the faculty member. Prerequisites: EMC 144 and POI; sophomore-level EMC majors only. Students must have a G.P.A. of 2.5 or higher and obtain the recommendation of an EMC faculty member.

EMC 249 Electronic News Gathering: an

Introduction (3) This course is designed to introduce students to the concepts and practices of professional news gathering for electronic media. The role of news in radio and television is explained, with emphasis on identifying and contrasting basic forms of news delivery: 24-hour news, local/network newscasts, breaking news, live updates, etc. Through classroom exercises, students will learn and practice the techniques of determining a story's newsworthiness, researching, copywriting, interviewing, producing, writing to the image and editing a virtual news story. Additional importance will be placed upon ethics and professionalism in electronic news. Prerequisites: EMC 169; EMC majors only. Fall semesters only.

EMC 251 Sportscasting I (3)

This course is designed to present an in-depth study of the world of Sports Communications, concentrating specifically on Fall and Winter Sports (intercollegiate and scholastic levels). Special emphasis will be placed on football, soccer, ice hockey, and volleyball. Radio/TV students will become familiar with the techniques used to research, produce, facilitate, report and analyze sporting events. Special training and actual "hands on" experience in reporting/producing College and area college/high school sporting events is scheduled. Guest lecturers from the Sports Communications field are also scheduled. Prerequisites: EMC 144 and EMC 159; EMC majors or Permission of Instructor. Fall semesters only.

EMC 252 Sportscasting II (3)

This course is designed to present an in-depth study of the world of Sports Communications, concentrating specifically on Spring and Summer (intercollegiate and scholastic levels). Special emphasis will be placed on basketball, baseball, softball, and lacrosse. EMC students will become familiar with the techniques used to research, produce, facilitate, report and analyze sporting events. Special training and actual "hands-on" experience in reporting/producing College and area college/high school sporting events is scheduled. Guest lectures from the Sports Communication field are also scheduled. Prerequisites: EMC 144, EMC 159; EMC majors only or Permission of Instructor. Spring semesters only.

EMC 259 Digital Video Editing (4) This course is designed to enable the student to become proficient in the technical and creative aspects of non-linear digital video editing and its role in the production process. Editing concepts such as story building and pacing, techniques such as continuity and parallel editing and examples of single-camera, post-produced programs are discussed and analyzed. Planning for post-production and media management are emphasized. Three lecture/two production lab hours per week. Prerequisites: EMC 169; EMC majors or Permission of Instructor. Fall semesters only.

EMC 260 Radio Station Operations (3) This course provides the basic principles of contemporary radio station programming, focusing on formatting concepts and strategies, marketing, promotion, production, news operations, and the practical applications. Emphasis will be placed on the student's application of programming strategies through the use of the College's Internet Radio. Prerequisites: EMC 160; EMC majors. Fall semesters only.

EMC 265 Sound Design and Production for Digital Media (3) This course is designed to introduce students to the technical and creative aspects of loop-based audio production and how it is used in many types of digital media productions. Students will analyze and create audio to be used in media projects ranging from radio programming and television/video programming to DVDs and Web sites. Prerequisites: EMC 155; EMC majors or Permission of Instructor. Fall semesters only.

EMC 269 Television News Production (4) This course focuses on the skills necessary to create content and produce a weekly television newscast. Methods of news delivery are analyzed, and students will put into practice the theories learned in EMC 249. Students will conduct effective research, practice effective interviewing techniques, and produce, report, and write copy for television news. Students will work in teams to produce a live weekly newscast. Emphasis will also be placed on ethics and professionalism, as well as legal considerations, as they pertain to producing and developing electronic news. Five lecture/production hours. Prerequisites: EMC 249 or Permission of Instructor; EMC majors only. Spring semesters only.

EMC 275 Producing for Radio (4) This course is a culmination of audio theory and practical skills learned by students in previous radio courses. Students will produce original programming in the areas of news and public affairs, documentaries, sports, college/community interest, and arts and entertainment. Emphasis will be placed on the student's ability to provide informational, educational, and entertainment programming for the college Internet radio station. Three lecture/ two production lab hours per week. Prerequisites: EMC 260, ENG/JRN 157. Spring semesters only.

EMC 276 Media Streaming (3) This course is designed to introduce students to the theory and practice of streaming media via the Internet and telecommunications networks. Students will be required to properly encode and compress audio and video to be used in the streaming process. Various types of video and audio file formats are covered, as well as compression standards. The deployment of media servers, live Web casting, and multiple media player formats will be discussed. A final project will include the encoding and streaming of audio and video media for a Web site. Prerequisites: EMC 155, EMC 259; EMC majors or Permission of Instructor. Spring semesters only.

EMC 286 DVD Authoring (4) This course provides a hands-on approach to the conceptualization, design, production, and assessment of video projects completed on DVD. The course will focus on strategic planning (including scripting and flow charts), creation of video and audio content, proper encoding of media, file management, creation of interactive menus, proper linking of all media assets within the DVD, and outputting projects to a DVD disc. Topics of discussion will include the history, characteristics, various types, and user interactivity of the DVD format, as well as various types of digital media files and managing those files on a network. Three lecture/two production lab hours per week. Prerequisites: EMC 259; EMC majors only or Permission of Instructor. Spring semesters only.

EMC 289 Television Producing and Directing (4) This course is designed to build upon and improve the student's studio production skills, to further an understanding of the multi-camera production process, and to become proficient in directing a multi-camera, multi-source studio production. Emphasis is placed on the correct use of television directing terminology. The aesthetic principles of producing, set and lighting design, sound, visualization, and continuity are identified and applied. Five lecture/production hours per week. Prerequisites: EMC 159; EMC majors only. Spring semesters only.

EMC 290 Internship II (3) This course is designed to provide work experience directly related to the student's field of study. The student, working with the faculty co-op coordinator, will develop a learning contract containing specific educational objectives as they relate to that work experience and the student's field of study. Course requirements include a minimum of 120 hours of work in the student's field of study; maintenance of a daily log which includes hours worked and duties performed; participation in resume, cover letter and interviewing workshops; regular meetings with a faculty coordinator; and a final work-related project determined by the faculty member. Prerequisites: EMC 190 and POI; EMC majors only. Students must have a G.P.A. of 2.5 or higher and obtain the recommendation of an EMC faculty member.

English

FOR MORE INFORMATION, CONTACT THE ENGLISH DEPARTMENT IN MAWHINNEY HALL, ROOM M310, (315) 498-2313/2266.

ENG 099 Basic Composition (3EQ) This is a developmental writing course for students who need more individualized instruction and intensive practice in composing and editing short expository prose than is provided in ENG 103. This course does not satisfy Freshman English credit requirements. (Additional tutoring in the Writing Skills Center may be required.) This foundational course provides 3 equivalent credit hours toward your full-time load and is based on 3 equivalent credit hours; it carries 0 credit hours of academic credit. Prerequisite: Onondaga Community College placement test.

ENG 103 Freshman Composition and Literature I (3) This course develops the skills and forms necessary for writing college-level expository prose. Methods for developing content; organizing information and ideas; and presenting that material to a reader clearly, concisely, and coherently will be taught. Various readings may be used as a source of models and ideas. Prerequisite: Onondaga Community College placement test and/ or satisfactory completion of ENG 099 or ESL 116 (formerly ESL 103).

ENG 104 Freshman Composition and Literature II (3) Teaches students to comprehend, respond to and use the ideas of others in their own writing. Skills such as analytic and critical reading and writing, summarizing, and paraphrasing are developed through the study of literature. Term paper form will also be taught. Prerequisite: ENG 103.

ENG 121 Introduction to Journalism and the Mass Media (3) This course is designed to increase students' media literacy through awareness of journalism and mass media, their history and development, their impact on society, ethical and social problems, and the changing media landscape. Prerequisite: ENG 103.

ENG 123 Newspaper Production (1) Familiarizes students with all aspects of newspaper production and provides practical application of journalism theories with participation in the activities of the student newspaper. Students attend weekly meetings, write articles, etc. Includes one-half hour seminar/discussion.

ENG 157 Electronic Media Writing (3) This course helps students to master the diverse writing styles and formats used in writing for broadcast on radio, television and cable. These include public service announcements (PSAs), station IDs, promotional announcements, script formats, commercials, news copy and program materials. Emphasis is on developing broadcast copy style, distinguishing words directed toward the ear and the eye. Prerequisite: ENG 103.

ENG 203 World Literature I (3) The course sequence (203-204) chronologically surveys major works of Western literature and its relationship to the cultural trends of the period. A wide and varied range of readings is available to the student. The survey should lead to an awareness of the objectives and forms of literary art and to a knowledge of Western culture as great writers have mirrored it. Course covers the period from the Ancients to the Renaissance. Prerequisites: ENG 103, ENG 104.

ENG 204 World Literature II (3) A continuation of ENG 203 from the Renaissance to the present, which may include works from Petrarch, Shakespeare, Cervantes, Flaubert, Sartre, and the moderns. Either semester may be taken independently. Prerequisites: ENG 103, ENG 104.

ENG 206 Creative Writing-Poetry (3) Students will write and revise original poetry, considering language, imagery, rhythm, structure, point of view, story, theme, and other poetic elements. Students will study the styles and techniques of classic and contemporary poets. They may also be required to attend poetry readings in the area. Prerequisite: ENG 104, or Permission of Instructor.

ENG 207 Creative Writing-Fiction (3) Students will write and revise original fiction, both segments and complete stories, using language, dialogue, character development, action, setting, and plot in the service of a theme or message. Students will read and study the styles and techniques of classic and contemporary writers of fiction. They may also be required to attend readings of fiction in the area. Prerequisite: ENG 104, or Permission of Instructor.

ENG 208 Creative Writing-Drama/Script (3) Students will write and revise original, narrative scripts for the stage or screen, using dialogue, character development, action, setting, and plot in the service of a theme or message. Students will view and study the styles and techniques of classic and contemporary playwrights or playwrights. They may also be required to attend professional film or theatre productions in the area. The Master Schedule for each semester will specify if the course focuses on scripts for television and film screen or for the theatre. Prerequisite: ENG 104, or Permission of Instructor.

ENG 209 Dramatic Literature I (3) A study of the early development of dramatic literature and its social relationships. First semester covers major contributions from Aeschylus to Ibsen. Prerequisites: ENG 103, ENG 104.

ENG 210 Dramatic Literature II (3) A study of modern drama from Ibsen to the present. Either semester may be taken independently. Prerequisites: ENG 103, ENG 104.

ENG 211 Intermediate Composition (3) This course explores the origins and development of the essay form in an academic context through the study of various historical and contemporary essays and asks students to apply this knowledge and experience to their own writing. Students will practice reading and writing different kinds of essays, explore the limits of the essay form, and practice and develop research skills. Additionally, students will become familiar with composing and revising techniques through a series of writing workshops. Students have the opportunity to leave the class as better and more versatile writers. Prerequisite: ENG 104.

ENG 213 Children's Literature (3) Examines literature for children from the preschool level through the middle school level. Topics covered include history and development, research skills, criticism, major authors, and major forms: poetry, picture books, fables, myths, legends, sacred writings, epics and romances, folktales (fairy tales), fiction, and non-fiction. Emphasis is on the teaching of the knowledge and critical skills needed to locate, comprehend, analyze, evaluate, and present the literature. Prerequisites: ENG 103, ENG 104.

ENG 215 Mythology (3) The first concern of the course is the survey of Greek and Roman mythologies: their origin, development, interpretation, and use by both classical and modern writers. In addition, some attention is given to Norse and Celtic mythologies, their relationships to classical mythology and use in British literature. Prerequisites: ENG 103, ENG 104.

ENG 216 Celtic Culture: An Introduction (3) Celtic culture interacts with English tradition at many levels. This course introduces the student to that culture (language, literature, archaeology, art, music) of both the ancient and modern Celtic-speaking lands: ancient Britain and Gaul, modern Ireland, Scotland, Wales, Brittany, Cornwall and the Isle of Man. Special attention is given to extensive medieval literary texts, the Tain Bo Cuailgne of Ireland and Mabinogi of Wales. Course work includes directed, individual study projects. Prerequisites: ENG 103, ENG 104.

ENG 217 Science Fiction (3) A chronological examination of science fiction from early 19th Century to the present, with brief references to classical precursors. The themes of science fiction will be explored through various literary genres. Prerequisites: ENG 103, ENG 104.

ENG 219 Acting I: Dramatic Literature in Performance (3) An introductory course in the theory and technique of acting. Each student will participate in various training techniques, including pantomime, acting exercises, improvisation, analysis and interpretation of roles, freeing the imagination, developing concentration, voice production, body movement, scene and character study. Each student will rehearse and perform in scenes consisting of one, two or more characters. Writing character analyses and critiques will also be taught. Prerequisites: ENG 103, ENG 104.

ENG 221 English Literature I (3) A critical and historical survey of English literature from Beowulf to the Romantic Age. Although the literature is presented historically, the central emphasis of the course is on the works themselves. Prerequisites: ENG 103 and ENG 104.

ENG 222 English Literature II (3) A critical and historical survey of English literature from the Romantic Age to the present. Either semester may be taken independently. Prerequisites: ENG 103 and ENG 104.

ENG 223 American Literature I (3) A critical study of major American writers of the 19th Century. The literary works are viewed in their relationship to the cultural movements and intellectual history of American civilization. Prerequisites: ENG 103 and ENG 104.

ENG 224 American Literature II (3) A study of major American writers of the 20th Century. The literary works are viewed in their relationship to the cultural movements and intellectual history of American civilization. Prerequisites: ENG 103 and ENG 104.

ENG 225 Literature of the Black American I (3) A reading, writing, and discussion course which studies literature written by Black American authors. Students read poetry, novels, short stories, and plays in order to develop their critical appreciation of literature, as well as understand the unique condition of Black people in America. The first semester surveys literature written by Black authors from the slave poets (1750s) to the modern renaissance of Afro-American literature (1950s). Prerequisites: ENG 103 and ENG 104.

ENG 226 Literature of the Black American II (3) A reading, writing, and discussion course which studies works by modern Black American authors of the 1960s to the present. Though the main focus of the course is on understanding literature in general, the themes of the works emphasize the special condition of Black people in America. Either semester may be taken independently. Prerequisites: ENG 103 and ENG 104.

ENG 227 Writing for Emerging Technologies (3) Fast-paced and widespread developments in technology have changed the way people distribute, access, and understand information. With the Internet serving both as a medium for text and images, and a delivery system for other kinds of digital content, competitive employees in the marketplace must be able to provide clear and effective pieces of Web-based communication and other kinds of documents. This course will discuss the issues surrounding the new technology. Topics covered in the course include First Amendment law and the Internet, "repurposing" stories across platforms, and clear writing techniques. This course may be offered online and/or face-to-face. Prerequisite: ENG 104.

ENG 228 The Novel I (3) A study in chronological sequence of selected works of the chief European and English novelists of the 17th and 18th centuries, with emphasis on the evolution of the novel as a form. Students will read the works of individual authors and acquaint themselves with the social and political changes of the relevant period. Prerequisites: ENG 103 and ENG 104.

ENG 229 The Novel II (3) A study of major European and English novelists of the 19th and 20th centuries. Emphasis is on the evolution of the novel as an art form and the relationship of the novel to its social, ideological, and historical setting. Either semester may be taken independently. Prerequisites: ENG 103 and ENG 104.

ENG 230 Women's Literature (3) A reading, discussion, and writing course that covers several time periods and genres to focus on the unique problems and accomplishments of women writers. Analyses of literary works will focus on gender and the cultural climate in which the studied writers worked. Prerequisites: ENG 103, ENG 104.

ENG 231 The Bible As Literature (3) This course is an introduction to the Hebrew Bible (Old Testament) and Christian Bible (New Testament) as literary texts. It will include an examination of literary forms and genres in the Bible, the influence of non-biblical literary sources and analogues, the relationship between history and the Bible, the settings and cultures in which biblical events took place, the process by which the Bible was written and edited, and the influence of the Bible on Western literature. Prerequisites: ENG 103 and ENG 104.

ENG 233 Shakespeare I (3) Concentrates on Shakespeare's early development as a dramatic poet. The first semester will be concerned with the evolving poetic techniques of "apprentice" plays. Sonnets will be included. Also, those dramatic techniques Shakespeare begins to master, whether in tragedies, comedies, histories, or problem plays, will be studied. Shakespeare's themes and his ever-maturing expression of them will form the major aspect of the course. Prerequisites: ENG 103 and ENG 104.

ENG 236 Poetics of the Film-The Talkies (3) A study of the period of the "talkies" as a contemporary art form, concentrating on its uniqueness as well as its relationship to existing literary genres. Either semester may be taken independently. Prerequisites: ENG 103, ENG 104.

ENG 239 American Folklore (3) This course investigates types of folklore found in the United States, including aspects such as definition, classification, origin, variation, and function in contemporary culture. It explores how traditions (oral, customary, and material folklore) develop within any group of people who share a common interest, experience or background, whether it be race, ethnicity, region, occupation, class, family, age, gender, sexual orientation, (dis)ability, special

interest, etc. Through readings, films, and discussion focused on examples of diverse groups, students will learn how the lore of a group both expresses and shapes the experience, concerns, and values of the group. Students will collect, classify, analyze, and share the traditions of their own groups as well. Learning to recognize the dynamics of folklore within their own groups, students will gain the skills necessary to understand and respect the traditions of groups other than their own. Prerequisites: ENG 103 and ENG 104.

ENG 241 American Autobiography As Literature (3) A survey of American autobiographies during the nation's 200 years. The class will examine the cultural issues raised by each autobiographer's quest for identity, and investigate the ways autobiographers shape their lives in words. Prerequisites: ENG 103 and ENG 104.

ENG 245 New Immigrant Literature (3) This course examines literature reflecting the American experience of immigrants and expressing their search for roots and cultural identity, both in the U.S. and in journeys back to their homelands. The class will explore cultural issues raised in fiction, poetry, drama, and memoirs of writers from a number of countries. Discussion and writing assignments will focus on both analyzing the literature and on examining the students' experiences. Prerequisites: ENG 103 and 104.

ENG 250 Voices of Diversity (3) Studies of the pride and prejudice encountered by minority groups in American culture, as expressed in literature and film. At least three of the following "voices", their songs and their outcries, will be heard each semester: the gay and lesbian voice; the Asian-American voice; the Hispanic voice; the Jewish voice; the new immigrant voice; the Native American voice; the voices of the homeless, the drugged, the disenfranchised, and other minority voices. Prerequisites: ENG 103 and ENG 104.

ENG 251 Writing for the Media (3) Elements of writing news stories: style and structure, news sources, types of stories. Discussion and criticism of various kinds of writing for the media, with emphasis on newspapers; consideration of publicity writing. It is recommended that students take ENG/JRN 121 first. Prerequisites: ENG 103 and ENG 104, and ability to type.

ENG 252 The New Non-Fiction and Popular Writing (3) A survey of contemporary attempts to use the techniques of fiction writing in works of non-fiction, and an examination of some outstanding examples of journalistic feature writing, magazine writing, and criticism. Students will have the choice of writing critical reviews or doing non-fiction and related writing. Includes study of one relevant documentary motion picture and one full-length non-fiction work. Prerequisites: ENG 103 and ENG 104.

ENG 259 Report and Technical Writing (3)

A course that provides training in the preparation of professional and technical written reports. Attention is paid to the development of the student's ability to design a coherent report, to organize ideas, and to understand and use specific forms, stylistic conventions, and standard language. Prerequisites: ENG 103 and ENG 104.

ENG 270 American Nature Writing (3)

American Nature Writing examines themes in nature writing in fiction, non-fiction, poetry, drama, and film. The approach is essentially chronological with studies that focus primarily on nineteenth and twentieth century American writing, including regional investigation of the Adirondack and Catskill areas in New York state. The course will target ecology-related issues. Prerequisites: ENG 103 and ENG 104.

ENG 282 Introduction to Critical Theory (3)

The goal of this course is to introduce students to several schools of critical theory widely used in literary analysis, including deconstruction, post-colonialism, feminism, Marxism, semiotics, and psychoanalysis. By the end of this course, students will be familiar with the major arguments and questions of the schools studied. This coverage will include where ideas intersect across schools, key debates at the heart of critical analysis, and practical applications. Most usefully, students will complete the course by performing analytical tasks in at least two critical schools. Prerequisites: ENG 103 and ENG 104.

Engineering Science

FOR MORE INFORMATION, CONTACT THE CHEMISTRY/
PHYSICAL SCIENCE DEPARTMENT IN FERRANTE HALL, ROOM
F352, (315) 498-2432.

ENS 201 Digital Logic Design (4) An introductory course in digital logic designed for Electrical and Computer Engineering students. Topics include: number systems, Boolean algebra, minimization of Boolean expressions, combinational and sequential networks, state machine design, and networks for arithmetic operations. Prerequisite: MAT 161 or Permission of Instructor; co-requisite: MAT 162.

ENS 207 Engineering Mechanics I (Statics)

(3) Basic concepts, vector algebra, forces and moments about a point and a line. Free body diagrams, equilibrium conditions in two and three dimensions. Plane trusses, frames and machines. Forces in beams and cables. Application of friction in machines. Centroids and moments of inertia of lines, areas, and volumes. Principal axes and principal moments of inertia, Mohr's circle. Prerequisite: PHY 105.

ENS 208 Engineering Mechanics II (Dynamics)

(3) Kinematics and kinetics of particles. Energy and momentum methods. Central force and space dynamics, relative motion, impact. Kinetics of

systems of particles. Plane kinematics and kinetics of rigid bodies. Energy and momentum methods. Three-dimensional dynamics of rigid bodies. Prerequisites: ENS 207, MAT 263.

ENS 208R Engineering Mechanics II Recitation (1EQ) Recitation for ENS 208 course.

ENS 210 Electrical Circuit Analysis (4) A first course in basic circuit theory. Topics covered include: circuit definitions, voltampere relationships for circuit elements, Kirchhoff's laws; resistive circuit analysis including loop and nodal analysis, network theorems; transient behavior of R-L, R-C, and R L-C circuits; sinusoidal steady-state analysis and phasors; introduction to active devices such as transistors and operational amplifiers and applications of network theorems to circuits with active devices. Prerequisite: PHY 205.

ENS 212 Mechanics of Materials (3) First course in the development of the mechanics of deformable bodies, primarily for engineering students. Topics include: theories of stress and strain, deformations, Hooke's law, axial loads, shearing loads, bending loads, Mohr's Circle, shear and bending moment diagrams, elastic stability and deflection of beams. Prerequisite: ENS 207; co-requisite: MAT 264.

Environmental Technology

FOR MORE INFORMATION, CONTACT THE CHEMISTRY/
PHYSICAL SCIENCE DEPARTMENT IN FERRANTE HALL, ROOM
F352, (315) 498-2432.

ENV 101 Introduction to Environmental Technology (4)

This course provides an overview of the environmental technology field and also serves as the introductory course for the Environmental Technology program. The course applies the chemical, geological and biological sciences to environmental issues, and relates these issues to various possible career paths. Topics covered in the course include: governmental processes; hazardous materials, pollution and related health effects; basic ecology; hazardous and non-hazardous waste disposal; biofuels and alternative energy technologies. In addition, the laboratory portion of the course will provide hands-on experience with work associated with the environmental industry. Three hours lecture and three hours laboratory per week. Fall semesters only.

ENV 103 Introduction to GIS (3)

This course introduces fundamental concepts of Geographic Information Systems and the major functionality contained within the ArcGIS software system. In course exercises, students follow the GIS analytical process and work with a variety of software tools to solve realistic mapping problems. This course emphasizes practical GIS and GPS (Geographic Positioning System) skills. ArcGIS is now used in fields as diverse as emergency management, law enforcement, business, engineering, etc. ENV 103 is a required course for the Environmental Technology AAS degree program. Fall semesters only.

ENV 104 Applied GIS (3) This course applies fundamental concepts of Geographic Information Systems and the major functionality contained within the ArcGIS Desktop software system, as well as its extensions, Spatial Analyst and 3D Analyst, building on the concepts covered in ENV 103. In course exercises, students follow the GIS analytical process and work with a variety of tools to solve realistic environmental problems, eventually presenting the result of an independent project in a professional grade presentation. This course emphasizes practical GIS and GPS (Geographic Positioning System) skills. ENV 104 is an elective course for the Environmental Technology AAS degree program. Prerequisite: ENV 103. Spring semesters only.

ENV 110 Field Experience in Environmental Technology - Geoscience (1) A one credit field course designed for those students contemplating a career in Environmental Technology. The class will visit active, unrestricted sites currently undergoing remediation for soil and/or water contamination. Sampling protocols and proper field notetaking will be practiced. Two classroom sessions and two all day field trips during the fall semester. Fall semesters only.

ENV 162 Biofuels, Biomaterials, and Alternative Energy Technologies (4) This course will provide a general overview of various current and emerging bio-based and other sustainable technologies for the production of energy, fuels, and materials. This course will also introduce the fundamentals of the biorefinery concept for sustainable manufacturing, along with more detailed investigations of specific bioprocesses. Specifically, the course will highlight several biomaterials (e.g. bio-plastics, bio-chemicals, pharmaceuticals, etc.), biofuels (e.g. bio-ethanol, -butanol, -methanol, and -diesel; methane; and hydrogen), and alternative energy technologies (e.g. wind, solar, hydrological and geothermal). Three class hours and three laboratory hours per week. Prerequisite: ENV 101.

ENV 165 Hazardous Waste Operations and Emergency Response (2) This course provides a comprehensive overview, covering all facets of hazardous waste management and emergency response. Topics include practical exercises and training, which may be applied to business, industry, construction and institutions, including Federal and State rules and regulations, handling procedures and proper operation of a designated waste facility, storage, labeling, manifesting, shipment, employee training, proper use of safety equipment, emergency response procedures (spills response and clean up), cost-effective waste reduction, and environmental reporting procedures. This course is offered as a one week 40-hour course over the winter intersession and will provide 40-Hour Hazardous Waste Operations and Emergency Response (HAZWOPER) certification as specified in OSHA 29CFR 1910.120. Winter sessions only.

ENV 201 Internship in Environmental Technology - Geoscience (2) This course is designed for students in their last semester of the ETG AAS degree program, enabling them to gain real world experience with a private consulting firm or government agency. Students will spend a minimum of 40 hours working with a qualifying business or agency and attend two three-hour seminars. Spring semesters only.

English as a Second Language

FOR MORE INFORMATION, CONTACT THE ENGLISH DEPARTMENT
IN MAWHINNEY HALL, ROOM M310, (315) 498-2313/2266.

ESL 091 Academic Listening (3EQ) Students will receive instruction and intensive practice in listening to authentic academic materials derived from a number of subject areas. The focus will be on improving comprehension of lecture material, expanding vocabulary, and taking effective notes in simulated classroom situations. Prerequisite: LOEP Placement Test. For ESOL students only.

ESL 093 Academic Reading (3EQ) This course is designed to help speakers of other languages learn to navigate college-level English language textbooks. Students will be introduced to strategies to help them identify main and sub-points in a text, how to use a text to test-taking purposes, and how to read charts and graphs. Special attention will be paid to pronunciation and comprehension of vocabulary. Materials used in the class will be drawn from across disciplines. Prerequisite: LOEP Placement Test. For ESOL students only.

ESL 115 English as a Second Language II (3) Designed for non-native speakers of English. Emphasis is on building verbal English skills and in using standard English as a written medium. Focus is on developing sentences and paragraphs that are organized, grammatical, and fluent. This course does not satisfy Freshman English Requirements. For ESL students only.

ESL 116 Composition for International Students (3) A course in short composition for native speakers of other languages, with emphasis on individualized instruction, paragraph development and organization, intensive practice in the proofreading skills required of English grammar, and attendant English vocabulary development. Prerequisite: ESL 115 or placement test.

Exercise Science

FOR MORE INFORMATION, CONTACT THE HEALTH, PHYSICAL EDUCATION AND RECREATION DEPARTMENT IN THE HEALTH AND PHYSICAL EDUCATION BUILDING, ROOM H202, (315) 498-2282.

EXR 180 Introduction to Physical Education, Sport and Kinesiology (3) This course is an overview of the history and foundations of physical education, sport and kinesiology. The various dimensions of these fields, including motor behavior, biomechanics, exercise physiology, sport sociology, health, fitness, sport psychology, teaching and coaching, are among the topics introduced. Students will develop a philosophy of the aims and objectives of physical education as a profession while beginning the process of personal career exploration and planning.

EXR 200 Fundamentals of Exercise Science (3) This course is an introduction to the nature, scope, and scientific basis of exercise and sport science. The course is aimed at developing an understanding of the physiological adaptations to acute and long term physical training. An understanding of these adaptations is crucial for the physical educator, athletic trainer, coach, fitness expert, or exercise physiologist. Emphasis is placed on bioenergetics as well as circulatory, respiratory and neuromuscular responses during rest, steady state and exhaustive physical activity. An orientation to professional activities, opportunities, and professional competencies in the field will also be addressed. Prerequisite: BIO 172.

Fire Protection Technology

FOR MORE INFORMATION, CONTACT THE PUBLIC SAFETY TRAINING CENTER IN J. STANLEY COYNE HALL, ROOM JSC100, (315) 498-6046.

FPT 111 Firefighting Standards I (3) This course will introduce the student to basic firefighting techniques and equipment. The course will follow the National Fire Protection Association 1001 Level I Standard. The student will be required to successfully complete both written and practical national accreditation exams.

FPT 112 Firefighting Standards II (3) This course will introduce the student to advanced firefighting techniques and equipment. The course will follow the National Fire Protection Association 1001 Level II Standards. The student will be required to successfully complete both the written and practical national accreditation exams.

FPT 121 Fire Service Supervisor (3) This course will follow the guidelines of the National Fire Protection Association 1021 Levels I and II Fire Officer Training and Professional Qualifications. Supervision, motivation, leadership, discipline, communication and problem solving will be studied individually and in group activity. Prerequisite: Permission of Instructor.

FPT 141 Fire Service Instructor (3) This course will focus on the information and skills necessary for fire service instructors to meet the requirements of NFPA 1041 Levels I and II. Beginning with analysis of the challenges, safety issues and legal considerations fire instructors will face, students will consider dimensions of the learning process as well as strategies and approaches for planning, delivering, managing and evaluating fire service training.

FPT 150 Introduction to Fire Protection (3) A survey course dealing with the broad field of fire suppression. Included are statistics of fire loss, agencies involved in fire protection, basic organization and functions of a fire department, private fire protection, fire prevention methods, and a review of current and future fire protection problems.

FPT 151 Building Construction (3) A study of types of building construction by systems and methods with particular emphasis on fire problems peculiar to each type. Causes and indications of building collapse. The New York State Building Code viewed from construction requirements with emphasis on fire and public safety provisions. Effect of fire on construction materials. Standard methods of testing and rating materials for flame spread characteristics.

FPT 152 Fire Fighting Tactics and Strategy (3) Deals with the effective utilization of manpower, equipment, and apparatus. Emphasis will be placed on fire-planning, fire ground organization, large fire tactical problems, command functions, utilization of staff personnel, communications procedures, water supply problems, and strategic considerations of community protection during large fires or major emergencies. Prerequisite: FPT 150.

FPT 153 Legal Aspects of Fire Protection (3) A study of the police power; considerations of liability, negligence, rights and responsibilities of fire department members while performing their duties. The law of arson and its specific application, an examination of the various court systems. A study of the *See v. Seattle* decision and its effect on fire prevention activities.

FPT 155 Hazardous Materials (3) A study of the chemical and physical characteristics of hazardous materials such as explosives, flammable and combustible liquids, oxidizing and corrosive materials, compressed gases and radioactive materials. Emphasis will be placed on storage, handling, and fire control procedures.

FPT 156 Fire Hazards and Their Control (3) A study of common and special fire hazards of both the causative and contributive types. Identification and evaluation of degree of severity are stressed, together with appropriate means of control of hazards. Relevant local and national codes and standards are emphasized.

FPT 157 Fire Hydraulics (3) A course in incompressible fluids covering principles of fluid statics and dynamics, pipe friction, flow measurements, orifice calculations, pumps and other hydraulic

devices. Applications are related to fire protection systems and equipment. Public water system design with reference to American Insurance Association standards will be covered.

FPT 158 General Chemistry for Fire Science (3)

A study of general chemistry from the viewpoint of hazardous material. Aspects of combustion are studied in detail. A prerequisite for advanced Fire Science course dealing with hazardous materials. No laboratory. Evenings only.

FPT 159 General Chemistry for Fire Science (3)

A study of general chemistry from the viewpoint of hazardous materials. Aspects of combustion are studied in detail. A prerequisite for advanced Fire Science course dealing with hazardous materials. No laboratory. Evenings Only.

FPT 160 General Physics for Fire Science (3)

A one-semester study of selected topics in general physics for students enrolled in the Fire Science curriculum. Includes topics in mechanics, fluid mechanics, electricity, heat. No laboratory. Three class hours.

FPT 162 Introduction to Safety (3) A survey course covering a wide range of safety topics applicable to business, industry, construction and institutions. Included are the history and objectives of the safety profession; specific activities such as hazard evaluation, accident analysis and record-keeping; and specialized topics such as material handling, workers compensation, fire protection and industrial hygiene. The course will enhance the knowledge of those with limited experience in safety while providing a basic understanding of the role of the safety profession for those with no experience.

FPT 163 Introduction to Safety Management

(3) Introductory course on the Management of Safety in business for students who have had CRJ/FPT 162 (or direct experience) in safety. It is designed to provide an overview of the basic concepts of Modern Safety Management Systems that are used to develop and maintain an effective safety program. It will aid present and future safety managers in developing a formal safety program. In particular, the following sections are covered: Introduction, Basic Safety Concepts and Methods, Principles of Safety Management, and Special Techniques, Problems and Auxiliary Functions. The students will prepare class assignments to reinforce their understanding of the concepts presented and gain actual experience in developing a formal Safety and Health program.

FPT 164 Introduction to Industrial Hygiene (3)

Covers the fundamentals of industrial hygiene and occupational safety. Provides basic information on the recognition, evaluation and control of hazardous chemicals and agents in the work place. Topics cover the measurement of hazardous materials in the work environment, toxicology, responses to toxic agents, ventilation, noise, government regulations, medical surveillance, and protection equipment.

FPT 250 Fire Department Administration

(3) A study of the administrative aspects of Fire Department operation. Included for study are basic administrative and management procedures, personnel administration, budget keeping, record systems, operational study techniques, public relations, line and staff functions, supervisory responsibilities, and related subjects. Emphasis will be placed on current administrative problems, and methods of developing solutions to these problems. Prerequisite: FPT 150.

FPT 251 Fire Protection Systems (3)

A study of fire detection and extinguishing devices and systems of both automatic and manual types. Included for study are fire extinguishing agents, portable extinguishing equipment, fixed systems of various types, and detection and signaling systems. Stress will be placed on the operating characteristics, advantages and limitations, and methods of inspection and testing.

FPT 252 Fire Investigation (3)

This course deals with the proper methods of investigating fires, of both the accidental and incendiary types. The fundamentals of arson investigation are covered including handling of evidence, liaison with the police services in criminal fires, and interrogation of witnesses. Also included are use of photography and scientific aids to investigation. Prerequisite: FPT 150 or Permission of Instructor.

FPT 253 Fire Prevention and Inspection (3)

This course deals with the establishment of an effective community fire prevention program. Included for study are the organization of a fire prevention bureau, necessary codes and ordinances, establishment of an effective inspection program, record keeping procedures, handling of orders and complaints, and development of an adequate public education and information program.

French

FOR MORE INFORMATION OR ASSISTANCE WITH PLACEMENT INTO APPROPRIATE COURSE-LEVEL, CONTACT THE MODERN LANGUAGES DEPARTMENT IN MAWHINNEY HALL, ROOM M308, (315) 498-2305.

FRE 101 Elementary French I (3)

This learner-centered course is designed for students with little or no previous knowledge of French. Students acquire basic grammatical and lexical skills that will enable them to communicate in routine social or professional situations within an authentic cultural context. Upon successful completion of FRE 101, students may enroll in FRE 102. This course also fulfills the Global Awareness requirement at Onondaga.

FRE 102 Elementary French II (3)

This course is a sequel to Elementary French I. It builds upon the basic grammatical, linguistic, communicative and cultural concepts learned in FRE 101. Upon successful completion of FRE 102, students may enroll in FRE 201. This course also fulfills the Global Awareness requirement at Onondaga. Prerequisite: FRE 101, or two to three years of high school French, or Permission of Instructor.

FRE 201 Intermediate French I (3) This dynamic course draws upon previously acquired knowledge, while introducing students to more complex grammatical and lexical structures to further develop communicative proficiency and cultural knowledge. The course is conducted mostly in French. Upon successful completion of FRE 201, students may enroll in FRE 202. This course also fulfills the Global Awareness requirement at Onondaga. Prerequisite: FRE 102, or four years of high school French, or Permission of Instructor.

FRE 202 Intermediate French II (3) This course is a sequel to Intermediate French I. It expands upon complex grammatical and lexical structures. It is conducted entirely in French and provides a solid foundation for advanced study. Upon completion of FRE 202, students may enroll in any intermediate- high level course. Students who successfully complete the FRE 202 level have fulfilled their language requirement for the A.A. in Humanities and Teacher Prep programs. The three additional credits may be taken either as a language course or as a general elective. This course also fulfills the Global Awareness requirement at Onondaga. Prerequisite: FRE 201, or five years of high school French, or Permission of Instructor.

FRE 205 French Conversation, Composition and Reading I (3) Intensive work in conversation and composition based on reading and analysis of representative literary masterpieces. Oral and written reports in French. Class conducted in French. Solid preparation in grammar recommended.

FRE 206 French Conversation, Composition and Reading II (3) Intensive work in conversation and composition based on reading and analysis of representative literary masterpieces. Oral and written reports in French. Class conducted in French. Solid preparation in grammar recommended.

Food Service Administration

FOR MORE INFORMATION, CONTACT THE BUSINESS ADMINISTRATION DEPARTMENT IN THE WHITNEY APPLIED TECHNOLOGY CENTER, ROOM W324, (315) 498-2435.

FSA 100 Food Service Sanitation (2) Designed and approved by the National Restaurant Association Education Foundation so that students may become certified in Sanitation and Safety. The course is an intensive study of proper sanitation and safety through purchasing, storage, preparation, service of food, and hiring of personnel. Must be taken prior to/with FSA 103.

FSA 102 Basic Nutrition (3) Basic principles of nutrition in regard to energy, protein, mineral, and vitamin requirements. Study of adequate diets and dietetics in relation to general health and diseases and the food requirements for all ages from prenatal to adult years. Optimum diets and diets of various national, social, and economic groups are studied.

FSA 103 Basic Food Preparation (4) Students are introduced to the fundamentals of basic food production for hotels, restaurants, and institutions. Included is a history of the culinary arts; exposure to sanitation, hygiene and safety standards; operation of equipment; and cooking procedures. Demonstration of the preparation of foods will be provided by the instructor followed by student preparation in such categories as hot foods, cold foods, and baking. Prerequisite or co-requisite: FSA 100.

FSA 104 Quantity Foods: Preparation, Production and Service (4) Designed to elaborate on the techniques of food preparation and service. Emphasis will be placed on practical application of cooking techniques and dining room service for various types of food service facilities. Students will function in all positions of employment, gaining skills in such areas as quantity food production, menu development, waiter/waitress service, food estimation, intermediate management responsibilities, inventory principles, and food production systems analysis. Prerequisite: FSA 100, FSA 103 or Permission of Instructor.

FSA 107 Cooking Basics (3) This course is designed to provide content information and skill practice in the basic fundamentals of cooking and baking. Areas of cookery to be covered are: baking: cookies, desserts and bread products; hot food preparation: vegetables, soups, stews, sauté, stir fry, pasta and grains. Nutritional food selection, menu planning and cultural influences on the American diet will also be emphasized. A lab fee is required. This course is not open to students matriculated in the Hospitality Management or Professional Cooking Curricula.

FSA 112 Creative and Functional Culinary Arts (1) This culinary arts course will cover the use of key main ingredients in the preparation of appetizers, soups, salads and entrees. Mise en place, production issues, equipment selection and use, taste, color and selection of appropriate ingredients for each student to properly present his/her culinary creation will be emphasized. A materials fee will be charged. Prerequisite: FSA 103, or advanced-level culinary skills and Permission of Instructor.

FSA 114 Patisserie I (1) This culinary arts course teaches concepts, skills and techniques for preparing dessert items. Topics to be covered include: individual pastries and desserts, decorative chocolate and sugar, pate choux and finishing of cakes. A materials fee will be charged. Prerequisite: FSA 103, or advanced-level culinary skills and Permission of Instructor.

FSA 116 Artisanal Bread Baking (1) This course is an advanced-level baking course building on skills acquired in FSA 103, or equivalent skills. Students will learn to combine artisanal bread making science and theory with hands-on practice to develop skill and technique in the production of various bread products. The course will emphasize fermented breads such as baguettes, brioche and other

preferments. Uniform required, general lab fee.
Prerequisite: FSA 103 or Permission of Instructor.

FSA 201 Hospitality Management (3) A continuation of the study of management functions as they relate to the food service industry. This second-level course covers the principles of personnel management and product merchandising necessary for the successful operation of food service facilities. Spring semesters only.

FSA 202 Food Service Cost Controls (3) A detailed study of how to set up and maintain cost control systems. The course focuses on important areas such as how to gather and use cost control information, profit planning, and the economics of the food service industry. Prerequisites: BUS 102, BUS 105. Spring semesters only.

FSA 204 Purchasing, Storage and Handling (3) A study of the fundamental principles and practices of purchasing, storing, and handling food items and supplies needed in restaurants, hotels, and institutions. The student will acquire working knowledge of such concepts as standards, grades, specifications, methods of ordering, requisitions, and the use of production records, proper receiving procedures, storage methods, issuing, and proper temperatures and holding items. Spring semesters only.

FSA 206 Diet Therapy (3) A continuation of the study of nutrition. The student will develop an understanding of the factors which make dietary modifications necessary for the treatment of disease; the principles of calculation, preparation, and service of modified diet; and the role of the dietitian in relation to total dietary care of an individual. Prerequisite: FSA 102. Fall semesters only.

FSA 207 Meal Planning and Equipment Selection (3) Designed to provide the student with the knowledge and skills necessary to properly plan a menu and the physical food service layout to produce and serve that menu. Topics to be covered will relate to traditional, specialty and "trendy" menu types along with the proper production and service layout. The student will create a business plan for establishing a food service operation. Fall semesters only.

FSA 210 Catering and Advanced Culinary Arts (4) This course is designed for students who have successfully completed a basic food preparation principle course. The course will provide the fundamentals for operating and working in a catering organization. Through the operation of an on-campus curriculum-based catering organization, the student will rotate through all positions within a catering business. Students will also develop skills in special areas of food preparation such as hors d'oeuvres, baking and pastry. American and International cuisines. Prerequisites: FSA 100 and 103. Fall semesters only.

FSA 217 Fundamentals of Chocolates (1) This course focuses on the principles and techniques of chocolate tempering and preparing chocolate pralines, truffles, and chocolate-dipped candies utilizing

a variety of different chocolates, fillings, and decorating techniques. Students will have the opportunity to design and create chocolate showpieces and amenities, using chocolate and various decorating techniques. Prerequisite: FSA 103 or advanced culinary or pastry skills. Approved uniform required.

FSA 218 Classical Tortes (1) This course focuses on advanced classical torte production, technique, and finishing skills. Emphasis is on developing flavors, textures and decorative components used in the creation of international classical tortes. In each class session, students will be introduced to a classical torte and its characteristics, and have the opportunity to practice classical torte production. Prerequisite: FSA 103 or advanced culinary or pastry skills. Approved uniform required.

FSA 219 Cake Decorating (1) This course focuses on concepts, skills and techniques for advanced cake decorating. Topics to be covered are preparing and icing cakes, design techniques, butter cream basics, gum paste sugar flowers, ornaments, inscription, drapery and toppers for cakes. In each class session, students will be introduced to a topic and have the opportunity to practice decorating cakes. Prerequisite: FSA 103 or advanced culinary or pastry skills. Approved uniform required.

Geography

FOR MORE INFORMATION, CONTACT THE SOCIAL SCIENCES DEPARTMENT IN MAWHINNEY HALL, ROOM M380, (315) 498-2301.

GEG 101 Introduction to Geography (3) The purpose of this course is to provide an introduction to the basic concepts and methodology of world regional geography. Because geography incorporates aspects from multiple disciplines, we will examine geographic regions and introduce relative location, population characteristics, cultural features, physical environment, resources, major cities, economic development and historical perspectives. Furthermore, through individual projects, each student will introduce him or herself to world affairs and how events in one place can influence events in distant locations. Finally, basic geographic concepts will be introduced to help explain the variable character of the humanized earth.

GEG 203 Economic Geography (3) Economic Geography investigates how the global economic system works within a spatial framework. It focuses on the production, distribution and consumption of wealth in society and why wealth is not evenly distributed globally, regionally and locally. Topics covered include the shift from Command Economy to Market Economy in the former communist bloc; the American era of Fordism and the Dollar; the shift to Flexible Specialization/ Production and its impact on laborers today; and the new space-economy dominated by strategic alliances, sourcing, free trade zones and trading blocs. A global perspective will be used to discuss the topics in the course.

General Studies

FOR MORE INFORMATION, CONTACT THE GENERAL STUDIES DEPARTMENT IN MAWHINNEY HALL, ROOM M294, (315) 498-2551.

GEN 152 Human Adjustment (3) A learning experience through which students may derive a better understanding of themselves, their relationships to others, and how they adjust to their environment. Students learn about the process of adjustment and are introduced to concepts and skills that promote adjustment. Current theories in psychology provide the framework for discussion of topics that include self-concept, identity, personality, aging, sex role, stress and health, and maladjustment.

GEN 154 Comparative Vocational Planning (3) Designed to introduce students to methods of occupational planning and to expose them to available career choices. Integrated concepts include an evaluation of individual capabilities, preferences and goals.

Geology

FOR MORE INFORMATION, CONTACT THE CHEMISTRY/PHYSICAL SCIENCE DEPARTMENT IN FERRANTE HALL, ROOM F352, (315) 498-2432.

GEO 103 Physical Geology (4) An introduction to the basic principles of the earth sciences - geology, geochemistry, and geophysics - and their relation to materials and processes acting upon and within the Earth's crust. Consideration is given to rocks and minerals, structures and deformation of the Earth's crust, earthquakes, and volcanism, and the work of the wind, running water, ground water, the oceans and glaciers upon the Earth's surface. This course, together with GEO 104, satisfies the sequential laboratory science requirement of the Math-Science curriculum and also satisfies the requirements of those curricula demanding science or laboratory science courses. Three one-hour lectures or equivalent and one three-hour laboratory per week. No prerequisite.

GEO 104 Historical Geology (4) A detailed study of the Earth's geologic history relative to the development of continents and life forms; includes study of biologic evolution and geotectonics. Geomorphic and stratigraphic principles are utilized in the interpretation of geologic history. Laboratory includes work with fossils and geologic maps. Field trips emphasize regional geology. It is intended that this course follow GEO 103, and taken in this way satisfies the sequential laboratory science requirement of the Math-Science curriculum. It also satisfies the requirements of those curricula demanding science or laboratory science courses. Three one-hour lectures or equivalent and one three-hour laboratory per week. Prerequisite: GEO 103 or 105 or 106, or Permission of Instructor.

GEO 105 Oceanography (3) Introductory survey of oceanography relating the physical, chemical, geological, biological, meteorological, and engineering aspects of the field. This course satisfies the science elective requirement of the Math-Science curriculum and also satisfies the science requirement of those curricula which require science. Three class hours or equivalent per week. No prerequisite.

GEO 105L Oceanography Laboratory (1) Includes investigation of ocean waters in terms of physical and chemical properties, and the interactions of the water on air, sediments, coastal areas, and life forms. This course is intended for those who wish to deepen their understanding of oceanography and/or have a laboratory science requirement to satisfy. One three-hour session per week. Prerequisite/ co-requisite: GEO 105.

GEO 106 Environmental Geology (3) Introduction to the everyday geological problems of our world community. Topics which are covered include population growth, natural resources, water pollution, waste disposal, energy sources, and environmental health hazards. Selected other topics of concern are earthquakes, landslides, and flood dangers. The course satisfies the science elective requirement of the Math-Science curriculum and also satisfies the science requirement of those curricula which require science. Three class hours or equivalent per week. No prerequisite.

GEO 106L Environmental Geology Lab (1) Application of geological tools to the solution of environmental problems. Use of maps and aerial photographic interpretation and other analytical methods in seeking data on environment. Field trips include trips to local environmental problem and industrial sites. This course is intended for those who wish to deepen their understanding of environmental geology and/or have a laboratory science requirement to satisfy. One three-hour laboratory per week. Prerequisite or co-requisite: GEO 106.

GEO 203 Introduction to Forensic Geology (4) Forensic Geology is designed for math/science majors, criminal justice majors and non-science majors who have an interest in forensic science and the academic and/or professional experience needed to handle the subject matter. The purpose of this course is to introduce students to the use of different geologic materials and techniques that can be used to solve crimes and disputes. Details from actual criminal cases and disputes will be used as examples in this course. This course includes a variety of geologic topics including rocks, minerals, other geologic materials, geologic and topographic maps, fossils, air particles and pollutants, and soils. Laboratory and classroom experience will include the analysis of different techniques employed in forensic geology. These techniques include fluorescence, stereoscopic analysis, optical microscopy, and various chemical analyses. Prerequisite: GEO 103 or 106, or Permission of Instructor.

GEO 205 Hydrology (4) This course introduces students to fundamental concepts and methods of analysis pertaining to the flow of surface/ ground-water, water resources, water quality and contamination. Laboratory and classroom experience will include: the physics of water; descriptions and mathematics of water's movement in the surface water, vadose and groundwater settings; basic elements of soil mechanics and soil description; exploratory drilling and well installation; conducting and analyzing a pump test; surface water flow analysis and measurement; and analysis techniques of water chemistry. Several laboratories involve field work in and around the Onondaga campus measuring stream flow, installing and developing wells, testing wells, and collecting water samples. This course prepares students for the environmental field (governmental and consulting) and graduate programs in the environmental and hydrologic sciences. Three hours lecture and three hours laboratory per week. Prerequisite: MAT 143 or 151. Spring semesters only.

GEO 290 Geology of the Bahamas (3) A two-week, three credit course of fieldwork in biology and geology in a tropical marine setting. Environments, present and past, to be studied by snorkeling and walking include: beach, intertidal, coral reef, and associated shallow water habitats. Studies include evening lectures and independent research projects. Location: The Gerace Research Center, San Salvador Island, Bahamas. San Salvador is at the eastern end of a chain of 700 islands and cays that form the Commonwealth of the Bahamas. Requirements: The program is open to undergraduate and graduate students. No prior coursework is required to participate; however, some background in general biology, geology, or oceanography is helpful.

German

FOR MORE INFORMATION OR ASSISTANCE WITH PLACEMENT INTO APPROPRIATE COURSE-LEVEL, CONTACT THE MODERN LANGUAGES DEPARTMENT IN MAWHINNEY HALL, ROOM M308, (315) 498-2305.

GER 101 Elementary German I (3) This learner-centered course is designed for students with little or no previous knowledge of German. Students acquire basic grammatical and lexical skills that will enable them to communicate in routine social or professional situations within an authentic cultural context. Upon successful completion of GER 101, students may enroll in GER 102. This course also fulfills the Global Awareness requirement at Onondaga. Fall semesters only.

GER 102 Elementary German II (3) This course is a sequel to Elementary German I. It builds upon the basic grammatical, linguistic, communicative and cultural concepts learned in GER 101. Upon successful completion of GER 102, students may enroll in GER 201. This course also fulfills the Global Awareness requirement at Onondaga. Prerequisite: GER 101, or two to three years of

high school German, or Permission of Instructor. Spring semesters only.

GER 201 Intermediate German I (3) This dynamic course draws upon previously acquired knowledge, while introducing students to more complex grammatical and lexical structures to further develop communicative proficiency and cultural knowledge. The course is conducted mostly in German. This course also fulfills the Global Awareness requirement at Onondaga. Prerequisite: GER 102, or four years of high school German, or Permission of Instructor.

Health

FOR MORE INFORMATION, CONTACT THE HEALTH, PHYSICAL EDUCATION AND RECREATION DEPARTMENT IN THE HEALTH AND PHYSICAL EDUCATION BUILDING, ROOM H202, (315) 498-2282.

HEA 106 Studies in Health and Wellness (1) Wellness is a dynamic process of balancing multiple lifestyle factors to achieve personal heartiness and happiness. The connections between personal choices and health outcomes are emphasized, along with ways to recognize the signs and symptoms of common causes of illness and death in the United States. Students will be introduced to strategies and resources which enable them to make informed decisions about their wellness. Topics discussed include: stress management, diet, substance use, relationships, sex and sexuality, exercise, and chronic and communicable diseases.

HEA 207 Personal Health (3) An in-depth course for those students seeking greater knowledge in health. Covered are a broad range of topics similar to those discussed in PEH 206 and PEH 210, but in greater detail.

HEA 208 Human Sexuality (3) This course examines the developmental and social aspects of human sexuality as developed within the individual and within relationships. Topics include sexual anatomy and physiology, reproduction, sexual development, childbirth, sexual diversity, sexually transmitted diseases, various sexual problems and dysfunction and an exploration of community resources.

HEA 209 Drugs and Wellness (3) This course is designed to introduce students to the physiological, psychological, and sociological effects of drug use, abuse, and dependency on wellness. Topics covered enable students to make informed decisions about drug use including: over-the-counter drugs, prescription drugs, herbal remedies, dietary supplements, caffeine, tobacco, alcohol and illicit drugs. In addition, community resources that assist individuals with drug dependence will be identified to assist individuals with wellness. There are no prerequisites for this course.

HEA 212 Health and Safety Awareness for Teacher Education (1) This course is designed for those students planning to transfer to a four-year institution to pursue NYS teacher certification or for those in related fields. A brief overview will be given of such topics as: identification and report of suspected child abuse and maltreatment; prevention of child abduction; abuse prevention of alcohol, tobacco and other drugs; instruction in fire and arson prevention and school violence prevention and intervention. Stress reduction and conflict resolution/mediation are also addressed. Additional fees are required for mandated training in Child Abuse Reporting and School Violence Prevention and Intervention (Project S.A.V.E.).

HEA 213 Managing Stress for Health and Well-Being (3) A study of the fundamental theories and applications of the mind-body phenomenon. The interconnectivity of the physical, mental, emotional, and spiritual aspects of the human condition will be discussed. Other topics include stress reaction and its relationship to specific illnesses and diseases and intervention strategies. Relaxation techniques are introduced and practiced.

Health First Aid

FOR MORE INFORMATION, CONTACT THE HEALTH, PHYSICAL EDUCATION AND RECREATION DEPARTMENT IN THE HEALTH AND PHYSICAL EDUCATION BUILDING, ROOM H202, (315) 498-2282.

HFA 203 Responding to Emergencies (2) This course is designed to develop safety consciousness and train individuals in the skills and emergency procedures necessary to render assistance to others. It stresses the basic steps for handling cardiac emergencies with adults, infants and children, along with the first aid skills necessary for treating soft tissue injuries, bleeding control, and other sudden illnesses. All of these skills are taught under American Red Cross standards leading to certification in CPR, First Aid, and use of the Automated External Defibrillator (AED) device. This course is appropriate for home and working environments, and is not intended for professional rescuers. This course does not meet the Health or Physical Education activity requirement.

HFA 204 Cardiopulmonary Resuscitation (1) Taught under American Red Cross standards leading to professional-rescuer certification in CPR, this course enables students to provide appropriate initial care for breathing and cardiac emergencies in adults, infants and children. Included in the course: two-rescue CPR, use of a resuscitation mask and bag-valve mask, and special rescue situations. The course is intended for public safety personnel, athletic trainers, lifeguards, emergency response teams, and health care professionals. (This will not fulfill the Physical Education Health requirement.)

HFA 214 CPR Recertification (0.5) Taught under American Red Cross guidelines. This course is for public safety personnel, lifeguards, athletic trainers, emergency response team members and health care professionals who need to update and recertify in professional rescuer skills. Prerequisite: Current CPR card issued within one year or Permission of Instructor.

HFA 215 Community CPR and First Aid (1) Taught under American Red Cross guidelines. This course leads to certification in Community CPR and First Aid and stresses the basic steps to follow in recognizing and caring for breathing and cardiac emergencies in adults, infants and children. Includes first aid skills for soft tissue injuries, bleeding control, splinting and other sudden illnesses. Appropriate for home and working environments. This course is not intended for professional rescuers. There are no prerequisites for this course.

History

FOR MORE INFORMATION, CONTACT THE SOCIAL SCIENCES DEPARTMENT IN MAWHINNEY HALL, ROOM M380, (315) 498-2301.

HIS 101 World History I (3) World History I is the first course in a two-course sequence tracing the rise of world civilizations. The course examines social, political, intellectual and economic development of world civilizations from their emergence to 1600 C.E. This course examines the rise of civilizations in Europe, Africa and Asia, the development of world religious traditions, and the growing conflict between world civilizations.

HIS 102 World History II (3) World History II is the second course in a two-course sequence tracing the rise of world civilizations. The course examines the social, political, intellectual and economic development of world civilizations from 1600 C.E. to the present. The course examines the growth of the national state, imperialism, the decline of monarchy and the World conflicts of the 20th century.

HIS 103 History of Western Civilization (3) The first course in a two-course sequence: an historical survey of Western Civilization from its origins to c. 1600. It examines the political, economic, social, cultural, religious, and intellectual developments that shaped the West, including its relationship with other regions of the world. Topics covered include its origins in the ancient Near East, Greece, and Rome; Judaism, Christianity, and Islam; medieval Europe and Byzantium; the Renaissance; European colonization; and the Protestant Reformation. Students will analyze primary and secondary sources.

HIS 104 History of Western Civilization (3)

The second in a two-course sequence: an historical survey of Western Civilization from c. 1600 to the present. It examines the political, economic, social, cultural, religious, and intellectual developments that shaped the West, including its relationship with other regions of the world. Topics covered include the Scientific Revolution, early modern state-building, colonialism, the Enlightenment, the French Revolution, the rise of modern political ideologies, imperialism, the World Wars, the Cold War, and terrorism. Students will analyze primary and secondary sources.

HIS 105 Early American History (3) A survey of early American history emphasizing political, social, and intellectual trends. Students are introduced to works of major historians and to various interpretations of American history. The course will cover early American history from its beginnings through the early National period.

HIS 106 American History in the 19th Century (3) A continuation of HIS 105, covering American history from the early National period through the 19th century.

HIS 107 Modern American History (3) America in the twentieth century, covering the major trends and movements in modern American history. A continuation of HIS 105, HIS 106.

HIS 125 American Social History: A Film Study (3) A study of United States social and cultural movements since the late 19th century, with special emphasis on minority groups - Native Americans, African Americans, women, workers, immigrants, dissenters. In addition to lectures and books, the course will rely extensively on the use of media to illustrate the course of American history. No prerequisite.

HIS 207 History of the North American Indian (3) A survey of American Indian history with emphasis upon pluralistic beginnings, the culture of American Indian groups, Indian-White contacts, the impact of Federal Indian policy, and persistence and change in American Indian culture. No prerequisite, though it would be preferable to have taken HIS 105 and 106.

HIS 208 History of the Iroquois (3) This course will cover the history of the Iroquois peoples. It will describe the historical origins and development of the Iroquois Confederacy, and delve into issues that have had an impact on the confederacy over the years. Current legal problems, such as land claims, gaming, and taxing authority battles will be analyzed and discussed.

HIS 209 History of American Women (3) A chronological and topical study of women as a group and as members of different social classes, from the colonial period to modern America. Women's contributions to American social, cultural, economic, and political life are emphasized, along with their struggle for civil, legal, and political rights.

HIS 210 History of Women and Medicine in America (3) A study of American medical theories and practice from the 18th century to the present. Emphasis is given to changing views of women's sexuality, women as patients, and as medical practitioners within the context of social and cultural history. Prerequisite: HIS 209 strongly recommended, or Permission of Instructor.

HIS 211 Russian History I (3) A survey of Russian history from the earliest times, emphasizing the Byzantine religious and cultural heritage. Students are acquainted with the Kievan Rus, the Moscovite Rus, and eventually with Imperial Russia. Special attention is given to the serf problem and to the revolutionary movement.

HIS 212 Russian History II (3) Begins with the reign of the last Tsar, continues with the revolution; war, communism, and the civil war; the "NEP" period and soviet consolidation; Soviet Union under Stalin; the USSR and the second World War; the Cold War Era.

HIS 213 End of Empire: British Imperialism Since 1900 (3) This course is a study of world history and global issues through an examination of the British Empire in the twentieth century. Students will assess how British power operated and how it controlled its huge far-flung Empire. Independence movements from both the British and indigenous populations' perspectives, and the lasting ramifications of British rule, will be investigated.

HIS 214 The Global History of Sexuality (3) This course is an introduction to the scholarly study of the global history of sexuality. Its main focus is to help students develop an understanding of ancient Greek and Roman societies based on comparisons with African and Indian societies of the Early Modern and Modern periods. Students will reflect on the influence of Western society on non-Western cultures. They will explore the changing ways that individuals, moral authorities, the tribe/state and scientific experts have conceptualized sexuality and gender. Topics covered include: age and rites of passage; childhood and adulthood; marriage; conception, birth, infanticide; the family; love; male and female homosexuality; women and property; and sex and politics.

HIS 216 U.S. Foreign Policy Since 1914 Policy Since 1914 (3) This course is an introduction to United States foreign relations from World War I to the present. We examine foreign policies of U.S. presidents, debates among foreign policy analysts, and the way other nations have regarded the United States. Topics include imperialism, spread of American culture, the Cold War, different approaches to international cooperation, unilateralism, multilateralism, the role of military force, and changes in U.S. national security needs.

HIS 219 History of European Women Since 1500 (3) This course is an introduction to the history of women in Europe since the Reformation. Women in all parts of Europe, including Turkey and the European colonies, will be studied. Topics include women at work, in the family, in politics, and in communities as well as female heads of state, scientists, artists, and political activists. The course examines how European women, once defined by their family and marital status, have gained independence and individuality. The course also examines the effects on women of cultural and legal change since 1500. Sources focus on women's perspectives on their own lives. Representations of women in film, art, and literature will be used.

HIS 221 Mayas and Aztecs: An Introduction to the History of Ancient Mesoamerica (3) This course introduces students to the pre-Columbian civilizations of Mexico and Central America, advanced cultures begun long before the common era and lasting for several thousand years. These ancient and still mysterious peoples will be observed and examined, peoples who constructed vast cities and great pyramids some only recently rediscovered, who developed sophisticated calendars and writing systems still not completely understood, and who created religious and political systems that endure in modified forms to this day.

HIS 223 African American History Through the Civil War Era (3) This course examines chronologically and topically the development of African-Americans from Africa, emphasizing the West African kingdoms, through the Civil War Era. West African culture and social life will be discussed in order to show how that culture was exploited by Europeans in the development of the slave trade. Students will spend several weeks studying the development of the institution of slavery and how slaves psychologically adapted to that lifestyle. The course also emphasizes the development of free black communities in America during this period and the motivations for and efforts of African and non-African Americans to end slavery. The course concludes with a discussion of the reality and myth of Black participation in the Civil War and Reconstruction. Prerequisite: ENG 103.

HIS 224 African American History 1890 to the Present (3) This course examines chronologically and topically the development of African Americans from the post-Civil War Era to the present. Students will examine African American responses to the legal institutionalization of segregation, self-help, education and the vote. Between discussions of Black participation in World Wars I and II, students will investigate the Harlem Renaissance and the development of jazz and the blues. Following a discussion of the Civil Rights Movement, the course will conclude with a discussion of Black conservatism. Prerequisite: ENG 103.

HIS 226 History of the Civil Rights Movement (3) This course examines chronologically the efforts by African Americans to obtain full civil rights from the pivotal period of 1940-1955 to the present. The class focuses on first-hand recollections of the Movement by African and non-African Americans, documentary and popular film representations of the Movement, and federal and state government responses to the Movement. The class discussions will seek to dispel the myths about the Movement while exposing the stereotypes, distortions, and romanticism that surround the Movement. An integral part of that discussion will be evaluating the strategies utilized by those advocating and those opposing the movement for civil rights. The course concludes with an extensive discussion of black conservatism and efforts to "turn back the clock" on civil rights gains. Prerequisites: ENG 103 and ENG 104.

HIS 240 The Plains Indians (3) This course is a study of the Plains Indians from their earliest beginnings to the present time. It will take a detailed look at the rise and development of Plains Indian societies, nomadic and village dwellers; the contact and conflict with Euro-Americans; the challenges faced by the Plains Indians to their traditional way of life during the early reservation years; and the struggle by the Plains Indians to retain tribal sovereignty, politics and culture. The course will make extensive use of visual artifacts, paintings, photographs and film to illustrate and analyze the historical and mythic images of the Plains Indians.

HIS 261 The Civil War (3) This course will examine the American Civil War (1861-1865) in its many aspects. Such topics as the origins of the crisis, the break-up of the Union, the major military campaigns, the actions and motives of Lincoln, Grant, Lee, Davis, and other key players will be explored, as well as the legacy of the war for future generations of Americans. Though military affairs will be emphasized, social, political and economic topics will be covered as well. There will be an extensive use of media.

HIS 276 American West: Film Study (3) This course can be taken either for English or History credit. We will study the settlement of the American West as it has been reflected in popular literature and films, focusing on the distinction between the actual frontier experience and the way that experience has been presented to us in our entertainment. Special emphasis will be placed on the Plains Indian, the mountain men, and the cowboys.

HIS 286 The American Worker: A Film Study (3) This course studies the American working class since the late Nineteenth Century and how Hollywood film has depicted the struggle of working people to enhance their lives within the capitalist system. The course will explore through lecture, film and readings such topics as the rise of the union movement; the great strikes;

ideological controversy within the labor movement; and the role played by African-Americans, women, immigrants and radicals in working class history. Students will view in class major films dealing with the working class, such as *The Molly Maguires*, *Matewan*, *The Grapes of Wrath*, *On the Waterfront*, *Salt of the Earth*, and *Norma Rae*.

HIS 292 Collision of Cultures: America and Europe (3) This course will explore the collision of cultures that resulted from the voyages of Columbus and the European contact with the American continents. The life and career of Columbus and the Spanish conquest of the new world will be covered. The impact of this conquest on both European and American cultures and on subsequent world history will be examined.

Health Information Technology

FOR MORE INFORMATION, CONTACT THE BUSINESS ADMINISTRATION DEPARTMENT IN THE WHITNEY APPLIED TECHNOLOGY CENTER, ROOM W324, (315) 498-2435.

HIT 101 Introduction to Health Information Technology (3) This course introduces the Health Information Technology student to the health care delivery system, including maintenance and acquisition of health data/information. History of the profession and the role of the American Health Information Management Association (AHIMA) will be covered. Health information management includes: numbering and filing methods, storage and retention of health records, design and maintenance of medical forms, quantitative analysis, and indices. In addition, the role of accrediting and regulatory agencies will be reviewed. Three hours lecture and one-hour laboratory. Co-requisite: CIS 100.

HIT 102 Legal Aspects of Health Information (3) This course is designed to provide the student with an overview of the legal and regulatory requirements for the maintenance, retention, and dissemination of health information and the role of medical documentation in legal proceedings. Major topics include: federal, state and JCAHO regulations; facility bylaws rules and regulations; the federal and state legal system; authorizations and consents, release of information, concepts of liability; civil procedures; and the role of risk management.

HIT 103 Health Information Systems in Non-Hospital Settings (3) This course is designed to familiarize the student with health information systems in non-hospital settings. Specific areas to be covered will include, but are not limited to, ambulatory care, long-term care, home care, hospice, psychiatric care, and public health services. Health information functions, as well as quality assurance, risk management and utilization management, will be covered. Prerequisite: HIT 101; co-requisites: HIT 102, HIT 223. Spring semesters only.

HIT 110 Coding and Classification Systems I (3) This course is designed to familiarize the student with coding and classification systems used in health information management. Emphasis will be on outpatient coding, classification, and reimbursement systems including CPT, HCPCS, APGIs, and RBRVS. Students will become familiar with both manual and automated systems. Prerequisite: HIT 101, BIO 171 or Permission of Instructor. Spring semesters only.

HIT 120 Medical Terminology (3) This course will provide a detailed study of the meaning of medical terms that relate to medical science and human anatomy. Medical specialties including pathology, radiology, and pharmacology, as well as abbreviations used in the health care field, will be covered. In addition to definitions, pronunciation and spelling will be emphasized.

HIT 121 Medical Transcription I (3) This course is designed to introduce and familiarize the student with the transcription of health care documentation using electronic technology. Topics include careers, equipment and the ethical and legal responsibilities of the medical transcriptionist. Students apply grammar, punctuation, medical terminology and word processing skills to transcribe basic medical documents for various settings. Prerequisite: BUS 153 or equivalent, or placement in ENG 103; co-requisite: HIT 120 or Permission of Instructor.

HIT 201 Health Statistics and Reporting (3) The course reviews descriptive and vital statistics, reporting requirements, definitions and formulas for computing hospital and public health statistics. It will include the management of health information in relation to data collection, analysis and presentation. Topics will include the collection, analysis and display of data for quality assurance, utilization review, risk management and reimbursement. Prerequisites: HIT 101 and HIT 103 (and MAT 087, if required). Fall semesters only.

HIT 202 Management of Health Information Service (3) This course introduces the student to management functions (planning, organizing, directing, controlling and personnel supervision) as they relate to health information services. In addition to Health Information Services, the roles and functions of Quality Assurance/Improvement, Risk Management, and Utilization Management will be included. Prerequisite: HIT 201. Spring semesters only.

HIT 205 Computer Applications in Health Information Management (3) This course is designed to familiarize the student with computer applications used in health care facilities with emphasis on those used in health information management. Students will be instructed on the design, implementation and evaluation of automated systems. Quality controls, security and confidentiality will also be covered. Prerequisite: HIT 210. Spring semesters only.

HIT 210 Coding and Classification Systems II (4) This course is a continuation of HIT 110. It is designed to familiarize the student with coding and classification systems used in health information management. Emphasis will be on Inpatient coding, classification, and utilizing ICD-9-CM. Reimbursement systems including DRGs, negotiated rates and capitated payments will be discussed. Students will become familiar with both manual and automated systems. Student cost for required texts for this course is approximately \$150. Class consists of three hours of lecture and two laboratory hours. Prerequisite: HIT 110 or Permission of Instructor; co-requisite: BIO 221. Fall semesters only.

HIT 215 Healthcare Reimbursement (3) This course is the study of the principles and practice of insurance and reimbursement processing. It includes the assignment and reporting of codes for diagnoses and procedures/services. The completion of UB-04 and CMS-1500 claims for inpatient, outpatient, emergency department, and physician office encounters will be covered. Inpatient and outpatient cases will be reviewed to identify issues of fraud and abuse. Prospective payment systems and revenue cycle management will be included. Prerequisites: HIT 110, HIT 210.

HIT 221 Medical Transcription II (3) This course is a continuation of Medical Transcription I (HIT 121) and is designed to develop more advanced transcription skills. Medical Transcription II improves a student's capacity to transcribe medical reports for a broad range of clinical disciplines. Students enhance their understanding of medical and anatomical terminology. The development of medicolegal reports and medical committee minutes are also covered. Prerequisite: HIT 121.

HIT 223 Supervised Professional Practices I (1) This course is designed to give students the opportunity to observe health information departments and systems in non-hospital settings. Students are assigned on a rotating basis to a variety of health related sites, including health regulatory agencies, ambulatory care, long-term care and other non-hospital facilities for a total of 40 hours. Co-requisites: HIT 101, HIT 103. Spring semesters only.

HIT 225 Supervised Professional Practices II (3) Students in the health information technology program are required to complete a clinical practicum at the technical level. The main purpose of this practicum is to integrate the didactic (lecture) component with the clinical (practice) components. Students will utilize the knowledge they have gained from the classroom lectures and laboratory experiences in the clinical setting. Each student will spend 15 days (120 hrs.) in a health care facility. The student is responsible for the arrangement and costs of transportation to and from the clinical site. Prerequisites: HIT 101, HIT 102, HIT 110, and HIT 223; co-requisite: HIT 210.

HIT 227 Supervised Professional Practices III (3) This course is a continuation of HIT 225 and is designed to give students practical experience in health information management and supervisory issues. Students will utilize the knowledge they have gained from the classroom lectures and laboratory experiences in the clinical setting. Each student will spend 15 days (120 hrs.) in a health care facility. The student is responsible for the arrangement and costs of transportation to and from the clinical site. Prerequisite: HIT 225; co-requisites: HIT 202, HIT 205.

HIT 230 Advanced Seminar in Health Information Technology (1) This course is designed to review and integrate previous HIT courses and clinical experiences. Exploration of career opportunities, preparation of resume, job search and interviewing for positions in health information technology will also be covered. This consists of a three-hour lecture which meets for five weeks. Co-requisite: HIT 227.

Homeland Security and Disaster Preparedness

FOR MORE INFORMATION, CONTACT THE PUBLIC SAFETY TRAINING CENTER IN J. STANLEY COYNE HALL, ROOM JSC100, (315) 498-6046.

HSD 150 Principles of Emergency Management (3) Principles of Emergency Management is intended to provide information that will enable persons just entering the profession or expanding their roles to have the ability to work with emergency management issues. The course tracks the history of Emergency Management from the days of Civil Defense and provides an overview of the characteristics, functions, and resources of an integrated system and how various emergency management services work together in an integration of resources and capabilities. Emphasis will be placed on how this system is applied to all hazards for all government levels, across the four phases and all functions of emergency management. Additionally, this course addresses the National Incident Management System, its components, and its relationship to Emergency Management. Through case studies, students will learn how Emergency Management has worked and evolved over the years.

HSD 152 Public Safety Critical Incident Management (1) Public Safety Critical Incident Management provides students with information relevant to public safety forces (fire, police, and emergency medical services) roles and responsibilities when responding to an emergency. Additionally, the course provides information dealing with support service agencies and the concerns and roles of private business and local government in supporting public safety forces in emergency situations. The course provides information to encourage cooperation of all groups and agencies at the scene of an emergency, with a

key component focusing on the goals and critical tasks of each public safety agency operating at a given scene. Prerequisite: HSD students only or Permission of Instructor.

HSD 155 Introduction to Public Safety

Response (3) Introduction to Public Safety Response will provide the student with a base-line understanding of the principles of responding to many types of emergencies. Course topics include: emergency response activities from police, fire crew, emergency medical service and business/industry perspectives; terrorism-related incidents and their specific response activities; and the interpretation and analysis of case studies to allow the student to develop an understanding of the needs of each discipline, and the importance of working together to manage emergencies. The course will provide basic incident command training, meeting the requirements of the National Incident Management System (NIMS). Students who take HSD 155 cannot also receive credit for HSD 152, HSD 182, or HSD 184.

HSD 162 Resource and Donations Management

(3) This course is designed to provide Resource Management Coordinators with the knowledge and skills they need to perform resource management functions within the overall framework of the emergency operations center (EOC). This performance-based course is intended to introduce local officials (i.e., representatives of local governments and leaders of local voluntary organizations) to the concept of donations management and their roles and responsibilities in the donations management process. This course will also review the roles and responsibilities of the Resource Unit Leader, Supply Unit Leader, and other subordinate positions identified by the National Incident Management System Incident Command System.

HSD 165 Hazardous Waste Operations and

Emergency Response (2) This course provides a comprehensive overview, covering all facets of hazardous waste management and emergency response. Topics include practical exercises and training which may be applied to business, industry, construction and institutions, including Federal and State rules and regulations, handling procedures and proper operation of a designated waste facility, storage, labeling, manifesting, shipment, employee training, proper use of safety equipment, emergency response procedures (spills response and clean up), cost effective waste reduction, and environmental reporting procedures. This course is offered as a one week 40-hour course over the winter intersession and will provide 40-Hour Hazardous Waste Operations and Emergency Response (HAZWOPER) certification as specified in OSHA 29CFR 1910.120.

HSD 170 Public Information Officer Basic

Course (3) The Public Information Officer Basic Course provides students with the skills needed to perform public information duties as they relate to emergency management. The course focuses on the definition of the job of the public information officer. The course assists participants with building the skills needed for this position, such as oral and written communication, understanding and working with the media and the basic tools and techniques PIOs need to do the job. Prerequisite: Open to HSD students only or Permission of Instructor.

HSD 176 Disasters in Film and Media (3)

Examination of the popular culture pertaining to natural and technological disasters that result from portrayals of catastrophic events in film by the media. Discussion of what can be done to alter myths about human behavior in mass emergency situations.

HSD 178 Emergency Response Planning (3)

Planning is an essential function of an effective emergency management program and serves as a tool for emergency professionals for improving disaster management and public safety policies. The Emergency Response Planning course provides emergency management and public safety personnel with the knowledge, skills, and ability to develop or enhance their Comprehensive Emergency Management plans. The course will highlight the importance of building an integrated system for emergency planning that uses multi-agency teams to address mitigation, preparedness, response, and recovery. Prerequisite: HSD 150.

HSD 180 Emergency Management Leadership

(3) The Emergency Management Leadership course is designed to provide students with the skills necessary to lead and influence others in the demanding setting of emergency management by increasing their range of skills in a variety of interpersonal areas. Students are taught to clearly identify problems and their root causes in order to be able to determine the appropriate type of decision-making style. Using a suggested process of problem-solving, participants will be able to apply creative solutions to both emergency and non-emergency situations, in an emergency management setting. These skills are then applied to the important issue of managing and developing volunteer resources. Students will learn the necessary skills to make appropriate volunteer assignments, structure programs to maintain or increase the skill levels of volunteers, and motivate volunteers to both maintain readiness and operate effectively during emergency situations. Students may not receive credit for both this course and PSY 211.

HSD 182 Basic Incident Command System (1)

The Basic Incident Command System course is designed to increase the participants' knowledge and understanding of the Incident Command System. Utilizing both lectures and small group activities, participants will acquire the ability to organize and manage an incident through implementing the ICS. The material covered during the course includes an introduction to the principles and features of ICS, organizational overview, incident facilities, incident resources and common responsibilities of key ICS positions. Prerequisite: HSD 152.

HSD 184 Emergency Response to Terrorism

(1) The Public Safety Emergency Response to Terrorism course provides the knowledge and skills needed by public safety forces that respond to terrorist acts. The course provides those public safety and related support personnel the information to understand terrorism, its root causes, and the motivations behind it. The course also provides methods to enable students to recognize circumstances indicating a potential terrorist attack, and to protect themselves from a variety of potential dangers. Prerequisite: Open to HSD students only or Permission of Instructor.

HSD 252 Disaster Response and Recovery (3)

The purpose of this course is to introduce students to the basic concepts and operations applicable in a disaster situation (particularly for major disasters) and enhance understanding of what the proper roles and responsibilities of various local and state emergency management officials are, why they matter, and how these roles and responsibilities relate to those carried out by the federal government. To foster multi-level partnership, the course emphasizes the problem-solving aspects of disaster operations as well as associated coordination requirements. This course will also discuss the use of the National Response Plan, Emergency Management's place in the National Preparedness Goal, and current trends in disaster mitigation efforts. Prerequisite: HSD 150 or Permission of Instructor.

HSD 262 Intermediate Incident Command

System (1.5) The Intermediate Incident Command System course is designed to increase the participants' knowledge and understanding of the Incident Command System. Utilizing both lectures and small group activities, participants will acquire the ability to organize and manage staffing. The material covered during the course includes organization and staffing, organizing for incidents and events, incident resource management, air operations and incident and event planning. Prerequisite: HSD 182.

HSD 276 Emergency Management Software

(1.5) Technology has become a critical partner in today's Emergency Management and Homeland Security environment. From predicting damage, dispatching resources and managing the resources after dispatching, emergency managers will encounter sophisticated software in their jobs and during emergencies. This course will review several current software packages available for emergency

managers, teach students software currently used in local and State emergency management as well as expose them to other computer programs which may assist them in performing hazard analysis, exercise design and response management.

HSD 278 Emergency Operations Center

Management (1.5) The EOC Management course provides students with the knowledge and skills they need to design, initiate, build and operate an Emergency Operations Center. The curriculum is designed using a performance-based approach, which emphasizes learning activities that are easily transferable to the job.

HSD 280 Emergency Exercise Program

Management (3) The Emergency Exercise Program Management course is intended to provide participants with the knowledge and skills to develop and conduct disaster exercises that will test a community's emergency operations plan and operational response capability. Prerequisite: HSD 150.

HSD 282 Advanced Incident Command System

(1.5) The Advanced Incident Command System course is designed to increase the participants' knowledge and understanding of the inherent flexibility of the Incident Command System to manage major or complex incidents. Utilizing both lectures and small group activities, participants will require the ability to organize and manage major or complex incidents. The material covered during the course includes command and general staff duties and responsibilities, unified command, major incident management and area command structures. Prerequisite: HSD 262.

HSD 283 Practical Applications of Incident

Management (3) The complexity of incident management is exacerbated when incidents deal with protecting lives and property. Large incidents typically managed by Emergency Managers require not only the didactic aspect of incident management education, but require the ability to use many principles taught in most emergency management courses. The purpose of this course is to allow a student to demonstrate an understanding of Emergency Operations plans and to apply the National Incident Management System principles and practices to a large, complex incident. Students will be required to research resource needs and the financial implications of decisions while using the Incident Command System.

HSD 284 Terrorism Response Planning for

Communities and Schools (3) This course will help emergency planners, first responders, and others at all levels to review their preparedness efforts and response capabilities to a terrorist incident. It will also assist participants in the ongoing re-evaluations of threats, their current emergency operations plan and the implications of a terrorist incident on continuity of critical services and long-term recovery. The course also provides participants with the basic information and tools needed to develop effective plans for the wide array of potential emergencies that schools may face.

Participants completing the course will be able to explain the importance of effective planning to others and to lead individuals in their school and community through the process of developing an effective multi-hazard program. Students cannot receive credit for both HSD 284 and HSD 160.

HSD 285 Emergency Management Internship (3) These 60 hours of practical experience in the business or government community will allow Emergency Management students to put various skills and knowledge they have gained through coursework to use. Students may find themselves creating hazard analyses, updating comprehensive emergency management operation plans, or observing incident managers at work, as well as other Emergency Management operations recommended by the supporting agencies. Prerequisite: Permission of Department.

HSD 286 Incident Action Planning for Rapidly Expanding Disasters (1.5) The complexity of incident management is exacerbated when incidents deal with protecting lives and property. Large incidents typically managed by Emergency Managers require not only the didactic aspect of incident management education, but require the ability to use many principles taught in most emergency management courses. This is a companion course to HSD 283 which will allow a student to demonstrate and understanding of Emergency Operations plans and to apply the National Incident Management System principles and practices to a large, complex expanding disaster. Students will be required to research resource needs and the financial implications of decisions while using the Incident Command System.

Hotel Technology

FOR MORE INFORMATION, CONTACT THE BUSINESS ADMINISTRATION DEPARTMENT IN THE WHITNEY APPLIED TECHNOLOGY CENTER, ROOM W324, (315) 498-2435.

HTL 230 Housekeeping and Properties Management (3) A detailed examination of the servicing of the guest in a lodging establishment. Critical attention is applied to the care and preventive maintenance of both public and private areas within the hotel edifice with emphasis on equipment, personnel and modern innovations. Prerequisite: FSA 100. Fall semesters only.

HTL 232 Front Office Management (3) The day-to-day operations of the front office are examined from the progression of a room reservation to check-out. Room rate determination, billing systems, fiscal and accounting policies are emphasized. Traditional methods and systems are compared to computerized contemporary methods. Prerequisites: CIS 100, BUS 105. Spring semesters only.

HTL 234 Meeting Management Planning (3) Meeting Management Planning provides the student an opportunity to explore the functions of planning, developing, budgeting, marketing, and evaluating meetings and special events. Fall semesters only.

Human Services

FOR MORE INFORMATION, CONTACT THE HUMAN SERVICES AND TEACHER EDUCATION DEPARTMENT IN MAWHINNEY HALL, ROOM M280, (315) 498-2341.

HUM 150 Human Services Theory, Skills, and Resources (3) This course introduces students to career fields in Human Services and other helping professions. It also teaches the beginning interpersonal skills and techniques essential for effective human services workers. Theories covered include human development, and the effects of family, culture, social systems and diversity on the development of the individual. Students will learn how to apply this knowledge when working with people, and be introduced to the range of community resources for human services. Students will also explore career goals, clarify their personal and professional values, select a Human Services option and begin the process of identifying a field internship placement for HUM 164: Field Instruction. Prerequisite: English and Reading placement must be at college-level proficiency.

HUM 159 Chemical Dependencies (3) This course provides a study of the field of alcohol and other drug abuse, including pharmacology, causes, legal aspects, intervention and prevention, and physiological and psychological dimensions, within the general framework of treatment services. The roles of professionals and non-professionals in intervention, counseling, and treatment will be examined. Emphasis will be placed on prevention, treatment, alternatives to alcohol and other drug abuse, and related self-destructive behaviors. Credit will not be given for both this course and HEA 209. A field component will be required.

HUM 162 Introduction to Social Work Practice (3) The student is introduced to generic social work methods; aspects of practice; the concept of generalist; social systems interventions; and comprehensive social work service to individuals, small groups, and the community. Prerequisite: HUM 150 or Permission of Instructor.

HUM 164 Human Services Field Instruction and Seminar I (3) This course is the required supervised practice experience enabling the student to develop competency for the delivery of Social Work, Counseling, or Alcohol and Substance Abuse Counseling services at the Associate Degree level. The introductory learning experience allows the student to begin to develop a generalist knowledge base of Human Services, Social Work, Counseling, or Alcohol and Substance Abuse Counseling practice. Students will complete a 100-hour field placement at a site approved by the department. A medical examination, tuberculin test, background check and/or fingerprint review may be required. Prerequisites: HUM 150 and one of: HUM 162, 260, or 268, or Permission of Instructor.

HUM 165 Introduction to Counseling (3) This course is an introduction to three broad areas of counseling: historical and professional foundations of the counseling profession, counseling theories, and counseling specialties (focusing on specific populations with whom counselors work or professional practices in which they are engaged). It is designed to provide an understanding of the counseling profession, an overview of the developments of counseling, fundamental counseling theories, and the variety of counseling specialty areas of practice. It is recommended that students take PSY 103 General Psychology before taking this course.

HUM 203 Child Welfare and Social Work (3) This course presents the student with an overview of the child welfare system, particularly as it pertains to working with children and families within the discipline of social work and the community-at-large. Utilizing a strengths-based empowerment perspective in child welfare, the course will provide basic knowledge and understanding of the historical and ongoing development of the child welfare system, explore current services offered in child welfare agencies and examine practice decisions based on several social work methodologies. The impact of culture norms and the social marginalization of populations will be discussed as they relate to the definitions of abuse and the welfare of children and families. Prerequisite: HUM 150 or Permission of Instructor.

HUM 205 Psychosocial Impact of HIV/AIDS (3) This course provides a forum for students to learn about the history and social environment of HIV/ AIDS, patterns of infection and psychosocial issues such as stigma, isolation, trauma, grief and poverty. Students will also explore the role of politics, public health, and community action, and the student's responsibility to family, friends, and the community, both personally and as a professional in the helping professions.

HUM 226 Group Skills for Alcohol and Substance Abuse Counseling (3) This course is designed to present a variety of theoretical approaches to group techniques applicable to counseling alcoholics, addicts and adult children. Experiential exercises for practicing group techniques and skills will be utilized including screening clients and setting up a group. There will be an emphasis on managing group processes such as norm development dealing with reluctance and resistance and other disruptive techniques. The emphasis of the course is on group leader preparation and training. Prerequisite: HUM 159 or Permission of Instructor.

HUM 227 Issues in Alcohol and Substance Abuse Treatment Programs (3) This course is a survey of issues related to the treatment approaches in alcohol and drug treatment programs. Treatment of special populations, child abuse reporting, domestic violence, treatment in correctional institutions, specialized addictive treatment modalities and employee assistance

programs will be covered. Issues related to the role of the professional in alcoholism and substance abuse treatment will be discussed. Other topical issues will be introduced based on class need and current trends in the field. Prerequisite: HUM 159 or Permission of Instructor.

HUM 228 Adolescent Alcohol and Substance Abuse (3) This course is designed to give basic knowledge regarding adolescent alcohol and drug abuse. The causes, treatment, and prevention of substance abuse and the bio-psycho-social development of adolescents will be studied. Prerequisite: HUM 159 or Permission of Instructor.

HUM 229 Alcohol/Addictions and Family Systems Treatment Programs (3) This course is designed to provide an in-depth look at the effects of alcoholism and substance abuse on the family system. The unit of study is the family. Topics include a variety of approaches for assessing the family, designing intervention and treatment programs, and addressing co-dependency treatment issues including family roles. Personal and professional development is studied, especially the influence of co-dependency. Also included are the models of healthy, troubled and dysfunctional family patterns. Prerequisite: HUM 159 or Permission of Instructor.

HUM 230 Human Services With Diverse Populations (3) This course examines the domestic and global contexts of diversity, the impact of ethnicity, race, gender, ability/disability, socioeconomic class and sexual orientation on our lives. Students will develop self-awareness regarding their own feelings, assumptions and behaviors in relation to others different from themselves, and will explore how these impact their personal values, belief system and interactions with others. Same course as EDU 230; students may not receive credit for both courses. Prerequisite: English and Reading placement must be at college level.

HUM 260 Social Work Interviewing and Counseling (3) This course addresses the functions, roles, and techniques essential for effective social work/ human services work. It encompasses social work values, knowledge and skills in the interviewing and the counseling relationship. Prerequisite: HUM 150 or Permission of Instructor.

HUM 261 Social Work Policy (3) This course examines the history of social welfare and institutionalized social services and the impact on social workers and other helping professionals. Topics include: child welfare, public health, racism, sexism and the evolution of social work as a profession. Prerequisite: HUM 150 or Permission of Instructor.

HUM 263 Human Services Field Instruction and Seminar II (3) This course is an optional second-level field internship. The in-depth learning experience builds on the competencies of the first level and allows students to further develop their knowledge base of Human Services, Social

Work, Counseling, or Alcohol and Substance Abuse Counseling practice. Students will complete a 100-hour field placement at a site approved by the department. A medical exam, tuberculin test, background check and/or fingerprint review may be required. Prerequisite: HUM 164 or Permission of Instructor.

HUM 265 Aging and the Family (3) This course is an introduction and overview of the process of aging, including interactions between the biological, psychological, social, and economic aspects of aging in our society. Areas such as nutrition, health, housing, employment and retirement will be explored with an emphasis on the interdependence of all these areas. The present status of the elderly and possible changes that might prevent or remedy the problems they face in today's society will be discussed.

HUM 267 Families in Crisis: Human Services Intervention (3) This course will introduce a study of families in crisis using intervention dynamics as the major treatment methodology. Focus is on specific developments and situational crises, which interfere with family functioning and coping abilities. The course will discuss social services, institutional services, and the role of the crisis counselor.

HUM 268 Social Work With Alcohol and Substance Abuse (3) This course is an interdisciplinary approach to social work and substance abuse counseling. Students will explore substance abuse treatment issues and theories, as well as the current alcohol and substance abuse service delivery system. The course will introduce the student to the knowledge and skills needed to assess, diagnose and treat substance abusing clients from a social work perspective. Prerequisite: HUM 159.

HUM 269 Social Work and People With Disabilities (3) This course will include a brief history of disabilities in our society, with definitions and discussion of various disability groupings, providers, services and interventions as well as many of the current issues that individuals with impairments and disabilities face today. It considers the impact of the Americans with Disabilities Act of 1990 (ADA) and its effect on public awareness and attitudes. Prerequisite: HUM 150 or Permission of Instructor.

HUM 270 Assertiveness Training (1) The purpose of this course is to learn the theory of assertiveness training as a method for developing skills in assertive communication, to conduct oneself in an effective, direct, appropriate manner in interpersonal situations, especially at work. Teaching approaches include lecture, discussion, modeling, role rehearsal, videotaping, etc. Prerequisite: English and Reading placement must be at college-level proficiency.

Interior Design

FOR MORE INFORMATION, CONTACT THE ARCHITECTURE + INTERIOR DESIGN DEPARTMENT IN THE WHITNEY APPLIED TECHNOLOGY CENTER, ROOM W352, (315) 498-2687

IND 101 Design and the Built Environment (2)

This course is an introduction to visual literacy and design, the architecture and interior professions and the built environment. It is offered as an exploration of the built environment and is an open elective. Topics to be discussed will include visual literacy, design process and principles, technology in design and the environment, professional practice and career options. It is part of the three-course foundation sequence required for all Architecture and Interior Design students and must be completed prior to enrollment in any additional courses in these curricula. Co-requisites: ARH/IND 150 and 170.

IND 111 Design Studio 2 (4) This is the first of three design studio courses. Students begin to explore elements of design and their relationships in three dimensions. Design concepts and processes are discussed in detail. Architectural and interior design concepts of space, organization, circulation, scale, structure, volume, massing, fenestration and materials are analyzed and discussed. This class meets 6 hours per week. Prerequisites: ARH/IND 101, 150, and 170; co-requisites: ARH/IND 120 and 140, or Permission of Instructor.

IND 120 Drafting Studio 1: Wood Frame (3)

This course will develop basic architectural drafting skills (digital and manual). The student will demonstrate an understanding of these skills through the development of a set of architectural drawings for a wood frame house or similar structure. This class meets 4 hours per week. Prerequisites: ARH/IND 101, 150, and 170.

IND 140 Wood Frame Construction (3) This is a lecture course covering the materials and methods of contemporary residential construction. The characteristics, properties, performance and application of exterior and interior materials and systems used in wood frame construction will be discussed.

IND 141 Interior Finish Systems and

Furnishings (3) This course concentrates on a comparative analysis of commonly used floor, wall, and ceiling finish systems for residential and commercial building interiors. Furnishings, furniture and office landscape systems will also be discussed. Prerequisite: ARH/IND 140.

IND 150 Graphic Communications Studio 1 (4)

This foundation studio in graphic communications will be used to explore design principles. Freehand and digital techniques will be introduced that help the student appreciate forms, texture, and composition. Instruction will be given in pencil techniques, perspective principles, and the use of digital tools. This course will develop the required graphic skills to prepare architecture and interior design students for the next three semesters of course work. This class meets 6 hours per week. Co-requisites: ARH/IND 101 and 170.

IND 170 Technology: Design and Production (3) This course will develop the technology skills required for architecture and interior design students. The students will learn how to create, modify, communicate, collaborate, transmit and present solutions to problems using specific software applications including AutoCAD, SketchUp, ANGEL CMS, and PowerPoint. Co-requisites: ARH/IND 101 and 150.

IND 215 Design Studio 3 (4) This is the third design studio for Interior Design. Students are expected to apply knowledge of design concepts and design process to “real-life” design problems. Programming, aesthetics of interior spaces, context, fenestration, materials, furniture, structure, and design development will be explored. Experimentation with space, form, light, and proportion will be stressed. Significant trends in interior and architectural design, as practiced by recent leading interior designers and architects, will be discussed. This class meets 6 hours per week. Prerequisite: ARH/IND 111 or Permission of Instructor; co-requisite: ARH/IND 256 or Permission of Instructor.

IND 216 Design Studio 4 (4) This is the fourth design studio for Interior Design. This studio is a continuation of IND 215 and will require in-depth analysis of design problems and higher expectations for design presentations. Students are expected to apply knowledge of design concepts and design process to “real-life” design problems. Programming, aesthetics of interior spaces, context, fenestration, materials, furniture, structure, and design development will be explored. Experimentation with space, form, light, and proportion will be stressed. Significant trends in interior and architectural design, as practiced by recent leading interior designers and architects, will be discussed. This class meets 6 hours per week. Prerequisites: ARH/IND 215 and 256, or Permission of Instructor.

IND 230 History of Architecture and Interiors I (3) This is a survey course that traces developments in design, construction, materials and interiors from Prehistory to the dawn of the Renaissance. The comparative method is used to study the impact of economic, religious, political, sociological and technological developments on resultant building types, architectural forms, interior designs, furnishings and decorative arts.

IND 231 History of Architecture and Interiors 2 (3) This is a survey course that traces developments in design, construction, materials and interiors from the dawn of the Renaissance to the present day. The comparative method is used to study the impact of economic, religious, political, sociological and technological developments on resultant building types, architectural forms, interior designs, furnishings and decorative arts.

IND 240 Residential Interiors (3) This course is an introduction to design and decoration of residential interiors. Topics include design principles and approaches, sustainable environments and materials, furniture and decorating styles, fabrics, window treatments, accessories, and business practice. Prerequisites: ARH/IND 111, 120 and 140 or Permission of Department.

IND 256 Graphic Communications III (3) An advanced course in perspective rendering. Students are expected to apply perspective drawing skills acquired in IND 150 to generate color renderings of building interiors and exteriors. Students concurrently taking Design Studio II are required to take this course and to use their design solutions as a base for required rendering projects in IND 256. Prerequisite: IND 150 or Permission of Department.

IND 266 Independent Study (1-6)

IND 291 Internship in Interior Design (1) This course is designed for students in their second year of interior design coursework, giving them an opportunity to obtain real-world experience in the interior design and construction industry. Internships and co-op job opportunities are available throughout the community; however, there is no guarantee of internship placement. The ultimate responsibility for obtaining a placement rests with the student. Assistance is provided by department faculty and Onondaga's internship office. Internships may be paid or unpaid. A learning contract containing specific educational objectives that relate to both the work experience and academic studies is developed between the student and a faculty internship coordinator. Course requirements include a minimum of 60 hours of work, maintenance of a work journal, and a final paper. Open to IND majors only. Prerequisites: Approval of department, minimum G.P.A. of 2.5, sophomore standing.

Italian

FOR MORE INFORMATION OR ASSISTANCE WITH PLACEMENT INTO APPROPRIATE COURSE-LEVEL, CONTACT THE MODERN LANGUAGES DEPARTMENT IN MAWHINNEY HALL, ROOM M308, (315) 498-2305.

ITA 101 Elementary Italian I (3) This learner-centered course is designed for students with little or no previous knowledge of Italian. Students acquire basic grammatical and lexical skills that will enable them to communicate in routine social or professional situations within an authentic cultural context. Upon successful completion of ITA 101, students may enroll in ITA 102. This course also fulfills the Global Awareness requirement at Onondaga.

ITA 102 Elementary Italian II (3) This course is a sequel to Elementary Italian I. It builds upon the basic grammatical, linguistic, communicative and cultural concepts learned in ITA 101. Upon successful completion of ITA 102, students may enroll

in ITA 201. This course also fulfills the Global Awareness requirement at Onondaga. Prerequisite: ITA 101, or two to three years of high school Italian, or Permission of Instructor.

ITA 201 Intermediate Italian I (3) This dynamic course draws upon previously acquired knowledge, while introducing students to more complex grammatical and lexical structures to further develop communicative proficiency and cultural knowledge. The course is conducted mostly in Italian. Upon successful completion of ITA 201, students may enroll in ITA 202. This course also fulfills the Global Awareness requirement at Onondaga. Prerequisite: ITA 102, or four years of high school Italian, or Permission of Instructor.

ITA 202 Intermediate Italian II (3) This course is a sequel to Intermediate Italian I. It expands upon complex grammatical and lexical structures. It is conducted entirely in Italian and provides a solid foundation for advanced study. Upon completion of ITA 202, students may enroll in any intermediate- high level course. Students who successfully complete the ITA 202 level have fulfilled their language requirement for the A.A. in Humanities and Teacher Prep programs. The three additional credits may be taken either as a language course or as a general elective. This course also fulfills the Global Awareness requirement at Onondaga. Prerequisite: ITA 201, or five years of high school Italian, or Permission of Instructor.

Journalism

FOR MORE INFORMATION, CONTACT THE ENGLISH DEPARTMENT
IN MAWHINNEY HALL, ROOM M310, (315) 498-2313/2266.

JRN 121 Introduction to Journalism and the Mass Media (3) This course is designed to increase students' media literacy through awareness of journalism and mass media, their history and development, their impact on society, ethical and social problems, and the changing media landscape. Prerequisite: ENG 103.

JRN 123 Newspaper Production (1) Familiarizes students with all aspects of newspaper production and provides practical application of journalism theories with participation in the activities of the student newspaper. Students attend weekly meetings, write articles, etc. Includes one and one-half hour seminar/discussion.

JRN 157 Electronic Media Writing (3) This course helps students to master the diverse writing styles and formats used in writing for broadcast on radio, television, and cable. These include public service announcements (PSAs), station IDs, promotional announcements, script formats, commercials, news copy, and program materials. Emphasis is on developing broadcast copy style, distinguishing words directed toward the ear and the eye. Prerequisite: ENG 103.

JRN 227 Writing for Emerging Technologies (3) Fast-paced and widespread developments in technology have changed the way people distribute, access, and understand information. With the Internet serving both as a medium for text and images, and a delivery system for other kinds of digital content, competitive employees in the marketplace must be able to provide clear and effective pieces of Web-based communication and other kinds of documents. This course will discuss the issues surrounding the new technology. Topics covered in the course include First Amendment law and the Internet, "repurposing" stories across platforms, and clear writing techniques. This course may be offered online and/or face-to-face. Prerequisite: ENG 104.

JRN 251 Writing for the Media (3) Elements of writing news stories: style and structure, news sources, types of stories. Discussion and criticism of various kinds of writing for the media, with emphasis on newspapers; consideration of publicity writing. It is recommended that students take ENG/JRN 121 first. Prerequisites: ENG 103 and ENG 104, and ability to type.

JRN 252 The New Non-Fiction and Popular Writing (3) A survey of contemporary attempts to use the techniques of fiction writing in works of non-fiction and an examination of some outstanding examples of journalistic feature writing, magazine writing, and criticism. Students will have the choice of writing critical reviews or doing non-fiction and related writing. Includes study of one relevant documentary motion picture and one full-length non-fiction work. Prerequisites: ENG 103, ENG 104.

JRN 253 Newspaper Editing Laboratory (2) Open to senior members of the student newspaper. Provides practical application of editing theories. Students must be familiar with all aspects of newspaper production, and will help train and direct the staff of the student newspaper appropriately. Students attend weekly staff and editorial meetings. Includes weekly seminar discussions, four individual consultations with the instructor, and a short evaluative paper.

JRN 255 Writing for Electronic Media (3) This course helps students master the diverse writing styles and formats used in writing for broadcast, on radio, television and cable. These include public service announcements (PSAs), station IDs, promotional announcements, script formats, commercials, news copy and program materials. Emphasis is on developing broadcast copy style, distinguishing words directed towards the ear and eye. Prerequisites: ENG 103 and ENG 104.

Labor Studies

FOR MORE INFORMATION, CONTACT THE ENGLISH DEPARTMENT
IN MAWHINNEY HALL, ROOM M310, (315) 498-2313/2266.

LBR 111 Social and Professional Etiquette (3)

This course introduces students to the development and use of social and professional etiquette rules and customs as currently practiced in the United States. Emphasis is placed on understanding the communicative nature of etiquette and its uses in furthering social and professional interactions. This lecture/demonstration course will include practice in various verbal and nonverbal skills required in the current social and professional climate, including instruction in netiquette. Additionally, students will be introduced to etiquette rules and customs from around the world and will practice using these as a way to prepare for the global marketplace. This course meets with COM 111.

LBR 207 Communication @ Work (3) This course is an introduction to the theory and practice of communication in the workplace. The focus of the course is interpersonal communication in a professional context. Topics covered include: meeting management, interview techniques, participation in team and group communication, preparation of professional presentations, managerial communication, diversity in the workplace, and listening skills. This course emphasizes the development of practical and critical skills. Prerequisite: Any 100-level COM course or Permission of Instructor.

LBR 210 Contract Bargaining I (3) A basic course designed to equip students with a conceptual understanding of the collective bargaining process. Among the topics are the nature of the collective bargaining process, the scope of bargaining, collective bargaining structure, wage patterns, and impasse procedures.

LBR 212 Union Administration (3) This course applies organization theory to the administration of unions and analyzes the requirements placed upon union officers in the conduct of their responsibilities. The course investigates the role of the shop steward, executive board, officers and union staff in their relations with the members, with employer representatives, and with the public.

LBR 215 Contemporary Labor Problems (3) A survey of the major challenges that confront the labor movement in the 1970s. Students are briefed on the background of each problem and discuss and analyze a broad range of solutions proposed by the experts.

LBR 225 Contract Administration (3) A study of union administration; the underlying structure and the relationship of its members, locals, and national organizations; the implementation of the collective bargaining contract in its day-to-day administration. Emphasis will be placed on the basic principles of grievance procedure.

LBR 230 Labor and the American Economy (3)

A general introduction to the development and structure of the American economy, examining the activities that people carry on - producing, saving, spending, paying taxes - to satisfy their individual and collective economic needs and desires. Emphasis is given to topics of special concern to working people such as employment and unemployment, price stability, and the governmental role in the economy.

LBR 240 International Affairs and Labor (3)

American unions and their relationship to international organizations affecting labor such as the International Labor Organization and International Labor Trade and multinational corporations; labor's stake in U.S. foreign policy.

LBR 241 Arbitration (3) A study of the function of arbitration in labor-management relations, including preparation for arbitration, the conduct of the hearing, evidence and proof, and the standards used by arbitrators in reaching a decision. Students will participate in mock arbitration hearings.

LBR 251 Social Behavior and Work (3) This course deals with human relations and leadership skills most frequently used in union and work settings. It is designed to provide students with fresh insights into human relations through the study of current concepts in sociology, psychology and other behavioral sciences.

LBR 254 Labor Law (3) A survey of the major areas of labor law, including union rights and permissible employer responses in organizing campaigns, protected activities under the NLRA, ground rules for collective bargaining, arbitration and enforcement of collective agreements, strikes and secondary boycotts, and public sector problems.

LBR 255 Labor History (3) A review of the major developments in American labor history from colonial times to the present with special emphasis on the changing goals of labor, early union efforts, the evolution of labor legislation, the development of the AFL and the CIO, the changing relationship between employer and employee.

LBR 256 Dispute Resolution (3) An introduction to dispute resolution theory and practice with special emphasis on its applications in the field of industrial and labor relations. The course examines the nature and sources of conflict in various areas of industrial society and the role of negotiations, mediation arbitration and fact-finding in the resolution of disputes.

LBR 259 Public Sector Collective Bargaining (3)

An introduction to public sector collective bargaining which focuses on public sector law as well as unique features of bargaining in this sector. Special attention will be given to the theory of bargaining as well as tactics and strategies employed in the process.

LBR 273 Health Hazards in the Workplace (3) A survey course on occupational health and safety. The course includes a history of occupational health and safety at federal, state and city levels; analysis of specific health hazards; links to environmental health issues; and relationships to work-ménis compensation and other disability coverage.

LBR 280 Oral and Written Communications (3) One of the most important skills a trade union leader must have is the ability to communicate effectively with other union members, employers, government representatives, and the public at large. These courses interweave the various kinds of speaking and writing the student might find useful in his work as a student and as a leader in his organization. Topics include: organizing ideas and preparing a written outline, writing a business letter, preparing a resolution or petition, writing minutes of a meeting, taking notes at meetings or lectures, speaking from an outline, basic parliamentary procedures.

LBR 287 Labor, Government, and Politics (3) A survey of the ways the political process affects labor, the nature of government operations, political lobbying, pressure groups and political parties.

LBR 299 Internship (3) A combined work and classroom experience involving placement with local labor or business organizations in the industrial and labor relations field. Student will combine work experience with seminars to identify learning objectives in the work experience and measure growth of labor relations skills.

Literatures, Cultures and Civilizations

FOR MORE INFORMATION, CONTACT THE MODERN LANGUAGES DEPARTMENT IN MAWHINNEY HALL, ROOM M308, (315) 498-2305.

LCC 220 French Literature and Civilization in English I (3) A survey of French literature and civilization from the Middle Ages to the Renaissance, examining representative works within the context of artistic, historical and intellectual developments. Lectures and readings in English. This course fulfills the SUNY Gen Ed western civilization requirement as well as the Global Awareness requirement for the A.A. in Humanities and Social Sciences. However, it does NOT fulfill the foreign language requirement for any degree program.

LCC 221 French Literature and Civilization in English II (3) A survey of French literature and civilization from the seventeenth to the twentieth centuries, examining representative works within the context of artistic, historical, and intellectual developments. Lectures and readings in English. This course fulfills the SUNY Gen Ed western civilization requirement as well as the Global Awareness requirement for the A.A. in Humanities and Social Sciences. However, it does NOT fulfill the foreign language requirement for any degree program.

LCC 231 Italian Literature and Civilization in English II (3) A survey of Italian literature and civilization from the 18th century to the present. Selections from the works of seminal writers such as Goldoni, Manzoni, Verga, Pirandello and Calvino will be studied in the context of historical and cultural developments. Lectures and readings in English. This course fulfills the SUNY Gen Ed western civilization requirement as well as the Global Awareness requirement for the A.A. in Humanities and Social Sciences. However, it does NOT fulfill the foreign language requirement for any degree program.

LCC 240 Spanish Civilization in English (3) A one-semester survey of Spanish civilization and culture with emphasis on the major social, intellectual, and artistic trends. Lectures and readings in English. This course fulfills the SUNY Gen Ed western civilization requirement. However, it does NOT fulfill the foreign language requirement for any degree program.

LCC 245 Latin American Civilization in English (3) A one-semester course examining the geographical areas, Indian cultures, Spanish heritage, and 20th century problems of Latin America. Lectures and readings in English. This course fulfills the SUNY Gen Ed requirement for other world civilizations as well as the Global Awareness requirement for the AA in Humanities and Social Sciences. However, it does NOT fulfill the foreign language requirement for any degree program.

Law Enforcement

FOR MORE INFORMATION, CONTACT THE PUBLIC SAFETY TRAINING CENTER IN J. STANLEY COYNE HALL, ROOM JSC100, (315) 498-6046.

LEC 102 Principles of Law for Campus Peace Officers (4) This course is an introduction to the law as required of Campus Peace Officer candidates. Topics include jurisdiction and responsibilities 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. Departmental permission required. Only open to Campus Peace Officers.

LEC 103 Principles of Law for Law Enforcement Officers (7) An introduction to the law as required of candidates. Topics include jurisdiction and responsibilities 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. Open to LEC students only.

LEC 104 Campus Peace Officer Procedures

(4) Campus Peace Officer Procedures teaches candidates the various topics, knowledge, actions and procedures required of a peace 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 processing and dealing with intoxication (alcohol). Only open to Campus Peace Officers.

LEC 104L Campus Peace Officer Procedures - Subject Management Proficiency (4)

Students are instructed in the basic physical/psychomotor skills required of a peace officer candidate. Students become certified as competent in the areas of arrest techniques, defensive tactics, the use of aerosol and impact devices, and riot control formations. Only open to Campus Peace Officers.

LEC 105 Law Enforcement Procedures (8)

Law Enforcement 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 processing and dealing with intoxication. Prerequisite: Open to LEC students only; co-requisite: LEC 105L.

LEC 105L Law Enforcement Procedures - Proficiency (5)

Students are instructed in the basic physical/psychomotor skills required of a police officer candidate. Students 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. Prerequisite: Open to LEC students only; co-requisite: LEC 105.

LEC 108 Campus Peace Officer Investigation Techniques (4)

Campus Peace Officer Investigation Techniques teaches 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 and missing or abducted children. Only open to Campus Peace Officers.

LEC 109 Law Enforcement Investigation Techniques (4)

Law Enforcement Investigation Techniques teaches 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 and missing or abducted children. Prerequisite: Open to LEC students only.

LEC 110 Community Relations for Campus Peace Officers (2)

This course covers community relations issues and skills for the candidate. Topics include community relations, community resources, services to victims and witnesses, crime prevention, crimes against the elderly, ethical awareness issues, cultural diversity, bias related incidents, sexual harassment issues and contemporary issues with which law enforcement is confronted. Only open to Campus Peace Officers.

LEC 111 Community Relations for Law Enforcement Officers (2)

This course covers community relations issues and skills for the candidate. Topics include community relations, community resources, services to victims and witnesses, crime prevention, crimes against the elderly, ethical awareness issues, cultural diversity, bias related incidents, sexual harassment issues and contemporary issues with which the police are confronted. Prerequisite: Open to LEC students only.

LEC 113L Campus Peace Officer Procedures - Tactical & Emergency Response (4)

Students are instructed regarding vehicular response to emergency situations. Other topics include the establishment of the National Incident Command System and implementation of basic life support procedures. Only open to Campus Peace Officers.

LEC 114 Phase 2 - Basic Course for Law Enforcement Officers (2)

Course topics include the proper circumstances and uses of firearms; counter terrorism issues, actions and reactions techniques; command and control issues for first responders; and tactics associated with detecting fraudulent identification documents. Prerequisite: Only sworn police officers may attend the basic course for police officers (phase 2); co-requisite: LEC 114L.

LEC 114L Phase 2 Laboratory - Basic Course for Law Enforcement Officers (5)

Students are instructed in and are certified as competent in the areas of firearms training, counter-terrorism, DWI detection, standard field sobriety testing, and supervised field training review and orientation. Open to sworn police officers. Co-requisite: LEC 114.

LEC 120 EMS Certified First Responder (3)

An introduction to EMS systems. Topics include: patient assessment, airway management, shock/hemorrhage control, trauma orientation, medical emergencies/OB emergencies and cardiology overview/defibrillation/CPR skills. Credit for this course may not be applied to any degree or certificate requirements. All EMS courses are offered in conjunction with the Onondaga County EMS Bureau. Contact the EMS Bureau for registration information.

LEC 126 Police Supervision (3) This course covers those areas pertinent to law enforcement supervision such as administrative procedures, leadership, effective communication, community relations, National Incident Management System and national response plan. The General Municipal Law requires that all first-line supervisory personnel complete this course. This course is open to sworn personnel only.

LEC 128 Instructor Development for Law Enforcement Officers (2) This course will give police personnel the ability to research, prepare and communicate knowledge in the field of law enforcement. Lessons focus on setting instructional objectives, factors that influence adult learning, communication skills, the instructional process, and methods of evaluating course effectiveness. Prerequisite: This course is open to sworn law enforcement personnel only.

Library

FOR MORE INFORMATION, CONTACT THE LIBRARY
DEPARTMENT IN COULTER HALL, ROOM C112, (315) 498-2335.

LIB 100 The Art of Inquiry (1) A seminar in practical general education with emphasis on such questions/issues as: What is the art of inquiry and how does it relate to the idea of the library? What questions are most worth asking? What does it mean to tend to things artfully? What is the "gift of reading"? This course will be of special value for students who are interested in finding their teachers.

LIB 105 Strange Frequencies: Deciphering Manufactured Information (3) This course is a critical examination of how information is manufactured, distributed and used in the Digital Era. Emphasis will be on assessing the impact of digital technologies on the production, presentation and use of information. Topics include but are not limited to: convergence of information producing organizations, data smog, doublespeak, information anxiety, information ethics, "it is an ad, ad, world," media bias, mediated reality, mediated voyeurism, push technology, misinformation, disinformation, rhetoric vs. reason, customizing information and the Internet/Web as content providers.

LIB 210 Real-World Research (1) Finding information today is easier than it is ever been before. But can you be sure what you've found is accurate? That question forms the basis of LIB 210. Topics include: types of information resources (e.g. Internet, print, etc.); search techniques; primary resources; critical evaluation; copyright and intellectual property issues; and the use and value of libraries and information centers in the twenty-first century. Students will learn how to locate and access high-quality, authoritative information. In addition, students will attain a basic familiarity with primary research methods and interpretation.

Mathematics

FOR MORE INFORMATION, CONTACT THE MATHEMATICS
DEPARTMENT IN MAWHINNEY HALL, ROOM M210, (315) 498-2328.

MAT 079 Pre-Algebra (3EQ) This course will provide students with concepts and techniques associated with pre-algebra mathematics. Topics include arithmetic of fractions, decimals, proportions, percents and an introduction to signed number operations. This course will emphasize both skill development and an application of these skills to real world situations. Prerequisite: The ability to correctly perform the four basic operations with whole numbers.

MAT 085 Math Skills and Applications (1EQ) Provides learning reinforcement for students enrolled in the areas of arithmetic, elementary algebra, or intermediate algebra. Both mathematical skills and applications will be emphasized. Students may enroll in this course only with a math diagnostician's recommendation. This course will be offered in a workshop format as needed or as requested by other disciplines requiring math skills (i.e. Nursing, health related professions, Economics).

MAT 086 Pre-Algebra and Beginning Algebra (6EQ) This course is designed for students who need to review arithmetic skills and gain an understanding of beginning algebra concepts. It is especially appropriate for pre-health students. Topics include fractions and mixed numbers, decimals, ratio/proportions, percents, metric system, real number systems, algebraic operations, linear equations and inequalities, coordinate systems, systems of equations, polynomials and factoring. Students may not take both MAT 086 and any of MAT 079/087/088. Prerequisite: Knowledge of whole number arithmetic.

MAT 087 Beginning Algebra (3EQ) Topics include real number systems, algebraic operations, linear equations, coordinate systems, powers and roots, polynomials and factoring. Prerequisite: Arithmetic skills and some knowledge of algebra.

MAT 088 Beginning Algebra and Applications (4EQ) Topics include real number systems, algebraic operations, linear equations, coordinate systems, powers and roots, polynomials and factoring. The skills and applications component provides students with an opportunity to practice newly acquired skills and to use these skills to solve practical problems. Prerequisite: Arithmetic skills and no prior knowledge of algebra.

MAT 106 Mathematical Applications I (4) The first course in a two-semester sequence of intermediate algebra and trigonometry with technical applications. Topics include trigonometric functions, vectors, units of measurement and approximate numbers, fundamental concepts of algebra, functions and graphs, systems of linear equations, determinants, factoring and fractions, quadratics, variation and geometry (areas and perimeters of common plane figures, volumes and surface areas of common solids). The scientific calculator will be used throughout the course. Open to Telecommunications Technology majors only. This course is not applicable as an elective for any other degree granting program. Prerequisite: Beginning algebra or equivalent.

MAT 107 Mathematical Applications II (4) The second course in a two-semester sequence of intermediate algebra and trigonometry with technical applications. Topics include exponents and radicals, exponential and logarithmic functions, ratio, proportion and variation, oblique triangles, graphs of sine and cosine functions, complex numbers and their applications, inequalities, introduction to statistics and a non-rigorous introduction to calculus. A scientific calculator and computer software will be used throughout the course. Open to Telecommunications Technology majors only. This course is not applicable as an elective for any other degree granting program. Prerequisite: MAT 106.

MAT 112 Nature of Mathematics (3) The purpose of this course is to improve problem-solving skills and expand students' understanding of the nature of mathematics. The topics include: problem-solving, number theory, Euclidean and Non-Euclidean geometry, the concept of infinity, probability and optional topics chosen from topology, chaos, and fractals. This course is primarily for liberal arts students entering fields of study which do not have a strong mathematical emphasis. Prerequisite: Beginning algebra or equivalent.

MAT 113 Contemporary Mathematics (3) The purpose of this course is to show a direct connection between mathematics and concrete real-life problems. Topics will include voting theory, routing problems (graph theory), and either scheduling, fair division or apportionment. This is a course primarily for liberal arts students entering fields of study which do not have a strong mathematical emphasis. Participation in group work is required for classroom sections. Prerequisite: Beginning algebra or equivalent.

MAT 114 Intermediate Algebra With Applications (4) Topics include solving linear equations and inequalities, graphs, functions, systems of equations, polynomials and polynomial functions, factoring, rational expressions and equations, radical expressions and equations, geometric concepts, quadratic equations, and applications. This course will not count toward any elective credit for Math/Science majors. Prerequisite: Beginning algebra or equivalent.

MAT 115 Modeling for Decision Making (3) Linear systems, matrices, linear programming, mathematics of finance, counting procedures, sets, probability, functions, exponents. Use of specific technology will be required. Not open to Math/ Science students. Prerequisite: Intermediate algebra, college algebra or equivalent.

MAT 116 Decision Making With Calculus (3) This is the second of a two-semester sequence designed for business transfer and CIS students. Topics include: limits; instantaneous rates of change; differentiation; exponential and logarithmic functions; antiderivatives; indefinite integrals; definite integrals; and applications to business, managerial and social sciences. Not open to Math/ Science majors. Prerequisite: MAT 115.

MAT 118 Statistics: An Empirical Introduction (3) A course in empirical statistics for non-science majors. Topics include: random sampling, graphing, measures of central tendency and dispersion, normal distribution, standard scores, confidence intervals, hypothesis testing, Student t distribution, two-way tables, probability, correlation and regression. Prerequisite: MAT 112 or MAT 113 or MAT 114 (or equivalent) or MAT 121 or BUS 102 or NUR 183 or NUR 230. Not open to Math/Science or Engineering Science majors or to anyone having earned credit in MAT 151 or BUS 219. A calculator with two-variable statistics capabilities is required.

MAT 121 Math for Elementary Teachers (4) This course is the first of a two-semester sequence designed for the prospective B-2, 1-6, 5-8, and B-6 teacher. Students who plan to transfer to a four-year institution in Adolescence or Childhood Education should take this course and MAT 122. Students will develop an understanding of the mathematical curriculum recommended by the National Council of Teachers of Mathematics (NCTM) Standards. Topics include: sets, numeration systems, whole numbers, integers, rational numbers, real numbers, and number theory. A hands-on problem-solving technology-based approach will be emphasized throughout this course. This course fulfills the math requirement for only the following degrees: Human Services and Teacher Education, and the Liberal Arts and Sciences degrees in Adolescence Education, Childhood Education, General Studies, and Humanities and Social Sciences. Prerequisite: Beginning algebra and successful completion of the MAT 121 Competency Test.

MAT 122 Math for Elementary Teachers II (4) This course is the second of a two-semester sequence designed for the prospective B-2, 1-6, 5-8, and B-6 teacher. Students who plan to transfer to a four-year institution in Adolescence or Childhood Education should take this course and MAT 121. Students will develop a comprehensive understanding of the mathematical curriculum as recommended by the National Council of Teachers of Mathematics (NCTM) standards. Topics will include: geometry, probability, statistics and the

metric system. A hands-on, problem-solving, technology-based approach will be emphasized throughout the course. This course fulfills the math requirement for only the following degrees: Human Services and Teacher Education, and the Liberal Arts and Sciences degrees in Adolescence Education, Childhood Education, General Studies, and Humanities and Social Sciences. Prerequisite: MAT 121.

MAT 141 Algebra: A Functions Approach (3)

Topics include polynomial and absolute value inequalities, functions and their inverses, operations on functions, graphs and transformations, exponential and logarithmic functions, right triangle trigonometry, law of sines and law of cosines, and binomial theorem. Graphing calculator use is required. This course does not fulfill the prerequisite for calculus. Prerequisite: Grade of C or better in intermediate algebra or equivalent. Not open to students with credit in MAT 143.

MAT 142 Trigonometric Functions (1) A functions approach to the study of trigonometry. The basic trigonometric functions of real numbers are discussed. Graphing calculator use is required. Prerequisite: Intermediate algebra, college algebra or equivalent.

MAT 143 Pre-Calculus With Trigonometry (4)

This course is designed to provide the necessary foundation for a standard calculus course. Topics include absolute value and quadratic inequalities, functions and their equations, exponential and logarithmic functions and their applications, right triangle trigonometry, law of sines and law of cosines, trigonometric functions (circular) and their inverses, trigonometric identities and equations, addition and multiple angle formulas, and binomial theorem. Graphing calculator use is required. Prerequisite: Grade of C or better in intermediate algebra, college algebra or equivalent. Not open to anyone with previous credit in MAT 141 or 142.

MAT 151 Statistics I (4) Topics covering the descriptive and inferential aspects of statistics will include: frequency distribution, graphs, measures of central tendency and dispersion, probability, probability distributions, binomial and normal distributions, introduction to sampling theory, estimation theory, and hypothesis testing (mean, variance, proportions, etc.). Computer software and graphing calculator applications will be an integral component of this course. A graphing calculator with specific statistical capabilities will be required. Credit will not be given for both MAT 151 and BUS 219. Prerequisite: MAT 141 or MAT 143 or MAT 116 or equivalent.

MAT 152 Statistics II (4) A continuation of Statistics I to include the topics: two-sample analysis, linear and multiple regression, correlation, analysis of variance, non-parametric statistics and Chi-squared goodness of fit. Time series analysis and/or statistical process control as time

permits. Computer software and graphing calculator applications will be an integral component of this course. A graphing calculator with specific statistical capabilities will be required. Credit will not be given for both MAT 152 and BUS 220. Prerequisite: MAT 151 or BUS 219 or equivalent.

MAT 161 Calculus I (4) A first course in calculus for students in mathematics, science, computer science, and engineering. Basic analytic geometry, functions, limits and continuity, derivatives of algebraic and trigonometric functions, chain rule, implicit differentiation, antiderivatives, definite integrals, Fundamental Theorem, applications of derivatives and integrals. Graphing calculator use is required. Prerequisite: Four years of college-preparatory mathematics (including trigonometry) or MAT 143 or Permission of Instructor.

MAT 162 Calculus II (4) A second course in calculus for students in mathematics, science, computer science, and engineering. Applications of integrals; derivatives and integrals of exponential, logarithmic, and inverse trigonometric functions; indeterminate forms and LiHopitalis rule; techniques of integration; improper integrals; numerical integration; infinite series; polar graphs. Graphing calculator use is required. Prerequisite: MAT 161.

MAT 241 Linear Algebra (3) This elective for Engineering, Computer Science, and Liberal Arts and Sciences: Mathematics and Science majors introduces students to the deductive style of higher-level mathematics courses. Topics include systems of linear equations, matrices, real vector spaces, subspaces, linear independence, basis, dimension, row and column space of a matrix, rank, linear transformations, kernel, range, matrix of a linear transformation, determinants, eigenvalues, and eigenvectors. Prerequisite: MAT 161 or equivalent.

MAT 251 Discrete Mathematics (3) Study of theoretical bases of set theory, logic, techniques of proof, number systems, functions, relations, algorithms, graph theory, counting, permutations, combinations, binomial co-efficients, recurrence relations, induction and recursion, and trees. Prerequisite: MAT 161 or Permission of Instructor.

MAT 263 Calculus III (4) The following topics are studied: vectors, vector functions, 3-dimensional analytic geometry, partial derivatives, total differentials, gradients, multiple integrals, line integrals, Greenis theorem, Stokesis theorem. Prerequisite: MAT 162.

MAT 264 Differential Equations (4) A course designed primarily for Math/Science and Engineering majors. Topics include: definitions, first-order differential equations, linear equations of order two and higher, Laplace transforms, series solutions, systems of differential equations, numerical solution methods, modeling applications. Prerequisite: MAT 162 or equivalent.

Mechanical Technology

FOR MORE INFORMATION, CONTACT THE MECHANICAL TECHNOLOGY DEPARTMENT IN THE WHITNEY APPLIED TECHNOLOGY CENTER, ROOM W142, (315) 498-2442.

MET 151 Machine Tools (3) A study of basic theory and laboratory experiences for lathes, milling, drilling, grinding, bench work, and shaping operations. Study of cutting feeds and speeds, surface finishes as well as machine capabilities is included. Two class hours and laboratory.

MET 152 Machine Tools (3) A continuation of MET 151. Additional theory and laboratory experiences include: milling, attachments, broaching, machine tooling, tapers, heat treating, metal finishes, and inspection. Also basic programming and operations of numerical control equipment. The basic applications of jigs and fixtures. Two class hours and laboratory. Prerequisite: MET 151 or Permission of Instructor.

MET 153 Introduction to Modern Manufacturing (3) This course compares traditional manufacturing to modern manufacturing. Elements of Kaizen, Delivery, Accelerated Lead Time Reduction, and Work Place Organization, along with their applications are studied. Pull Systems, Cellular Manufacturing, Statistical Process Control, and Value Stream Mapping are also investigated. Each is studied as to how they relate to one another and the total process of modern manufacturing.

MET 161 Engineering Drawing I (3) This course is designed to prepare students with the necessary skills to interpret and construct engineering drawings. Lectures address such topics as drawing interpretation, orthographic projection systems, dimensioning, geometric dimensioning, and tolerancing, while laboratory sessions give the students practice in drawing creation. Two class hours and three laboratory hours per week.

MET 171 Manufacturing Processes (3) This course covers the principles and procedures of various manufacturing processes used in modern industries. Material selection and machine tools required for the processes are emphasized. Two class hours and a three-hour lab per week.

MET 174 HVAC Mechanical Theory and Applications (3) This course provides the fundamental concepts of the refrigerant side of residential and commercial HVAC systems. The refrigeration cycle, pressure, temperature, volumetric relationships, enthalpy, entropy, TH diagrams and superheating along with their application to HVAC systems are investigated. Types of condensers, refrigerants and metering devices are discussed as they apply to HVAC systems. Computer simulations are used throughout. This course is designed for technicians in the industry.

MET 251 Appl Strength/Materials (4) Provides a ready vehicle for a highly design-oriented approach to the basic concepts of mechanics of materials. Throughout the course emphasis is placed on the best practical applications of the theory. Students need not have studied a course in statics because statics is introduced directly into the course. The content of the course consists of: co-planar concurrent force systems, co-planar non-concurrent force systems, stresses in trusses and bridges, deformation and thermal stresses, direct shear, torsion shearing forces and bending moments in beams, centroids and moments of inertia, stress due to bending and vertical shearing force, combined stresses, deflection of beams, columns, pressure vessels, riveted connections and welding joints. Three class hours lecture, two class hours recitation, four class hours laboratory per week. Prerequisite: MAT 143 or Permission of Instructor.

MET 252 Physical Metallurgy (3) Provides a sound foundation of learning in the area of properties and microstructures of the important ferrous and nonferrous alloys. Also provides a firm foundation relative to the understanding of internal metallic structures of metals. The contents of the course include: metallic structures, the unit cell, atomic radius, planer density, effects of stress and temperature on simple metal structures, ferrous alloys (steel, superalloys, cast iron, ductile iron, malleable iron), phase diagrams, aluminum alloys, heat treatment of metals. Two class hours, three lab hours. Prerequisite: MAT 101 or Permission of Instructor.

MET 254 Numerical Control Programming (3) Designed to prepare students with the necessary skills to program NC and CNC controlled machine tools. Lectures address such topics as drawing interpretation, program formats, input media, sub-routines, canned cycles, and tooling, while the laboratory sessions give the students practice in programming learned techniques. Two class hours and three laboratory hours. Prerequisite: MET 261 or Permission of Instructor; co-requisite: MET 151.

MET 261 Introduction to CAD (3) An introductory course in CAD (Computer-Aided Drafting) utilizes state-of-the-art software. Topics to include the manipulation of the basic drawing commands to construct computer-detailed, multi-view drawings with printer/plotter hard copy output. Prerequisite or co-requisite: MET 161 or Permission of Instructor.

MET 270 Solid Modeling (4) A course designed to acquaint students with parametric computer-aided design software. Utilizing state-of-the-art software, students will be introduced to the manipulation of basic commands necessary to construct three-dimensional models.

MET 291 CO: Cooperative Education (3)
Designed to provide work experience directly related to the student's field of study. A learning contract, containing specific educational objectives related to the work experience and the student's field of study, is developed by the student and the faculty co-op coordinator. Course requirements include a minimum of 180 hours of work in the student's field of study, maintenance of a work journal to record hours worked and duties performed, and a final paper. This will allow the student to earn three credit hours. The student's performance will be evaluated by the faculty co-op coordinator on the basis of meeting the objectives in the learning contract and satisfactory evaluations by the employer.

Music

FOR MORE INFORMATION, CONTACT THE MUSIC DEPARTMENT IN THE GORDON STUDENT CENTER, ROOM G202G, (315) 498-2256.

MUS 066 Beginning Music Reading I (1EQ)
An introductory course for Music Reading (MUS 101R). Course content includes instruction in the recognition/performance of rhythms, pitches, meters and notational systems.

MUS 067 Beginning Music Reading II (1EQ) A continuation of MUS 066 which includes instruction in the recognition/performance of rhythms, pitches and meters. Prerequisite: Permission of Instructor.

MUS 100A Convocation (1) This class is designed to provide professional concerts to help build strong professional music attitudes concerning repertoire and performance, to provide performing opportunities for soloists or groups presenting professional level concerts, and to raise the level of professional musical consciousness for many performing mediums and styles.

MUS 100B Convocation (1)

MUS 100C Convocation (1)

MUS 100D Convocation (1)

MUS 101D Diction for Singers (3) A basic study of French, German and Italian diction with practical application to singing.

MUS 101K Keyboard Harmony (1) Explores basic concepts of tonality/modality; primary triads and their inversions, modes and modal inflections; secondary triads; standard chord progressions involving these elements; and chord nomenclature.

MUS 101R Music Reading (1) Music Reading (solfeggio) is a four-semester course designed to aid the Music student in aural recognition of pitch and rhythm by sight and develop the ability to sing back or clap back the same. Sight-singing exercises are of increasing complexity. Recognition of intervals and chords by sight and sound and dictation study (the ability to indicate prescribed pitches and/or rhythmical patterns on music staff paper) are required. Prerequisite for each semester is successful completion of the prior semester.

MUS 101T Music Theory (3) Covers notation, scales (major, minor and chromatic), tempo designations, intervals, triads, phase structure and cadences, modes and beginning study of four-part harmony and figure bass. Ear training in all areas is included. Prerequisite: Music Theory test and Permission of Instructor.

MUS 102K Keyboard Harmony (1) A continuation of MUS 101K using various musical excerpts embodying first-semester materials. Extensive work is done in the minor mode. There is continued study of chord nomenclature, and non-harmonic tones are introduced. Prerequisite: MUS 101K.

MUS 102R Music Reading (1) Music Reading (solfeggio) is a four-semester course designed to aid the Music student in aural recognition of pitch and rhythm by sight and develop the ability to sing back or clap back the same. Sight-singing exercises are of increasing complexity. Recognition of intervals and chords by sight and sound and dictation study (the ability to indicate prescribed pitches and/or rhythmical patterns on music staff paper) are required. Prerequisite for each semester is successful completion of the prior semester.

MUS 102T Music Theory (3) Four-part harmony and figured bass studies are continued; counterpoint, instrumental transpositions and non-harmonic tones are introduced. Ear training is continued. Prerequisite: MUS 101T.

MUS 103 Music Appreciation I (3) An introduction to the basic elements of music. Areas explored include the symphony orchestra and other performing media. The course investigates styles and techniques of the 18th and 19th Centuries through the use of recordings and visual aids with the aim of more complete understanding and enjoyment of the art. Designed as an elective for liberal arts students not majoring in music.

MUS 104 Music Appreciation II (3) An examination of the music of today. Topics include the music of other cultures, various types of popular music, music in relation to other media (films, shows, electronics, etc.), and 20th century orchestral/wind ensemble usage. (MUS 103 not needed for MUS 104.)

MUS 105 Survey of Western Music History I (3) A survey of music in western civilization from the Gregorian chant through the baroque period. Not open to non-music majors.

MUS 106 Survey of Western Music History II (3) A continuation of MUS 105 from Classic through 20th Century. Not open to non-music majors.

MUS 107 Applied Music Instruction (2) Private study for each student in voice, piano, guitar, electric bass and drum set or an orchestral or band instrument depending upon availability of faculty. Department audition and permission card required. Additional fee for private lessons.

MUS 107A Drum Set Lessons (2)

MUS 107B Flute Lessons (2)

MUS 107C Oboe Lessons (2)

MUS 107D Clarinet Lessons (2)

MUS 107E Bassoon Lessons (2)

MUS 107F Saxophone Lessons (2)

MUS 107G Trumpet/Cornet Lessons (2)

MUS 107H French Horn Lessons (2)

MUS 107J Trombone Lessons (2).

MUS 107K Euphonium/Baritone Lessons (2)

MUS 107M Tuba Lessons (2)

MUS 107N Piano Lessons (2)

MUS 107P Percussion Lessons (2)

MUS 107Q Electric Bass Lessons (2)

MUS 107S Harp Lessons (2)

MUS 107T Guitar Lessons (2)

MUS 107U Voice Lessons (2)

MUS 107V Violin Lessons (2)

MUS 107W Viola Lessons (2)

MUS 107X Cello Lessons (2)

MUS 107Y Contrabass Lessons (2)

MUS 107Z Organ Lessons (2)

MUS 108-MUS 109 Applied Music Instruction (2) Major private study for each student in voice, piano, guitar, electric bass and drum set or an orchestral or band instrument depending upon availability of faculty. Department audition and permission card required. Additional fee for private lessons.

MUS 108A Drum Set Lessons (2)

MUS 108B Flute Lessons (2)

MUS 108C Oboe Lessons (2)

MUS 108D Clarinet Lessons (2)

MUS 108E Bassoon Lessons (2)

MUS 108F Saxophone Lessons (2)

MUS 108G Trumpet/Cornet Lessons (2)

MUS 108H French Horn Lessons (2)

MUS 108J Trombone Lessons (2)

MUS 108K Euphonium/Baritone Lessons (2)

MUS 108M Tuba Lessons (2)

MUS 108N Piano Lessons (2)

MUS 108P Percussion Lessons (2)

MUS 108Q Electric Bass Lessons (2)

MUS 108S Harp Lessons (2)

MUS 108T Guitar Lessons (2)

MUS 108U Voice Lessons (2)

MUS 108V Violin Lessons (2)

MUS 108W Viola Lessons (2)

MUS 108X Cello Lessons (2)

MUS 108Y Contrabass Lessons (2)

MUS 108Z Organ Lessons (2)

MUS 109A Drum Set Lessons (2)

MUS 109B Flute Lessons (2)

MUS 109C Oboe Lessons (2)

MUS 109D Clarinet Lessons (2)

MUS 109E Bassoon Lessons (2)

MUS 109F Saxophone Lessons (2)

MUS 109G Trumpet/Cornet Lessons (2)

MUS 109H French Horn Lessons (2)

MUS 109J Trombone Lessons (2)

MUS 109K Euphonium/Baritone Lessons (2)

MUS 109M Tuba Lessons (2)

MUS 109N Piano Lessons (2)

MUS 109P Percussion Lessons (2).

MUS 109Q Electric Bass Lessons (2)

MUS 109S Harp Lessons (2)

MUS 109T Guitar Lessons (2)

MUS 109U Voice Lessons (2)

MUS 109V Violin Lessons (2)

MUS 109W Viola Lessons (2)

MUS 109X Cello Lessons (2)

MUS 109Y Contrabass Lessons (2)

MUS 109Z Organ Lessons (2)

MUS 110-MUS 112 Applied Music Instruction (1) Private study for each student in voice, piano, guitar, electric bass and drum set or an orchestral or band instrument depending upon availability of faculty. Department audition and permission card required. Additional fee for private lessons.

MUS 110A Drum Set Lessons (2)

MUS 110B Flute Lessons (2)

MUS 110C Oboe Lessons (2)

MUS 110D Clarinet Lessons (2)

MUS 110E Bassoon Lessons (2)

MUS 110F Saxophone Lessons (2)

MUS 110G Trumpet/Cornet Lessons (2)

MUS 110H French Horn Lessons (2)

MUS 110J Trombone Lessons (2)

MUS 110K Euphonium/Baritone Lessons (2)

MUS 110M Tuba Lessons (2)

MUS 110N Piano Lessons (2)

- MUS 110P Percussion Lessons (2)
MUS 110Q Electric Bass Lessons (2)
MUS 110S Harp Lessons (2)
MUS 110T Guitar Lessons (2)
MUS 110U Voice Lessons (2)
MUS 110V Violin Lessons (2)
MUS 110W Viola Lessons (2)
MUS 110X Cello Lessons (2)
MUS 110Y Contrabass Lessons (2)
MUS 110Z Organ Lessons (2)
MUS 111A Drum Set Lessons (2)
MUS 111B Flute Lessons (2)
MUS 111C Oboe Lessons (2)
MUS 111D Clarinet Lessons (2)
MUS 111E Bassoon Lessons (2)
MUS 111F Saxophone Lessons (2)
MUS 111G Trumpet/Cornet Lessons (2)
MUS 111H French Horn Lessons (2)
MUS 111J Trombone Lessons (2)
MUS 111K Euphonium/Baritone Lessons (2)
MUS 111M Tuba Lessons (2)
MUS 111N Piano Lessons (2)
MUS 111P Percussion Lessons (2)
MUS 111Q Electric Bass Lessons (2)
MUS 111S Applied Harp (2)
MUS 111T Guitar Lessons (2)
MUS 111U Voice Lessons (2)
MUS 111V Violin Lessons (2)
MUS 111W Viola Lessons (2)
MUS 111X Cello Lessons (2)
MUS 111Y Contrabass Lessons (2)
MUS 111Z Organ Lessons (2)
MUS 112A Drum Set Lessons (2)
MUS 112B Flute Lessons (2)
MUS 112C Oboe Lessons (2)
MUS 112D Clarinet Lessons (2)
MUS 112E Bassoon Lessons (2)
MUS 112F Saxophone Lessons (2)
MUS 112G Trumpet/Cornet Lessons (2)
MUS 112H French Horn Lessons (2)
MUS 112J Trombone Lessons (2)
MUS 112K Euphonium/Baritone Lessons (2)
MUS 112M Tuba Lessons (2)
MUS 112N Piano Lessons (2)
MUS 112P Percussion Lessons (2)
MUS 112Q Electric Bass Lessons (2)
MUS 112S Applied Harp Lessons (2)
MUS 112T Guitar Lessons (2)
MUS 112U Voice Lessons (2)
MUS 112V Violin Lessons (2)
MUS 112W Viola Lessons (2)
MUS 112X Cello Lessons (2)
MUS 112Y Contrabass Lessons (2)
MUS 112Z Organ Lessons (2)
MUS 113 Applied Piano Minor (1) Non-piano majors must study piano for four semesters or until able to pass a proficiency examination.
MUS 113A Applied Piano Minor Class (1) A beginning course designed for non-music majors to teach basic technique/reading on piano in an electric piano lab.
MUS 114 Applied Piano Minor (1) Non-piano majors must study piano for four semesters or until able to pass a proficiency examination.
MUS 115 Applied Piano Minor (1) Non-piano majors must study piano for four semesters or until able to pass a proficiency examination.
MUS 116 Applied Piano Minor (1) Non-piano majors must study piano for four semesters or until able to pass a proficiency examination.
MUS 121-MUS 122 Repertory (1) An intensive study of the history and literature available and/or the performance methods for each of the instrumental or vocal disciplines for which the course is offered. Four semesters are required for the A.A.S. degree in music.
MUS 121A Drum Set Repertory (1)
MUS 121B Flute Repertory (1)
MUS 121C Oboe Repertory (1)
MUS 121D Clarinet Repertory (1)
MUS 121E Bassoon Repertory (1)
MUS 121F Saxophone Repertory (1)
MUS 121G Trumpet Repertory-Freshman (1)
MUS 121H French Horn Repertory (1)
MUS 121J Low Brass Repertory (1)
MUS 121M Tuba Repertory (1)
MUS 121N Piano Repertory (1)
MUS 121P Percussion Repertory (1)
MUS 121Q Electric Bass Repertory (1)
MUS 121T Guitar Repertory (1)
MUS 121U Voice Repertory (1)
MUS 121V Violin/Viola Repertory (1)
MUS 121Y Cello/String Bass Repertory (1)
MUS 121Z Organ Repertory (1)
MUS 122A Drum Set Repertory (1)
MUS 122B Flute Repertory (1)

MUS 122C Oboe Repertory (1)
MUS 122D Clarinet Repertory (1)
MUS 122E Bassoon Repertory (1)
MUS 122F Saxophone Repertory (1)
MUS 122G Trumpet Repertory (1)
MUS 122H French Horn Repertory (1)
MUS 122J Low Brass Repertory (1)
MUS 122M Tuba Repertory (1)
MUS 122N Piano Repertory (1)
MUS 122P Percussion Repertory (1)
MUS 122Q Electric Bass Repertory (1)
MUS 122T Guitar Repertory (1)
MUS 122U Voice Repertory (1)
MUS 122V Violin/Viola Repertory (1)
MUS 122Y Cello/String Bass Repertory (1)
MUS 122Z Organ Repertory (1)
MUS 151-MUS 152 Ensemble (0.5) Provides suitable repertoire for study and performance for the particular ensemble. Provides the vehicles for the successful study and performance of that repertoire. Supplies sufficient performing opportunities whether departmental, college-wide or in the community. Illustrates varied teaching techniques for that particular type of ensemble.
MUS 151B Flute Choir (0.5)
MUS 151C String Ensemble (0.5)
MUS 151D Clarinet Choir (0.5)
MUS 151E Wind Ensemble (0.5)
MUS 151F Saxophone Ensemble (0.5)
MUS 151G Latin Ensemble (0.5)
MUS 151H Horn Ensemble (0.5)
MUS 151J Big Band Jazz (0.5)
MUS 151L Woodwind Quintet (0.5)
MUS 151P Percussion Ensemble (0.5)
MUS 151R Chamber Singers (0.5)
MUS 151T Guitar Ensemble (0.5)
MUS 151V OCC Singers (0.5)
MUS 151X Improvisation (0.5)
MUS 151Y Brass Quintet (0.5)
MUS 152B Flute Choir (0.5)
MUS 152C String Ensemble (0.5)
MUS 152D Clarinet Choir (0.5)
MUS 152E Wind Ensemble (0.5)
MUS 152F Saxophone Ensemble (0.5)
MUS 152G Latin Ensemble (0.5)
MUS 152H French Horn Repertory (0.5)
MUS 152J Big Band Jazz (0.5)
MUS 152L Woodwind Quintet (0.5)

MUS 152P Percussion Ensemble (0.5)
MUS 152R Chamber Singers (0.5)
MUS 152S Accompanying (0.5)
MUS 152T Guitar Ensemble (0.5)
MUS 152V OCC Singers (0.5)
MUS 152X Improvisation (0.5)
MUS 152Y Brass Quintet (0.5)
MUS 160 Introduction to Music Theory I (3) A course in basic music theory, including notation, scales, intervals, rhythmic elements, ear training, chords and modes. Designed for the non-music major and/or prospective music major, as determined by audition process. Does not fulfill Music curriculum requirements.
MUS 161 Introduction Music Theory II (3) Continues studies of scales, intervals, key signatures, ear training and chord studies. Minor scales and harmonization of melodies are introduced. Prerequisite: MUS 160 or Permission of Instructor. Not applicable to Music curriculum requirements.
MUS 162P Hand Drumming (2) Class instruction for the beginner and the hand drummer needing a refresher course in the fundamentals of hand drumming. Major emphasis given to technique and classic rhythms.
MUS 162T Guitar Class I (2) Class instruction for the beginning guitarist. Both pick and finger-style (classical) guitar are taught simultaneously. A primary goal will be to develop sight reading skills.
MUS 162U Voice Class I (2) Class instruction for the beginner and the vocalist needing a refresher course in voice fundamentals. Major emphasis given to breathing exercises and vocalization technique. Classical and folk singing in groups and individual settings.
MUS 162X The Art of Popular Singing (2) Class instruction for the vocalist, from beginning to advanced, focusing on jazz and pop performance techniques that comprise the skills of what is traditionally called popular singing. This is not a course in voice fundamentals (MUS 162U), but rather a class-oriented setting designed to enhance the vocalist's abilities specifically in the jazz/pop idiom.
MUS 163T Guitar II (2) A continuation of techniques from 162T.
MUS 166 Introduction to Ethnic Music (3) A study of African music and its influence on other cultures, including Middle Eastern, South American, Caribbean, and North American/European music.
MUS 168 Drum Set I (1) Basic rhythmic reading skills taught in a class situation. Additional material covered includes basic hand technique, coordination exercises, chart reading. Playing time on drum set dependent on class size/background of those registered. No prerequisite, but some musical background is preferable.

MUS 182 Music As a Business (3) The purpose of this course is to study the power structure and operation of the music business from large companies to retail stores, and to understand the way money is being distributed in a multiplicity of jobs from individual artists to company presidents.

MUS 185 Piano Literature of the 18th Century (1) A study of the historical development of the piano and its literature traced through the most important works written for the harpsichord, clavichord, fortepiano, and piano in the 18th century. Will emphasize aural differentiation among the instruments and the styles of J.S. Bach, Handel, D. Scarlatti, Bach's sons, Haydn, Mozart, Clementi, and the young Beethoven. Prerequisite: MUS piano major.

MUS 186 Piano Literature of the Early 19th Century (1) A study of the historical development of piano literature traced through the most important works written between 1800 and 1850. Will emphasize aural differentiation of the styles of Schubert, Beethoven, Chopin, Schumann, Weber, Mendelssohn and the young Liszt. Prerequisite: MUS piano major.

MUS 187 Piano Literature of the Late 19th Century (1) A study of the historical development of piano literature traced through the most important works written between 1850 and 1900. Will emphasize aural differentiation of the styles of Brahms, the mature Liszt, Grieg, Franck, Albeniz, Reger, and the young Busoni. Prerequisite: MUS piano major.

MUS 188 Piano Literature of the 20th Century (1) A study of the historical development of piano literature traced through the most important works written during the 20th century. Will emphasize aural differentiation of the styles of Debussy, Ravel, Rachmaninoff, Prokofiev, Bartok, Stravinsky, Busoni, Schoenberg, Boulez, Stockhausen. Prerequisite: MUS piano major.

MUS 190 Introduction to Music Software With MIDI (3) A study of MIDI applications using hardware and software as a tool to improve musicianship. The course will utilize the new technology to enhance and reinforce basic classroom concepts. Emphasis will be placed on hands-on involvement using software programs for Music Theory, Music History, and Jazz Improvisation.

MUS 201K Keyboard Harmony (1) Explores secondary dominants, diminished seventh chords, augmented sixth chords, chord substitution, and chord nomenclature; pieces embodying these elements are studied. Prerequisite: MUS 101K, MUS 102K or Permission of Instructor.

MUS 201R Music Reading (1) Music Reading (solfeggio) is a four-semester course designed to aid the Music student in aural recognition of pitch and rhythm by sight and develop the ability to sing back or clap back the same. Sight-singing exercises are of increasing complexity. Recognition of intervals and chords by sight and sound and dictation study (the ability to indicate prescribed pitches and/or rhythmic patterns on music staff paper) are required. Prerequisite for each semester is successful completion of the prior semester.

MUS 201T Music Theory (3) Diatonic chords and progression are reviewed. Seventh chords are analyzed along with non-dominant seventh chords and their progressions. Altered non-harmonic tones and secondary dominants are studied along with modulation to closely related keys and harmonization of melodies. Four-part diction is introduced. Prerequisite: MUS 101T, MUS 102T or Permission of Instructor. Honors: Prerequisite: 3.5 G.P.A. or Permission of Instructor.

MUS 202K Keyboard Harmony II (1) Playing styles are discussed, more chord substitutions are introduced, playing from lead sheets and harmonizing unmarked melodies are explained, and compound and polytonal chords are defined. Prerequisite: MUS 101K, MUS 102K, MUS 201K or Permission of Instructor.

MUS 202R Music Reading (1) Music Reading (solfeggio) is a four-semester course designed to aid the Music student in aural recognition of pitch and rhythm by sight and develop the ability to sing back or clap back the same. Sight-singing exercises are of increasing complexity. Recognition of intervals and chords by sight and sound and dictation study (the ability to indicate prescribed pitches and/or rhythmic patterns on music staff paper) are required. Prerequisite for each semester is successful completion of the prior semester.

MUS 202T Music Theory (3) Construction and analysis of all borrowed chords, Neapolitan sixth, and other altered chords; chromatic medians, and modulation to foreign keys are studied. Ninth, eleventh, and thirteenth chords are constructed and analyzed. Four-part diction is continued. Prerequisite: MUS 101T, MUS 102T, MUS 201T, or Permission of Instructor.

MUS 203 Introduction to Composition (3) This is a course in beginning music composition. Aesthetic concepts and specific detailed theoretical concepts and techniques, particularly of the 20th century, will be covered as will introductory 18th century counterpart. Students must have one year of basic music theory and be able to read music to take this course. Prerequisites: MUS 102T and MUS 106 or Permission of Instructor.

MUS 211-MUS 212 Music Instruction (2)
Private study for each student in voice, piano, guitar, electric bass and drum set or an orchestral or band instrument depending upon availability of faculty. Department audition and permission card required. Additional fee for private lessons.

- MUS 211A Drum Set Lessons (2)
- MUS 211B Flute Lessons (2)
- MUS 211C Oboe Lessons (2)
- MUS 211D Clarinet Lessons (2)
- MUS 211E Bassoon Lessons (2)
- MUS 211F Saxophone Lessons (2)
- MUS 211G Trumpet/Cornet Lessons (2)
- MUS 211H French Horn Lessons (2)
- MUS 211J Trombone Lessons (2)
- MUS 211K Euphonium/Baritone Lessons (2)
- MUS 211M Tuba Lessons (2)
- MUS 211N Piano Lessons (2)
- MUS 211P Percussion Lessons (2)
- MUS 211Q Electric Bass Lessons (2)
- MUS 211S Applied Harp (2)
- MUS 211T Guitar Lessons (2)
- MUS 211U Voice Lessons (2)
- MUS 211V Violin Lessons (2)
- MUS 211W Viola Lessons (2)
- MUS 211X Cello Lessons (2)
- MUS 211Y Contrabass Lessons (2)
- MUS 211Z Organ Lessons (2)
- MUS 212A Drum Set Lessons (2)
- MUS 212B Flute Lessons (2)
- MUS 212C Oboe Lessons (2)
- MUS 212D Clarinet Lessons (2)
- MUS 212E Bassoon Lessons (2)
- MUS 212F Saxophone Lessons (2)
- MUS 212G Trumpet/Cornet Lessons (2)
- MUS 212H French Horn Lessons (2)
- MUS 212J Trombone Lessons (2)
- MUS 212K Euphonium/Baritone Lessons (2)
- MUS 212M Tuba Lessons (2)
- MUS 212N Piano Lessons (2)
- MUS 212P Percussion Lessons (2)
- MUS 212Q Electric Bass Lessons (2)
- MUS 212S Applied Harp Lessons (2)
- MUS 212T Guitar Lessons (2)
- MUS 212U Voice Lessons (2)
- MUS 212V Violin Lessons (2)
- MUS 212W Viola Lessons (2)

- MUS 212X Cello Lessons (2)
- MUS 212Y Contrabass Lessons (2)
- MUS 212Z Organ Lessons (2)
- MUS 215-MUS 218 Applied Music Instruction (2)**
Private study in voice, piano, guitar, organ, electric bass drum set or an orchestral or band instrument- brass, woodwind, strings, percussion. Department audition and permission card required. Additional fee for private lessons.
- MUS 215A Drum Set Lessons (2)
- MUS 215B Flute Lessons (2)
- MUS 215C Oboe Lessons (2)
- MUS 215D Clarinet Lessons (2)
- MUS 215E Bassoon Lessons (2)
- MUS 215F Saxophone Lessons (2)
- MUS 215G Trumpet/Cornet Lessons (2)
- MUS 215H French Horn Lessons (2)
- MUS 215J Trombone Lessons (2)
- MUS 215K Euphonium/Baritone Lessons (2)
- MUS 215M Tuba Lessons (2)
- MUS 215N Piano Lessons (2)
- MUS 215P Percussion Lessons (2)
- MUS 215Q Electric Bass Lessons (2)
- MUS 215T Guitar Lessons (2)
- MUS 215U Voice Lessons (2)
- MUS 215V Violin Lessons (2)
- MUS 215W Viola Lessons (2)
- MUS 215X Cello Lessons (2)
- MUS 215Y Contrabass Lessons (2)
- MUS 215Z Organ Lessons (2)
- MUS 216B Flute Lessons (2)
- MUS 216C Oboe Lessons (2)
- MUS 216D Clarinet Lessons (2)
- MUS 216E Bassoon Lessons (2)
- MUS 216F Saxophone Lessons (2)
- MUS 216G Trumpet/Cornet Lessons (2)
- MUS 216H French Horn Lessons (2)
- MUS 216J Trombone Lessons (2)
- MUS 216K Euphonium/Baritone Lessons (2)
- MUS 216M Tuba Lessons (2)
- MUS 216N Piano Lessons (2)
- MUS 216P Percussion Lessons (2)
- MUS 216T Guitar Lessons (2)
- MUS 216U Voice Lessons (2)
- MUS 216V Violin Lessons (2)
- MUS 216W Viola Lessons (2)
- MUS 216X Cello Lessons (2)
- MUS 216Y Contrabass Lessons (2)

MUS 216Z Organ Lessons (2)
 MUS 217B Flute Lessons (2)
 MUS 217C Oboe Lessons (2)
 MUS 217D Clarinet Lessons (2)
 MUS 217E Bassoon Lessons (2)
 MUS 217F Saxophone Lessons (2)
 MUS 217G Trumpet/Cornet Lessons (2)
 MUS 217H French Horn Lessons (2)
 MUS 217J Trombone Lessons (2)
 MUS 217K Euphonium/Baritone Lessons (2)
 MUS 217M Tuba Lessons (2)
 MUS 217N Piano Lessons (2)
 MUS 217P Percussion Lessons (2)
 MUS 217T Guitar Lessons (2)
 MUS 217U Voice Lessons (2)
 MUS 217V Violin Lessons (2)
 MUS 217W Viola Lessons (2)
 MUS 217X Cello Lessons (2)
 MUS 217Y Contrabass Lessons (2)
 MUS 217Z Organ Lessons (2)
 MUS 218B Flute Lessons (2)
 MUS 218C Oboe Lessons (2)
 MUS 218D Clarinet Lessons (2)
 MUS 218E Bassoon Lessons (2)
 MUS 218F Saxophone Lessons (2)
 MUS 218G Trumpet/Cornet Lessons (2)
 MUS 218H French Horn Lessons (2)
 MUS 218J Trombone Lessons (2)
 MUS 218K Euphonium/Baritone Lessons (2)
 MUS 218M Tuba Lessons (2)
 MUS 218N Piano Lessons (1)
 MUS 218P Percussion Lessons (2)
 MUS 218T Guitar Lessons (2)
 MUS 218U Voice Lessons (2)
 MUS 218V Violin Lessons (2)
 MUS 218W Viola Lessons (2)
 MUS 218X Cello Lessons (2)
 MUS 218Y Contrabass Lessons (2)
 MUS 218Z Organ Lessons (2)

MUS 221-MUS 224 Repertory (1) An intensive study of the history and literature available and/ or the performance methods for each of the instrumental or vocal disciplines for which the course is offered. Four semesters are required for the A.A.S. degree in music.

MUS 221A Drum Set Repertory (1)
 MUS 221B Flute Repertory (1)
 MUS 221C Oboe Repertory (1)
 MUS 221D Clarinet Repertory (1)
 MUS 221E Bassoon Repertory (1)
 MUS 221F Saxophone Repertory (1)
 MUS 221G Trumpet Rep-Sophomore (1)
 MUS 221H French Horn Repertory (1)
 MUS 221J Low Brass Repertory (1)
 MUS 221M Tuba Repertory (1)
 MUS 221N Piano Rep-Sophomore (1)
 MUS 221P Percussion Repertory (1)
 MUS 221Q Electric Bass Repertory (1)
 MUS 221T Guitar Repertory (1)
 MUS 221U Voice Repertory (1)
 MUS 221V Violin/Viola Repertory (1)
 MUS 221Y Cello/String Bass Repertory (1)
 MUS 221Z Organ Repertory (1)
 MUS 222A Drum Set Repertory (1)
 MUS 222B Flute Repertory (1)
 MUS 222C Oboe Repertory (1)
 MUS 222D Clarinet Repertory (1)
 MUS 222E Bassoon Repertory (1)
 MUS 222F Saxophone Repertory (1) .
 MUS 222G Trumpet Repertory-Sophomore (1)
 MUS 222H French Horn Repertory (1)
 MUS 222J Low Brass Repertory (1)
 MUS 222M Tuba Repertory (1)
 MUS 222N Piano Repertory-Sophomore (1)
 MUS 222P Percussion Repertory (1)
 MUS 222Q Electric Bass Repertory (1)
 MUS 222T Guitar Repertory (1)
 MUS 222U Voice Repertory (1)
 MUS 222V Violin/Viola Repertory (1)
 MUS 222Y String Repertory (1)
 MUS 222Z Organ Repertory (1)
 MUS 223B Soph Flute Repertory (1)
 MUS 223H Soph French Horn Rep (1)
 MUS 223Q Electric Bass Repertory (1)
 MUS 223U Soph Voice Repertory (1)
 MUS 224B Sophomore Flute Repertory (1)
 MUS 224U Soph Voice Rep (1)

MUS 251-MUS 254 Ensemble (0.5) Provides suitable repertoire for study and performance for the particular ensemble. Provides the vehicles for the successful study and performance of that repertoire. Supplies sufficient performing opportunities whether departmental, college-wide or in the community. Illustrates varied teaching techniques for that particular type of ensemble.

MUS 251B Flute Choir (0.5)

MUS 251C String Ensemble (0.5)

MUS 251D Clarinet Choir (0.5)

MUS 251E Wind Ensemble (0.5)

MUS 251F Saxophone Ensemble (0.5)

MUS 251G Latin Ensemble (0.5)

MUS 251H Horn Ensemble (0.5)

MUS 251J Big Band Jazz (0.5)

MUS 251L Woodwind Quintet (0.5)

MUS 251P Percussion Ensemble (0.5)

MUS 251R Chamber Singers (0.5)

MUS 251S Accompanying (0.5)

MUS 251T Guitar Ensemble (0.5)

MUS 251V OCC Singers (0.5)

MUS 251X Improvisation (0.5)

MUS 251Y Brass Quintet (0.5)

MUS 252B Flute Choir (0.5)

MUS 252C String Ensemble (0.5)

MUS 252D Clarinet Choir (0.5)

MUS 252E Wind Ensemble (0.5)

MUS 252F Saxophone Ensemble (0.5)

MUS 252G Latin Ensemble (0.5)

MUS 252H Horn Ensemble (0.5)

MUS 252J Big Band Jazz (0.5)

MUS 252L Woodwind Quintet (0.5)

MUS 252P Percussion Ensemble (0.5)

MUS 252R Chamber Singers (0.5)

MUS 252S Accompanying (0.5)

MUS 252T Guitar Ensemble (0.5)

MUS 252V OCC Singers (0.5)

MUS 252X Improvisation (0.5)

MUS 252Y Brass Quintet (0.5)

MUS 253B Flute Choir (0.5)

MUS 253E Wind Ensemble (0.5)

MUS 254B Flute Choir (0.5)

Nutrition

FOR MORE INFORMATION, CONTACT THE BUSINESS ADMINISTRATION DEPARTMENT IN THE WHITNEY APPLIED TECHNOLOGY CENTER, ROOM W324, (315) 498-2435.

NTR 118 Principles of Nutrition (1) This course is a study of the principles of basic nutrition as they relate to normal growth, development, and health. Students will study the various food pyramids, energy nutrients, vitamins and minerals, and how nutrient intake can impact body systems and processes. This course is geared towards nursing students and will provide a foundation for further study of medical nutrition therapy and therapeutic diets. This course is offered primarily for students in the Crouse School of Nursing program.

NTR 218 Nutrition/Diet Therapy (3) A study of the principles of Basic Nutrition as they relate to normal growth, development and health. The student will study how nutrient intake can impact body systems and processes. Therapeutic diets for specific disease conditions will also be covered. This course is geared towards the basic and therapeutic knowledge needs of the nursing student.

Nursing

FOR MORE INFORMATION, CONTACT THE NURSING DEPARTMENT IN FERRANTE HALL, ROOM F104, (315) 498-2360.

NUR 165 Critical Thinking and the Nursing Process (1) This course is designed to assist the students with developing critical thinking skills utilizing the nursing process. This course will progress from the simple to the complex utilizing medical nursing terminology and various nursing case studies and simulations. Time required for the completion of this course is dependent on the individual learner; however, it is expected that students will spend at least 45 hours in study and classroom activity. Prerequisite: Nursing Majors only.

NUR 180 Nursing Process and Concepts I (1) Introduces the concepts essential for applying Level 1 human needs theory in the clinical setting. Concepts stressed are: an effective approach to learning; the role of the nurse within the health care system; problem solving/introduction to the Nursing Process; and introduction to human needs theory. Time required for completion of this course is dependent on the individual learner; however, it is expected that students will spend at least 45 hours in study and classroom activity for the theory and procedure components. Demonstration of the application of these concepts in the clinical setting is a requirement of NUR 180. The final grade in NUR 180 is dependent on successful completion of all Level 1 requirements. Prerequisite: matriculation in Nursing.

NUR 181 Activity and Rest Needs I (1) In this course students apply the nursing process in the human needs area of activity and rest. Students are introduced to the client's need of alternate periods of activity and rest. Students learn principles of body alignment/mechanics and safe patient handling. Students also learn to assess activity and rest needs and to provide for these needs by assisting clients to move safely and effectively; by performing range of motion exercises and effective positioning; by providing hygiene such as oral care, skin care, bathing, and bed making; and by implementing nursing strategies to promote sleep. Some factors of growth and development are considered. Time required for completion of this course is dependent on the individual learner; however, it is expected that students will spend at least 45 hours in study and classroom activity. Co-requisite: NUR 180.

NUR 182 Oxygenation Needs I (1) The student will use the nursing process in the human needs area of basic oxygenation. This course introduces students to the need for adequate oxygen supply to maintain cellular metabolism, and to the interrelationship of respiratory and cardiovascular function in maintaining oxygen supply. Students first learn to assess oxygenation status. They then can plan and implement measures learned to promote respiration/ventilation and circulation. Lastly, students learn to evaluate their effectiveness. Measures learned to assess oxygenation status include assessment of blood pressure, temperature, peripheral pulses, respiration, and oxygenation saturation. Measures learned to promote respiration/ventilation include use of aerosol medications, oxygenation administration, non-invasive ventilation aids, and breathing exercises. Measures learned to promote circulation are through proper application of antiembolic and sequential stockings, and exercise. Time required for completion of this course is dependent on the individual learner; however, it is expected that students will spend at least 45 hours in study and classroom activity. Co-requisite: NUR 180.

NUR 183 Safety and Security Needs I (1) In this course, students apply the nursing process in the human needs area of safety and security. Students are introduced to potential environmental and biologic threats to the well-being of the individual such as tissue injury and infection. Nursing assessments and interventions to minimize threats, provide a safe environment, and promote healing, such as medical asepsis, isolation, surgical asepsis, wound care, heat and cold therapy, and a safe process to administer medications, are included. Time required for completion of this course is dependent on the individual learner; however, it is expected that students will spend at least 45 hours in study and classroom activity. Co-requisite: NUR 180.

NUR 184 Nutrition and Elimination Needs I (1) This Level 1 nursing course assists students in learning basic nursing care. The first unit includes assessments and skills such as: monitoring intake and output, and client care during intravenous therapy. Readings, videos, and laboratory small groups are used to help the student learn to assess and promote their client's fluid and electrolyte balance. In unit two, the focus switches to normal adult nutritional needs, including nasogastric tubes used for feedings and stomach decompression. Areas of special concern to nurses are highlighted, such as assessing client readiness for diet progression. Units three and four focus on basic assessments and measures to promote the hospitalized person's elimination. Time required for completion of this course is dependent on the individual learner; however, it is expected that students will spend at least 45 hours in study and classroom activity. Co-requisite: NUR 180.

NUR 185 Psychosocial Needs I : Interviewing (1) Students apply the nursing process concepts of assessment, planning, intervention, and evaluation in the area of psychosocial needs. They learn open-ended data gathering and relationship development techniques that meet client's psychosocial needs at the same time the students are meeting their own professional need of compiling a broad, accurate database. Students explore the nature and goals of the professional relationship and learn communication techniques to use in each phase to ensure that care is client-centered. Time required for completion of this course is dependent on the individual learner; however, it is expected that students will spend at least 45 hours in study and classroom activity. Co-requisite: NUR 180.

NUR 191 Introduction to Nursing Process (2) This course provides an opportunity for the student to master basic nursing skills in a simulated clinical setting under the guidance of the instructor in preparation for nursing care in the hospital setting. The student will begin to utilize the steps of the nursing process (assessing, planning, implementing, and evaluating) in conjunction with these nursing skills. The student will consider cost effectiveness in utilizing lab materials, and learn to use channels of communication. The student will use appropriate terminology, apply theory in performance of skills, work in groups, and use self-evaluation. Students will spend a total of 56 hours over an eight-week time period in clinical practice activities; in addition, students will be expected to spend substantial time preparing for and following up after each clinical day. Prerequisite: Matriculation in Nursing; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance, NUR 180.

NUR 192 Introductory Nursing Process Clinical

(2) This course provides an opportunity for the student to begin to apply theory and skills mastered to date while familiarity with the hospital environment, equipment, and personnel is developed. The student functions in collaboration with the instructor to plan for the day of care for the hospitalized adult. The student depends on the instructor for guidance with interactions with members of the health care team and seeks assistance when appropriate. The student depends on the instructor for guidance to maintain standards, develop relationships, and assume accountability for learning and self-evaluation. The student utilizes the steps of the nursing process to perform basic assessments, identify problems, plan on an hourly basis, and implement and evaluate care for the day. Students will spend a total of 56 hours over an eight-week time period in clinical practice activities; in addition, students will be expected to spend substantial time preparing for and following up after each clinical day. Prerequisite: NUR 191; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance, NUR 180.

NUR 193 Extended Nursing Process Clinical (2)

This course provides an opportunity for the student to have additional experience in the hospital setting to achieve clinical proficiency at Level 1. Students will spend a total of 56 hours over an eight-week time period in clinical practice activities; in addition, students will be expected to spend substantial time preparing for and following up after each clinical day. Prerequisite: NUR 192; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance, NUR 180.

NUR 194 Extended Nursing Process Clinical

(2) This course provides an opportunity for the student to have additional experience in the hospital setting to achieve clinical proficiency at Level 1. Students will spend a total of 56 hours over an eight-week time period in clinical practice activities; in addition, students will be expected to spend substantial time preparing for and following up after each clinical day. Prerequisite: NUR 192; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance, NUR 180.

NUR 199 Elective Nursing Process Clinical

I (2) This course provides opportunities for the student to have clinical experiences to work on personal objectives and/or those beyond the scope of basic preparation. These experiences will allow the student to be supervised in a clinical setting in order to gain additional experiential knowledge, enhance skills learned, and/or validate maintenance of skills. Students will spend a total of 56 hours over an eight-week time period in clinical practice activities; in addition, students will be expected to spend substantial time preparing for and following up after each clinical day. Prerequisite: Permission of Instructor; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance.

NUR 220 Nursing Process and Concepts II

(1) NUR 220 introduces the concepts essential for applying Level 2 human needs theory in the clinical setting. The five phases of the nursing process are studied individually, cultural and spiritual differences are explored, and basic concepts of growth and development are studied. Time required for completion of this course is dependent on the individual learner; however, it is expected that students will spend at least 45 hours in study and classroom activity for the theory and procedure components. Demonstration of the application of these concepts in the clinical setting is a requirement of NUR 220. The final grade in NUR 220 is dependent on successful completion of all Level 2 requirements. Prerequisite: NUR 180.

NUR 222 Oxygenation Needs II (1) This course builds on theory and skills learned in NUR 182. It prepares students to develop and utilize the nursing process during respiratory and circulatory physical assessment. Assessments of normal and abnormal heart and lung sounds are taught, as well as basic electrocardiogram identification. Select oxygenation crises are included for nursing assessments and interventions. Advanced respiratory and circulatory care modalities are also included. Time required for completion of this course is dependent on the individual learner; however, it is expected that students will spend at least 45 hours in study and classroom activity. Prerequisite: NUR 180; co-requisite: NUR 220.

NUR 223 Safety and Security Needs II (1) This course covers various aspects of nursing care and utilization of the nursing process related to a person's surgical experience, persons experiencing pain, and persons with cancer. Time required for completion of this course is dependent on the individual learner; however, it is expected that students will spend at least 45 hours in study and classroom activity. Prerequisite: NUR 180; co-requisite: NUR 220.

NUR 224 Nutrition and Elimination Needs II

(1) This Level 2 nursing course provides information to assist students in applying the nursing process to address a client's nutrition and elimination needs. Information on defining the client's problem as well as additional skills for promoting nutrition and elimination are also included. Caring for clients with infusion pumps and insertion of indwelling urinary catheters are skills to be demonstrated. Assessing effectiveness of treatment is considered. Time required for completion of this course is dependent on the individual learner; however, it is expected that students will spend at least 45 hours in study and classroom activity. Prerequisite: NUR 180; co-requisite: NUR 220.

NUR 225 Psychosocial Needs II: Therapeutic Communication (1) Students apply the nursing process in the area of psychosocial needs by identifying clients' direct and indirect expressions of feelings and by using supportive communication skills to respond to them. Students also apply these supportive communication skills to assessing

and intervening in difficult situations, with difficult clients, and in interactions with other health care workers. Time required for completion of this course is dependent on the individual learner; however, it is expected that students will spend at least 45 hours in study and classroom activity. Prerequisite: NUR 180; co-requisite: NUR 220.

NUR 230 Introduction to Nursing Process for Advanced Placement Students (2) This course provides an opportunity for the student with prior nursing credits to consolidate and refine previously learned theory and skills, while emphasizing the underlying rationale and principles. Under the guidance of the instructor in a simulated clinical setting, the principles of the nursing process are applied. Opportunities are provided to reduce the stress of re-entering school, to positively reinforce gained knowledge, and to form support groups by focusing on the skills needed for interpersonal relationships. Appropriate clinical placement will be determined at the end of this experience. Students will spend a total of 56 hours in eight lab sessions in introductory clinical practice activities; in addition, students will be expected to spend substantial time preparing for each session. Prerequisites: matriculation in Nursing and Permission of Instructor; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance, NUR 180, NUR 220. Summer sessions only.

NUR 231 Nursing Process Clinical I (2) This course provides an opportunity for the student to apply theory and skills mastered to date. The student functions in collaboration with the instructor to plan for the day of care for hospitalized adults, recognizing diverse characteristics. The student depends on the instructor for guidance with interactions with members of the health care team and seeks assistance when appropriate. The student depends on the instructor for guidance to maintain standards, develop relationships, and assume accountability for learning and self-evaluation. The student utilizes the nursing process to perform ongoing assessments; identify problems; select nursing diagnoses; and plan, implement and evaluate care for the day. Students will spend a total of 56 hours over an eight-week time period in clinical practice activities; in addition, students will be expected to spend substantial time preparing for and following up after each clinical day. Prerequisite: NUR 180; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance, NUR 220.

NUR 232 Nursing Process Clinical II (2) This course provides an opportunity for the student to apply theory and skills mastered to date. The student functions in collaboration with the instructor and members of the nursing team to plan for the day of care for hospitalized adults, recognizing diverse characteristics. The student functions in collaboration with the instructor, acting as a client advocate, exercising beginning independence with interpersonal interactions, and seeking assistance from the instructor and other members of the nursing team

when appropriate. The student exercises beginning independence to maintain standards, develop relationships, and assume accountability for learning and self-evaluation. The student utilizes the nursing process to perform ongoing assessments; identify problems; select nursing diagnoses; and plan, implement and evaluate care for the day. Students will spend a total of 56 hours over an eight-week time period in clinical practice activities; in addition, students will be expected to spend substantial time preparing for and following up after each clinical day. Prerequisite: NUR 230 or NUR 231; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance, NUR 220.

NUR 233 Extended Nursing Process Clinical II (2) This course provides the opportunity for the student to have additional experience in the medical-surgical hospital setting to achieve clinical proficiency at Level 2. Students will spend a total of 56 hours over an eight-week time period in clinical practice activities; in addition, students will be expected to spend substantial time preparing for and following up after each clinical day. Prerequisite: NUR 232; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance, NUR 220.

NUR 234 Extended Nursing Process Clinical II (2) This course provides the opportunity for the student to have additional experience in the medical-surgical hospital setting to achieve clinical proficiency at Level 2. Students will spend a total of 56 hours over an eight-week time period in clinical practice activities; in addition, students will be expected to spend substantial time preparing for and following up after each clinical day. Prerequisite: NUR 232; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance, NUR 220.

NUR 237 Extended Nursing Process Clinical II (2) This course provides the opportunity for the student to have additional experience in the medical-surgical hospital setting to achieve clinical proficiency at Level 2. Students will spend a total of 56 hours over an eight-week time period in clinical practice activities; in addition, students will be expected to spend substantial time preparing for and following up after each clinical day. Prerequisite: NUR 232; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance, NUR 220.

NUR 238 Extended Nursing Process Clinical II (2) This course provides the opportunity for the student to have additional experience in the medical-surgical hospital setting to achieve clinical proficiency at Level 2. Students will spend a total of 56 hours over an eight-week time period in clinical practice activities; in addition, students will be expected to spend substantial time preparing for and following up after each clinical day. Prerequisite: NUR 232; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance, NUR 220.

NUR 239 Elective Nursing Process Clinical II (2) This course provides opportunities for the student to have clinical experiences to work on personal objectives and/or those beyond the scope of basic preparation. These experiences will allow the student to be supervised in the clinical setting in order to gain additional experiential knowledge, enhance skills learned, and/or validate maintenance of skills. Students will spend a total of 56 hours over an eight-week time period in clinical practice activities; in addition, students will be expected to spend substantial time preparing for and following up after each clinical day. Prerequisite: Permission of Instructor; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance.

NUR 240 Nursing Process and Concepts III (1) NUR 240 introduces the concepts essential for applying Level 3 theory in the clinical setting. The student will focus on the needs of clients and their families during the current events of hospitalization and in anticipation of future needs. Skills in documenting the nursing process via obtaining a health care history, initiating the nursing care plan or referral, and completing a discharge/transfer summary are introduced. The concept of loss, most significantly the loss of health and life, is examined. Several bio-ethical issues surrounding dying and death are explored. Skills are included to enable the student to assist the client and family experiencing such a loss. Time required for completion of this course is dependent on the individual learner; however, it is expected that students will spend at least 45 hours in study and classroom activity for the theory and procedure components. Demonstration of the application of these concepts in the clinical setting is a requirement of NUR 240. The final grade in NUR 240 is dependent on successful completion of all Level 3 requirements. Prerequisites: BIO 171 and BIO 172 (for generic students), NUR 220.

NUR 243 Safety and Security Needs III: Pharmacology (1) In this course, students use the nursing process to safely administer medications. Students are introduced to the study of drugs, how the drugs act, and how the drugs move through the body, along with a format to organize drug information for both general classifications of medications and specific medications. Major drug classifications are covered. Drug actions, common side effects, contraindications, drug-drug interactions, and nursing implications are presented for each classification. The generic name, trade name, usual route(s), and safe dosage parameters for prototype drugs and/or commonly prescribed specific medications are highlighted. Medication errors are studied, and safe medication administration is the focus. Time required for completion of this course is dependent on the individual learner; however, it is expected that students will spend at least 45 hours in study and classroom activity. Prerequisite: NUR 180 or Permission of Instructor; co-requisite: NUR 220 or Permission of Instructor.

NUR 245 Psychiatric Client Needs I (1) In this course, students apply concepts of the nursing process and therapeutic communication with clients experiencing severe mental/emotional disorders likely to be seen in the acute care psychiatric setting: mood disorders and thought disorders. In addition, they learn assessments and interventions related to psychiatric emergencies: threatening/assault behavior and suicide. Time required for completion of this course is dependent on the individual learner; however, it is expected that students will spend at least 45 hours in study and classroom activity. Prerequisite: NUR 220; co-requisite: NUR 240.

NUR 246 Childbearing Family Needs I (1) This course focuses on the use of the nursing process for the client/family in various phases of the childbearing process - prenatal, labor, delivery, and postpartum. The emphasis is on the normal aspects of childbearing and views the client within the context of family. The normal prenatal course will be viewed from both the maternal and fetal perspectives and includes the dynamic physiologic, psychosocial, and emotional adaptations. The family will be studied through the process of labor and delivery, and the student will learn to assess the postpartum woman and the normal newborn. Time required for completion of this course is dependent on the individual learner; however, it is expected that students will spend at least 45 hours in study and classroom activity. Prerequisite: NUR 220; co-requisite: NUR 240.

NUR 247 Childrearing Family Needs I (1) The understanding of the concepts of illness provides a base for the students to learn the skills in this course directed toward mediating the impact of illness and hospitalization on children and their families. The concepts of the nursing process are expanded to enable the student to document the planned and implemented care that will meet the needs of patients and their families throughout the course of an illness. Nursing strategies for specific physiologic alterations will be included. Time required for completion of this course is dependent on the individual learner; however, it is expected that students will spend at least 45 hours in study and classroom activity. Prerequisite: NUR 220; co-requisite: NUR 240.

NUR 248 Gerontological and Palliative Care Nursing: Needs of the Older Adult and The Terminally Ill Patient (1) This is a Level 3 nursing course divided into two components. It will provide theory to assist the student with care planning and assessment for the older adult. It will also provide information to assist students with applying the nursing process to clients who are terminally ill and to their families. Time required for completion of this course is dependent on the individual learner; however, it is expected that students will spend at least 45 hours in study and classroom activity. Prerequisite: NUR 220; co-requisite: NUR 240.

NUR 253 Safety in Med Administration: Pharmacology for Nurses (3) This course focuses on safety issues involved in administering medications in a clinical setting. It covers drug classifications and the effects of that classification on the body systems. The student will be introduced to the basics of pharmacology and how the drugs work right down to the cellular level. This detailed information will make client assessments more meaningful. Case scenarios describing actual medication errors will follow each classification studied. In addition to drug classification, medical calculations, legal aspects and safety issues will be presented. Time required for completion of this course is dependent on the individual learner; however, it is expected that students will spend at least 45 hours per credit hour in study and online activity. Prerequisite: health care experience or current Nursing student.

NUR 255 Specialty Care Clinical: Psychiatric Nursing (2) This course provides an opportunity for the student to apply theory and skills mastered to date and to implement new theory and skills learned in the psychiatric client needs course. The student collaborates with the instructor, members of the nursing team, and the client within the context of family regarding care needs. The student exercises limited independence in collaboration with other members of the health care team to act as a client advocate. The student exercises limited independence to maintain standards, develop relationships, and assume accountability for learning and self-evaluation. The student utilizes the nursing process to perform ongoing assessments that include the family, to select nursing diagnoses, to plan care that incorporates principles of teaching/learning, and to implement and evaluate client- and family- centered care. Students will spend a total of 56 hours over an eight-week time period in clinical practice activities; in addition, students will be expected to spend substantial time preparing for and following up after each clinical day. Prerequisite: NUR 220; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance, NUR 240.

NUR 256 Specialty Care Clinical: Childbearing Family Nursing (2) This course provides an opportunity for the student to apply theory and skills mastered to date and to implement new theory and skills learned in the childbearing family needs courses. The student collaborates with the instructor, members of the nursing team, the client and the family regarding care needs. The student exercises limited independence in collaboration with other members of the health care team to act as a client advocate. The student exercises limited independence to maintain standards, develop relationships, and assume accountability for learning and self-evaluation. The student utilizes the nursing process to perform ongoing assessments that include the family, to select nursing diagnoses, to plan care that incorporates principles of teaching/learning, and to implement and evaluate client-

and family- centered care. Students will spend a total of 56 hours over an eight-week time period in clinical practice activities; in addition, students will be expected to spend substantial time preparing for and following up after each clinical day. Prerequisite: NUR 220; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance, NUR 240.

NUR 257 Specialty Care Clinical: Childrearing Family Nursing (2) This course provides an opportunity for the student to apply theory and skills mastered to date and to implement new theory and skills learned in the childrearing family needs courses. The student collaborates with the instructor, members of the nursing team, the client and the family regarding care needs. The student exercises limited independence in collaboration with other members of the health care team to act as a client advocate. The student exercises limited independence to maintain standards, develop relationships, and assume accountability for learning and self-evaluation. The student utilizes the nursing process to perform ongoing assessments that include the family, to select nursing diagnoses, to plan care that incorporates principles of teaching/learning, and to implement and evaluate client- and family-centered care. Students will spend a total of 56 hours over an eight-week time period in clinical practice activities; in addition, students will be expected to spend substantial time preparing for and following up after each clinical day. Prerequisite: NUR 220; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance, NUR 240.

NUR 258 Specialty Care Clinical: Geriatric and Palliative Care Nursing (2) This course provides an opportunity for the student to apply theory and skills mastered to date and to implement new theory and skills learned in the geriatric and palliative care nursing needs course. The student collaborates with the instructor, members of the nursing team, and the client within the context of family regarding care needs. The student exercises limited independence in collaboration with other members of the health care team to act as a client advocate. The student exercises limited independence to maintain standards, develop relationships, and assume accountability for learning and self-evaluation. The student utilizes the nursing process to perform ongoing assessments that include the family, to select nursing diagnoses, to plan care which incorporates principles of teaching/learning, and to implement and evaluate client- and family-centered care. Students will spend a total of 56 hours over an eight-week time period in clinical practice activities; in addition, students will be expected to spend substantial time preparing for and following up after each clinical day. Prerequisite: NUR 220; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance, NUR 240.

NUR 259 Elective Nursing Process Clinical III (2) This course provides opportunities for the student to have clinical experiences to work on personal objectives and/or those beyond the scope of basic preparation. These experiences will allow the student to be supervised in the clinical setting in order to gain additional experiential knowledge, enhance skills learned, and/or validate maintenance of skills. Students will spend a total of 56 hours over an eight-week time period in clinical practice activities; in addition, students will be expected to spend substantial time preparing for and following up after each clinical day. Prerequisite: Permission of Instructor; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance.

NUR 260 Nursing Process and Concepts IV (1) NUR 260 introduces the concepts essential for applying Level 4 theory in the clinical setting. The course material explores the discipline of nursing including historical perspectives; educational, ethical and legal issues; modes of health care delivery and nursing roles; application of the nursing process in the management of client(s) care; and professional trends and issues in leadership and management. Time required for completion of this course is dependent on the individual learner; however, it is expected that students will spend at least 45 hours in study and classroom activity for the theory and procedure components. Demonstration of the application of these concepts in the clinical setting is a requirement of NUR 260. The final grade in NUR 260 is dependent on successful completion of all Level 4 requirements. Prerequisites: BIO 171 and BIO 172 (for advanced-standing students), NUR 240.

NUR 261 Activity and Rest Needs II: Orthopedic Nursing (1) This course provides the opportunity to apply the nursing process for the client with activity and rest needs. Students will learn assessment techniques for the client with mobility impairment. Principles of nursing care are emphasized for clients undergoing orthopedic treatment modalities for injury or disease. Time required for completion of this course is dependent on the individual learner; however, it is expected that students will spend at least 45 hours in study and classroom activity. Prerequisite: NUR 240; co-requisite: NUR 260.

NUR 262 Oxygenation Needs III (1) This course builds on theory and skills learned in NUR 222 and provides the opportunity to focus on the use of the nursing process when caring for clients with acute and chronic conditions resulting from interferences with oxygenation related to the upper and lower respiratory tracts, and interferences with oxygenation related to circulation. Care of the patient with advanced respiratory and cardiac support is taught, as well as advanced electrocardiogram identification. Time required for completion of this course is dependent on the individual learner; however, it is expected that students will

spend at least 45 hours in study and classroom activity. Prerequisite: NUR 240; co-requisite: NUR 260.

NUR 263 Safety and Security Needs IV: Neuro Science Nursing (1) This course provides the opportunity for the student to focus on the use of the nursing process for the commonly occurring pathological conditions of the Nervous system, the Immune system, and the special senses (vision and hearing). Emphasis will be placed on using critical thinking to apply necessary theory knowledge in assessing, planning, implementing, and evaluating care for clients with these dysfunctions. Time required for completion of this course is dependent on the individual learner; however, it is expected that students will spend at least 45 hours in study and classroom activity. Prerequisite: NUR 240; co-requisite: NUR 260.

NUR 264 Nutrition and Elimination Needs III (1) This is a Level 4 nursing course which provides theory to assist the student in body system assessment. The nursing process is applied to clients with illnesses that interfere with nutrition and/or elimination. For communicable illnesses, client needs are considered as well as those of client contacts and health care providers. The planning focus is the entire episode of illness, considering potential teaching and home health maintenance needs. Time required for completion of this course is dependent on the individual learner; however, it is expected that students will spend at least 45 hours in study and classroom activity. Prerequisite: NUR 240; co-requisite: NUR 260.

NUR 265 Psychiatric Clients Needs II (1) In this course, students apply concepts of the nursing process and therapeutic communication with clients experiencing mental/emotional disorders that may be seen in a variety of settings (acute or distributive care, psychiatric settings or medical-surgical settings), among them addiction, eating disorders, and personality disorders. Time required for completion of this course is dependent on the individual learner; however, it is expected that students will spend at least 45 hours in study and classroom activity. Prerequisite: NUR 240; co-requisite: NUR 260.

NUR 266 Childbearing Family Needs II (1) In this course, the student will study the maintenance of women's reproductive health as well as disorders of the reproductive system. Contemporary issues related to contraception, sexually transmitted diseases, infertility, abortion, and violence will be covered. The student will also focus on applying the nursing process with the high risk client/family during the puerperium. Time required for completion of this course is dependent on the individual learner; however, it is expected that students will spend at least 45 hours in study and classroom activity. Prerequisite: NUR 220; co-requisite: NUR 240.

NUR 267 Childrearing Family Needs II (1) The understanding of the concepts of growth and development provides a base for students to learn the skills, in this course, directed toward assessing and promoting health of children and their families. The concepts of the nursing process are expanded to enable the student to document the planned and implemented care that will meet the needs of clients and their families. Children's perceptions and behaviors in relation to health concepts will be included. Time required for completion of this course is dependent on the individual learner; however, it is expected that students will spend at least 45 hours in study and classroom activity. Prerequisite: NUR 220; co-requisite: NUR 240.

NUR 271 Advanced Nursing Process Clinical (2) This course provides an opportunity for the student to consolidate theory and skills developed in previous levels and to implement new Level 4 theory and skills. The student functions in collaboration with members of the health care team, to provide care for hospitalized clients with complex needs. The client is viewed as part of a broader community. The student functions interdependently to establish priorities for a group of clients, to delegate and assist others with aspects of nursing care, and to provide for continuity of care, discharge planning and referrals. The student functions interdependently to maintain standards, to develop relationships, and to assume responsibility for self and others. The student applies the nursing process, considering previous illness, to develop and implement a plan of care for a group of clients. Students will spend a total of 56 hours over an eight-week time period in clinical practice activities; in addition, students will be expected to spend substantial time preparing for and following up after each clinical day. Prerequisite: NUR 240; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance, NUR 260.

NUR 272 Extended Advanced Nursing Process Clinical (2) This course provides the opportunity for the student to have additional experience in the medical-surgical hospital setting to meet the objectives of the courses in Level 4. Students will spend a total of 56 hours over an eight-week time period in clinical practice activities; in addition, students will be expected to spend substantial time preparing for and following up after each clinical day. Prerequisite: NUR 271; co-requisites: complete and current health form on file, current CPR certification, malpractice insurance, NUR 260.

NUR 273 Extended Advanced Nursing Process Clinical (2) This course provides the opportunity for the student to have additional experience in the medical-surgical hospital setting to meet the objectives of the courses in Level 4. Students will spend a total of 56 hours over an eight-week time period in clinical practice activities; in addition, students will be expected to spend substantial time preparing for and following up after each clinical day.

Prerequisite: NUR 271; co-requisites: complete and current health form on file, current CPR certification, malpractice insurance, NUR 260.

NUR 279 Elective Nursing Process Clinical IV (2) This course provides opportunities for the student to have clinical experience to work on personal objectives and/or those beyond the scope of basic preparation. These experiences will allow the student to be supervised in the clinical setting in order to gain additional experiential knowledge, enhance skills learned, and/or validate maintenance of skills. Students will spend a total of 56 hours over an eight-week time period in clinical practice activities; in addition, students will be expected to spend substantial time preparing for and following up after each clinical day. Prerequisite: Permission of Instructor; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance.

NUR 291 Role Transition: Capstone Course (2) This clinical course is designed as a collaborative experience between nursing service and nursing education. It is a reality-based experience in which the student, in conjunction with a registered nurse preceptor, begins to function as a beginning staff nurse. The preceptor acts as a role model, teacher, and supervisor, and determines the pace and extent of assignments based on the student's identified learning outcomes, the experiences available and the student's ability. The student is involved in a peer review process with the preceptor by maintaining and sharing a daily log, receiving formative feedback from which to identify learning needs and receiving summative feedback prepared by the preceptor at the conclusion of the experience. Students will spend a total of 56 hours over a two-week time period in clinical practice activities with a preceptor; in addition, students will be expected to spend substantial time preparing for and following up after each clinical day. Prerequisite: Permission of Instructor; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance, NUR 260.

NUR 292 Advanced Specialty Care Clinical (2) This course provides an opportunity for the student to experience an additional clinical setting to work on objectives beyond the scope of the basic preparation for all students. The student will apply the nursing process, utilize management principles and exhibit professionalism at an advanced level. Specialty clinical areas include, but are not limited to: intensive care nursing, psychiatric nursing, childbearing family nursing, childrearing family nursing, and gerontological nursing. Students will spend a total of 56 hours over an eight-week time period in clinical practice activities; in addition, students will be expected to spend substantial time preparing for and following up after each clinical day. Prerequisites: NUR 271 and Permission of Instructor; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance.

NUR 295 Distributive Care Clinical: Psychiatric Nursing (1) This course provides an opportunity for the student to consolidate theory and skills developed in previous levels, and to implement new theory and skills learned in the psychiatric client needs courses in settings not limited to acute care. The student functions in collaboration with members of the health care team within the context of community-based settings. The student functions interdependently to maintain standards, to develop relationships, and to assume accountability. The student applies the nursing process to perform assessments, select nursing diagnoses, and develop a plan for care. Students will spend a total of 28 hours over the semester in clinical practice activities; in addition, students will be expected to spend substantial preparation and follow-up time. Prerequisite: NUR 240; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance, NUR 260.

NUR 296 Distributive Care Clinical:

Childbearing Family Nursing (1) This course provides an opportunity for the student to consolidate theory and skills developed in previous levels, and to implement new theory and skills learned in the childbearing family needs courses in settings not limited to acute care. The student functions in collaboration with members of the health care team within the context of community-based settings. The student functions interdependently to maintain standards, to develop relationships, and to assume accountability. The student applies the nursing process to perform assessments, select nursing diagnoses, and develop a plan for care. Students will spend a total of 28 hours over the semester in clinical practice activities; in addition, students will be expected to spend substantial preparation and follow-up time. Prerequisite: NUR 240; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance, NUR 260.

NUR 297 Distributive Care Clinical:

Childrearing Family Nursing (1) This course provides an opportunity for the student to consolidate theory and skills developed in previous levels, and to implement new theory and skills learned in the childrearing family needs courses in settings not limited to acute care. The student functions in collaboration with members of the health care team within the context of community-based settings. The student functions interdependently to maintain standards, to develop relationships, and to assume accountability. The student applies the nursing process to perform assessments, select nursing diagnoses, and develop a plan for care. Students will spend a total of 28 hours over the semester in clinical practice activities; in addition, students will be expected to spend substantial preparation and follow-up time. Prerequisite: NUR 240; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance, NUR 260.

NUR 298 Distributive Care Clinical: Geriatric and Palliative Care Nursing (1) This course provides an opportunity for the student to consolidate theory and skills developed in previous levels, and to implement new theory and skills learned in the geriatric and palliative care nursing needs courses in settings not limited to acute care. The student functions in collaboration with members of the health care team within the context of community-based settings. The student functions interdependently to maintain standards, to develop relationships, and to assume accountability. The student applies the nursing process to perform assessments, select nursing diagnoses, and develop a plan for care. Students will spend a total of 28 hours over the semester in clinical practice activities; in addition, students will be expected to spend substantial preparation and follow-up time. Prerequisite: NUR 240; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance, NUR 260.

Physical Education

FOR MORE INFORMATION, CONTACT THE HEALTH, PHYSICAL EDUCATION AND RECREATION DEPARTMENT IN THE HEALTH AND PHYSICAL EDUCATION BUILDING, ROOM H202, (315) 498-2282.

PEH 100 Lifetime Physical Wellness (1PE) This course will provide the student with an overview of wellness and physical fitness principles. Through course lectures and actual participation, the material covered will enable the student to initiate a healthy lifestyle change. Topics covered include: the four areas of physical fitness, proper nutrition for a healthy lifestyle, relaxation and stress management techniques, self-responsibility as it relates to personal health management, prevention and care of common injuries, and the use and misuse of supplements. There are no prerequisites for this course.

PEH 101 Beginning Swimming (1PE) For students who are extremely limited in their ability to handle themselves in water. These students are unable to perform one or more of the following basic beginner skills: 1) Put face in water, hold breath for 10 seconds; 2) Face float, front glide and recover; 3) Back float, back glide and recover; 4) Not be fearful of deep water; 5) Jump into the water. Students will be tested on the first day of class to be sure they are in the right course.

PEH 103 Intermediate Swimming (1PE) The course will focus on stroke technique while increasing endurance and safety in and around the water. There is an emphasis on swimming as an enjoyable lifetime activity that will increase physical fitness and enhance the overall well being of the individual. There is no prerequisite to this course; however, the student must be able to swim one length of the pool crawl stroke with rotary breathing to enter the course.

PEH 105 American Red Cross Lifeguard Training (2PE) American Red Cross course that leads to certification. Deals with the additional skills and knowledge required by individuals to develop effective lifeguard systems at swimming pools and at non-surf, open-water beaches. Prerequisite: PEH 103 or equivalent skills.

PEH 106 Water Safety Instructors (2PE) Taught under American Red Cross standards leading to certification. This course prepares candidates to be teachers of American Red Cross Water Safety courses. Prerequisite: Current American Red Cross Advanced Lifesaving Certification and American Red Cross Swimmer's Skills.

PEH 107 Basic Scuba Diving (1PE) Taught under National Association of Skin Diving Schools, leading to certification. This course is open to individuals who meet the physical and preliminary swimming test qualifications. Additional fee is required.

PEH 109 Water Aerobics for Women and Men (1PE) A fun fitness program in the pool. Jumping, jogging and other calisthenics movements are incorporated into this well-monitored aerobic workout in the shallow end of the pool. Water aerobics provide as much resistance as lifting weights, but is safer. It has as much cardiovascular benefits as aerobics, but less impact than low impact aerobics in a gym. Knowing how to swim is not required. This course can be used toward the Physical Education Activity requirement. There are no prerequisites for this course.

PEH 114 Horsemanship (1PE) This course will provide the student with a basic knowledge of proper horsemanship. Through lectures and actual riding lessons, the student will learn the proper techniques of caring for a horse, riding, etiquette, grooming, horse anatomy, and safety. The student will gain self-confidence for personal safety and riding enjoyment. In addition, the student will better understand the horse and how it functions, both mentally and physically. There is an additional fee per riding session for this class. There are no prerequisites for this course.

PEH 120C Horsemanship II (1PE) This course is a natural progression from Horsemanship I. Through lectures and actual riding lessons, the student will enhance his/her understanding of the nature of horses and proper methods of caring for horses. They will identify different breeds, colors and markings. Advanced riding, handling, and grooming skills will be taught along with more detailed instruction on the care and structure of horses. Prerequisite: PEH 114, or the equivalent of 15 hours of riding instruction.

PEH 129 Beginning Tennis (1PE) Primarily designed for those individuals who have no previous tennis experience. Areas to be covered include equipment, etiquette, rules, stroke fundamentals, and theory.

PEH 136 Aerobic Dancing for Women and Men (1PE) A fun fitness program comprised of a variety of energetic dances that incorporate muscle toning, flexibility, balance, coordination and cardiovascular fitness. Course includes well-monitored workouts, beginning with slow, easy aerobics and working up to more vigorous routines. Meets the Physical Education Activity requirement.

PEH 139 Ballroom Dancing (1PE) Designed for the student who has had little or no background in ballroom dancing. This course will stress the development of basic rhythms in four or five different dances (fox trot, waltz, cha cha, rumba, etc.) It will teach the basic steps, patterns, and simple breaks of the dances involved. Finally, it will stress good leading and following techniques so dancing can be an interpretive experience instead of mechanical.

PEH 143 Skiing (1PE) A course designed to teach all levels of skiing, from beginner to competitive skiing, depending on the ability of the individual. It includes instruction in the mechanics of skiing, exercise, safety, and care of equipment. Additional fee required.

PEH 145 Bowling (1PE) A comprehensive course covering all the fundamental aspects of the game for the beginner through the experienced player. It includes development, values, basic skills, rules, scoring, etiquette, and equipment. Additional fee required.

PEH 151 Karate (1PE) This course is designed to teach a basic knowledge of the techniques and philosophy of Karate.

PEH 155 Yoga (1PE) An introduction to Yogic exercises. Course includes techniques of relaxation, breathing exercises, exercises in bending and stretching, asanas.

PEH 157 Beginning Golf (1PE) A course for the beginning golfer. Basic fundamentals of the game of golf are stressed, along with various clubs and their uses, essential rules and etiquette, and some historical background on the origin of golf. Practical play at a local golf course is included.

PEH 160 Basic Floor Pilates (1PE) This course is designed to give students an understanding of the history of pilates while providing a safe and balanced exercise program that includes training the core muscles as well as the whole body. There are no prerequisites to this course.

PEH 161 Water Polo (1PE) This is a comprehensive activity course designed to teach and practice the fundamental skills of water polo. The rules and strategies of what is considered one of the most demanding games will be introduced and practiced individually and during game play. The course will improve fitness through the required conditioning exercises. The course is open to anyone who can swim 300 yards without stopping.

PEH 163 Basic Weight Training for Life (1PE) Designed to give students the necessary techniques and knowledge in the area of weight training so they will be able to pursue intelligently and safely a program of weight training that will fit each student's specific needs or desires. All areas of weight training will be covered, such as Olympic lifting, lifting for athletes, physical therapy, body building and physical fitness for enthusiasts. Use of free weights and weight machines will be implemented.

PEH 168 Beginning Volleyball (1PE) A comprehensive course applying rules to individual skills and team strategy.

Philosophy

FOR MORE INFORMATION, CONTACT THE SOCIAL SCIENCES DEPARTMENT IN MAWHINNEY HALL, ROOM M380, (315) 498-2301.

PHI 101 The Examined Life: an Introduction to Philosophy (3) This course introduces students to some of the main issues in Western philosophy. Students will be exposed to classic and contemporary writings from core areas of philosophy such as epistemology, metaphysics, philosophy of mind, philosophy of religion, social/political philosophy, and aesthetics. By critically evaluating the arguments that arise in these areas, students will develop a deeper understanding of the nature of philosophical inquiry. Emphasis will also be placed on how thinking philosophically can help us address many important contemporary issues.

PHI 102 History of Philosophy - Ancient (3) Introduces students to the problems of philosophy through the critical examination of the earliest developments of philosophical thought: the Pre-Socratics, Socrates, Plato, and Aristotle.

PHI 104 History of Philosophy - Modern (3) An introductory course which examines the problems of philosophy as presented by the major philosophical movements of the 17th and 18th centuries. Representative readings will be selected from among the works of Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, Kant, and Hegel.

PHI 105 Nineteenth Century Philosophy (3) Primarily concerned with the post-Kantian trends in the philosophy of 19th century Europe. Emphasis will be placed on the most conspicuous figures of this period including Hegel, Schopenhauer, Marx, Mill, Kierkegaard, and Nietzsche.

PHI 106 Twentieth Century Philosophy (3) The student will be introduced to the two major philosophical movements of the 20th century, Analytic Philosophy and Existentialism, through selected writings of such philosophers as Moore, Russell, Austin, Wittgenstein, Husserl, Heidegger, Sartre, and Camus.

PHI 107 Logic (3) An introduction to modern symbolic logic. The course covers topics from among Aristotelian and modern class logic, informal fallacies, truth tables, proofs of invalidity,

propositional logic, and the beginnings of predicate logic. Emphasis will be placed on acquiring the skills of logical technique.

PHI 108 Ethics (3) An introduction to basic problems about the application of the concepts of right, wrong, good and bad to persons and their actions. Topics covered may include: relativism and absolutism, determinism and freedom, and the foundations of moral obligation.

PHI 109 Philosophy of Religion (3) An introductory course examining issues in the traditions of western religious thought, e.g., proofs of the existence of God, the problem of evil, the relationship between religious belief and moral belief, religious experience and knowledge, immortality.

PHI 110 American Philosophy (3) Devoted to the search for characteristically American contributions to philosophical investigations. The course will examine how the issues of the great tradition of philosophy, developed in Europe, in the theories of existence, knowledge, ethics, and politics, have all been addressed by writers such as Emerson, Thoreau, Pierce, James, Dewey, Margaret Fuller, and also by Native American thinkers.

PHI 120 Ethics in Engineering and Technology (3) This course is an investigation of fundamental ethical issues relating to the fields of engineering and technology, focusing on organizing principles and ethical theory to frame problems that are typically encountered in the engineering industry. Topics to be discussed include: professional responsibility and accountability; honesty and integrity in the workplace; intellectual property; conflicts of interest; environmental issues; risk, safety and product reliability; legal liability; and diversity in the workplace. Contemporary case studies will be examined and debated in the context of such traditional philosophical schools of thought as utilitarianism and Kantian ethics. Prerequisite: ENG 103 or Permission of Instructor.

PHI 206 Philosophy of Law (3) This course concerns the fundamental nature of law, and the relations between law and morality. It covers natural law, imperative and rule-based theories of the nature of law, and alternative statements of the justice of law. The philosophers covered in the course will include Aristotle, Aquinas, Austen, Hart and Rawls. Prerequisite: one prior course in PHI or Permission of Instructor.

PHI 208 Philosophic Issues and Problems (3) Detailed study and analysis of some particular problem, area, or philosopher. The subject chosen will vary with each semester; the Philosophy department should be contacted for information as to the subject for a given semester. Prerequisite: one prior course in PHI or Permission of Instructor.

PHI 210 Philosophy of Science (3) Concerned with the nature of scientific theories and the evidence for them, as well as the ways these theories develop and change. Examples of the sorts of problems to be considered are the status of theo-

retical entities, the problems of induction, simplicity of theories, isomorphism of theories, and the nature of prediction. Examples of theories will be drawn from classical as well as contemporary science. Prerequisite: one prior course in PHI or Permission of Instructor.

PHI 211 Metaphysics and Epistemology (3)

Concerned with fundamental questions about the nature of reality and our knowledge of it. Emphasis will be placed on acquiring the analytic tools required to examine these areas intelligently, and an attempt will be made to show how uncritical opinions in these areas affect behavior and belief. Prerequisite: one prior course in PHI or Permission of Instructor.

Photography

FOR MORE INFORMATION, CONTACT THE ART DEPARTMENT IN FERRANTE HALL, ROOM F162, (315) 498-2401.

PHO 100 Basic Photography (3) This black and white photography course is an introduction to basic film and camera techniques, photographic aesthetics, and black and white darkroom procedures. Class time is a combination of lecture, demonstration, critique, and hands-on darkroom instruction. Regular assignments will be given. Students must have an adjustable camera.

PHO 111 Digital Photography (3) This non-major course is designed to cover the basics of digital photography. Instruction will introduce students to the digital camera and its functions, offering students a better understanding of the terminology and requirements as well as the limitations of digital imagery. The course will cover issues of composition, design, color theory and history of photography to help students work creatively with their digital cameras. Students will be introduced to image editing software for color correction, image manipulation, and digital output. Projects will involve a range of subject matter and may include: portraiture, landscape, architecture and event photography. (Class time will include lecture, demonstration, aesthetics, critique and in-class projects.) Students must have a digital camera.

PHO 150 Black and White Photography II (3) A study of advanced black and white photographic techniques and theory. Students will produce a portfolio of images and work through a series of assignments that will increase the students' understanding of the photographic medium. Class time will include lecture, demonstration, aesthetics, critique, and in-class projects. Students must have an adjustable 35mm camera. Prerequisite: PHO-100 or Permission of instructor.

PHO 160 Color Photography I (3) This course will cover analog and digital color photography including exposure, processing, printing, color theory, color management, and digital output. Aesthetics and communication will be stressed. Class time will include lecture, demonstration, aes-

thetic critique, and hands-on darkroom instruction. Writing and reading assignments as appropriate to the discipline are part of this course. Prerequisite: PHO 100 or Permission of Department.

PHO 170 Studio Lighting and Techniques I (3)

This course is designed to introduce students to the tools and practice of studio photography. Students will be introduced to medium and large format cameras, tungsten and strobe lighting systems as well as other lighting equipment. Class will focus on creation of black and white imagery with projects drawn from the following: advertising, portraiture, fashion, product photography, digital, architecture and fine art. Students will develop a working knowledge of all the tools of the studio as well as the ability to work knowledgeably in the crafting of effective lighting of all subject matter. Class projects may involve digital equipment and editing as well as work with analog film material. Class time will include lecture, demonstration, aesthetics, critique and in-class projects. Prerequisite: PHO 150 or Permission of Instructor.

PHO 175 Special Topics in Black and White (3)

Topics of special interest to broaden and intensify the students' ability to use black and white photography as a means of communication and expression. Class time will include lecture, demonstration, aesthetics, critique and hands-on darkroom instruction. Students must have a 35mm adjustable camera.

PHO 250 Color Negative Photography (3)

Acquaints students with skills in color materials handling, from exposure to color negative printing. Course will cover color theory and applied problems in color photography, processing and printing, color balance and correction. Aesthetic and communicative aspects of color photography will be stressed. Regular assignments and a completed portfolio are a requirement of this course. Class time will include lecture, demonstration, aesthetics, critique and hands-on darkroom instruction. Students must have a 35mm adjustable camera. Prerequisite: PHO 150 or Permission of Instructor.

PHO 260 Color Photography II (3)

This course is an advanced color photography class using color negative and color transparency film as well as digital material. The course will build on the foundation created in PHO 160 and ART 142 for working with color photographic imagery in both analog and digital modes. Projects will address the relative strengths and weaknesses of both the analog and digital worlds. Class will focus on mastering color correction in both the analog and digital darkroom. In addition to non-digital projects, students will work with image-editing software for creation of collage and montage imagery. Topics covered will include digital scanning and cameras, image manipulation, color correction and management, digital output. Class time will include lecture, demonstration, aesthetics, critique and in-class projects. Prerequisites: PHO 160 and ART 142.

PHO 270 Studio Lighting and Techniques II

(3) This course is an advanced studio photography class. Students will focus on effective use of medium- and large-format cameras as well as the full range of lighting equipment (tungsten and strobe) for work in both digital and analog (film-based) color photography. Class will address advanced studio techniques and creative problem solving using both traditional and digital methods. Assignments may include projects in advertising, portraiture, fashion, product photography, architecture and fine art. Class time will include lecture, demonstration, aesthetics, critique and in-class projects. Prerequisites: PHO 170 and ART 142.

PHO 271 Alternative Photographic Process

(3) This course is an introduction to alternative photographic techniques and an expanded investigation of various modes of photographic presentation. Students will study techniques and photo processes ranging from the 19th century (such as cyanotype, gum bichromate and van dyke brown) to the most contemporary digital techniques with an eye toward adapting and combining various techniques for innovative personal expression. Students will be encouraged to move beyond the traditional presentation methods of photography and to devise presentation styles to match and augment their photographic content. Possibilities include: sequential imagery (book, video or digital), collage and montage, mixed media, wall hangings and sculptural and installation uses of photography. Class time will include lecture, demonstration, aesthetics, critique and in-class projects. Prerequisites: PHO 150 and ART 142.

PHO 272 Documentary Photography (3) This course allows students to investigate a range of topics and issues typical to the photojournalist. These may include: legal and ethical issues, news, spot news, portrait and action photography, travel imagery, picture editing, photography and writing, digital imagery and the extended documentary project. Class is designed to provide a solid introduction to the work of the photojournalist. Class time will include lecture, demonstration, aesthetics, critique and in-class projects. Prerequisites: PHO 150 and ART 142; recommended: PHO 160.

PHO 275 Special Topics in Color (3) This course provides the students the opportunity to apply their color skills in a photographic genre of their choice. The studio, medium- and large-format cameras and advanced printing techniques will be covered. A completed portfolio reflecting the student's personal aesthetic is a requirement of this course. Class time will include lecture, demonstration, aesthetics, critique and hands-on darkroom and studio instruction. Students must have a 35mm adjustable camera. Prerequisites: PHO 100 and PHO 150 or Permission of Instructor.

PHO 276 Digital Imaging (3) This studio course covers the basics of digital imaging to create a broad understanding of digital capabilities and their relationship to traditional photographic

image production. Emphasis will be on Macintosh Systems and Adobe Photoshop. Topics covered will include design, image manipulation, scanning, collage, digital cameras, file management and digital output. Software technology will be discussed. The class will explore the creative possibilities of digital technology. Class time will include lecture, demonstration, aesthetics, critique, and in-class projects.

PHO 290 History of Photography (3) A survey of the history of photography, with concentration on selected major figures in photography from the nineteenth and twentieth centuries. Class activities will include instructor presentations, student reports, field trips, guest presentations, and discussions based upon those activities and upon assigned readings in the history of photography.

PHO 291 CO: Cooperative Education (3) The course is designed to provide work experience directly related to the student's field of study. A learning contract, containing specific educational objectives related to the work experience and the student's field of study, is developed by the student and the faculty co-op coordinator. Course requirements include a minimum of 180 hours of work in the student's field of study, maintenance of a daily log of hours worked and duties performed, and a work-related final project or paper. This will allow the student to earn 3 credit hours. The student's performance will be evaluated by the faculty co-op coordinator on the basis of the objectives in the initial learning contract and satisfactory evaluations by the employer. A letter grade will be assigned. Photography majors ONLY. Prerequisite: Approval by the Photography department.

Physics

FOR MORE INFORMATION, CONTACT THE CHEMISTRY/
PHYSICAL SCIENCE DEPARTMENT IN FERRANTE HALL, ROOM
F352, (315) 498-2432.

PHY 101 Technical Physics I (4) A course in general physics which emphasizes applications of basic principles. It covers fundamentals in mechanics, heat, and wave behavior. Three class hours and two laboratory hours. Co-requisite: MAT 101 or equivalent. Not open to Math/Science students.

PHY 103 General Physics I (4) The first semester of a two-semester, basic, non-calculus General Physics course emphasizing fundamental concepts and principles with a problem-solving approach. Topics covered include Kinematics and Dynamics, Newton's Laws, Work and Energy, Momentum, Rotational Motion, Heat and Thermodynamics. A two-hour recitation session allows the opportunity to work on techniques of problem solving. Two class hours, two recitation hours and two laboratory hours. Prerequisite: MAT 114 or higher. Only four (4) credits in either PHY 103 or PHY 105 may be used toward degree requirements.

PHY 103R General Physics I Recitation (1EQ)

Optional recitation section for PHY 103. Provides an opportunity for students to apply the basic laws of mechanics and to develop problem-solving skills. Structured as small group activities; requires completion of worksheets weekly.

PHY 104 General Physics II (4) The continuation of PHY 103. Topics covered include Vibrations and Wave motion, Physical and Geometrical Optics, Electricity and Magnetism, simple AC and DC Circuits and Modern Physics. Two class hours, two recitation hours, and two laboratory hours. Prerequisite: PHY 103 or equivalent.

PHY 105 Physics I-Mechanics (4) The first course of a calculus-level sequence in general physics, primarily for engineering students or for students majoring in the physical sciences. Kinematics and dynamics of a particle, Newton's laws of motion, work and energy, momentum, rotational motion, and gravity. Three class hours and three laboratory hours. Co-requisite: MAT 161. Only four (4) credits in either PHY 103 or PHY 105 may be used toward degree requirements.

PHY 105R Physics I Recitation (1EQ) This is an optional recitation section for students taking PHY 105. It is structured as small group activities and provides students an opportunity to develop problem-solving skills in the subject of Mechanics. Co-requisite: PHY 105.

PHY 205 Physics II - Electricity and Magnetism (4) An analytical treatment of electricity and magnetism. Electrostatics, electric current, magnetic fields, electromagnetic induction and Maxwell's equations. Three class hours and three laboratory hours. Prerequisite: PHY 105; co-requisite: MAT 162.

PHY 205R Physics II Recitation (1EQ) This is an optional recitation section for students taking PHY 205. It is structured as small group activities and provides students an opportunity to develop problem-solving skills in the subject of Electricity and Magnetism. Co-requisite: PHY 205.

PHY 206 Physics III-Thermodynamics and Waves (4) Heat transfer and thermodynamics, periodic motion, wave properties and propagation, sound, light, and elements of modern physics. Three class hours and three laboratory hours. Prerequisite: PHY 205; prerequisite/co-requisite: MAT 162. Fall semesters only.

Political Science

FOR MORE INFORMATION, CONTACT THE SOCIAL SCIENCES DEPARTMENT IN MAWHINNEY HALL, ROOM M380, (315) 498-2301.

POS 100 American National Politics (3) This course will introduce students to American democracy and its founding, contemporary governmental institutions and politics at the national level of government, and provide students with opportunities to participate as citizens in the U.S. political system. Political theories and ideas will be applied in daily discussions of current political affairs. Specific topics that will be analyzed include: political parties, interest groups, media, Federalism, Congress, the Presidency, the Supreme Court, and the policy-making that results from their interactions.

POS 102 State and Local Politics (3) In this course, politics, government, and public policy issues at the local level and in New York state are the focus. Student will explore how New York state differs and is similar to other states in the country. Students will examine the interaction between political culture, region, partisanship, and policy in local governments and New York state and explore the prospects for political and institutional reforms.

POS 198 Introduction to Political Thought (3) This course introduces students to arguments which seek to define, explain and justify various forms of political organization in the ancient and modern worlds. Students will analyze and discuss various concepts of justice. The dominant philosophical ideas that inform our political thinking will also be examined and critiqued.

POS 201 Comparative Politics (3) Students will learn about each of the world's regions and particular nation-states within each region. Regions and nation-states will be compared with one another and with the U.S.A. Historical and geographical factors will be examined to determine their effects on the contemporary political, economic and social patterns that exist in each of the regions. Further problems and the prospects for political and economic development in each region will also be analyzed. No prerequisite.

POS 214 Contemporary Global Issues (3) An interdisciplinary course which explores contemporary global issues. It surveys themes related to social, political, economic, and cultural processes; global linkages/interdependencies; and power relations that connect individuals, communities, groups, states, and regions across the globe. It examines the values and visions emerging from regional perspectives that lead to conflict and/or cooperation in the international system. It contrasts the increasingly complex problems faced by different regions with the growing integration of the global economy. Open to all interested students. Required course for all students pursuing the International Studies Concentration. Not open to students who have taken SOC 214.

POS 215 The Politics of Native American - U.S. Relations (3) This course will cover three aspects of the relationship between Native American peoples and the U.S. government. The first includes a sample of Native American governance and law that existed prior to European settlement, its later influence on the U.S. founding, and its rebirth. The second part of the course will examine U.S. government policies toward native tribes from 1790 to the present. Treaties, acts and court decisions that reflect these policies will be analyzed. The last third of the course will include a discussion of contemporary issues and conflicts between and among various Native American tribes and the U.S. government. These contemporary topics will include: land claims, land use, gambling, poverty, religious freedom, and social and environmental policies.

POS 216 Student Leadership Development (2) This is a course designed to provide a theoretical framework and leadership development for those involved with the co-curricular activities of OSSA (Onondaga Student Services Association, Inc.). Student leaders and other interested students will learn about the design of government, rule-making in government, political participation, and the application of these concepts to the practice of student politics. Lecture, discussion and role-playing will be integrated to provide a unique educational seminar for student leaders. Prerequisite: Permission of Instructor.

POS 230 Women and Politics (3) This course will compare and contrast the role of women in politics in the US, Western Europe and a selection of countries from the less-developed world. The suffrage movement and ERA movements will be examined for their successes and failures and compared to similar political movements in the west. Women as political actors will be studied: as voters; as party members; as interest group members; as legislators; and as executives in the U.S., Europe and the developing world. The effect that women in office have on policy-making will be evaluated in different regions. A brief survey of how certain public policies affect women will be covered, as will U.N. efforts in the area of international women's rights.

POS 260 New York State Environmental Regulation (3) This course surveys environmental regulatory management in New York state. Included are historical approaches to regulation, samples of present procedures, and samples of developing trends. The primary focus of the course is on programs of the New York State Department of Environmental Conservation. In addition to NYS DEC programs, the course will introduce the student to other agencies' regulatory jurisdictions at the federal, state and local levels. Various local approvals will also be considered. The emphasis is on the inter-relationship of programs, not the specific details of the programs themselves.

POS 280 Internship in Politics and Government (3) The course provides students the opportunity to apply their knowledge of politics and government in a practical setting. Internships are available in various public offices in the executive/ bureaucratic, legislative, or judicial branches of government at the national, state and local levels. Internships with major political parties may also be available. Students arrange their placement with the help of the Cooperative Education Office and a faculty coordinator. Course requirements include a minimum of 120 hours of work, maintenance of a weekly journal, attendance at four on-campus seminars, occasional readings, and an experience-based essay. Two on-site evaluations will also be made by the faculty coordinator. Letter grade will be awarded. No credit given for past work experience. Prerequisite: Permission of Instructor.

POS 281 Practicum in Student Leadership (1) A one-hour practicum for which student government officers and senators can earn credit for the academic components of their positions. This project is geared towards the responsibilities of each student officer's job description. The faculty instructor and each officer communicate throughout the semester to ensure goals are being met, and an essay and/or portfolio is written to illustrate the achievement of these goals. At least 30 hours of student government-related activities and office hours are required of each officer each semester.

POS 290 Senate and Assembly Internship (9) Senate and Assembly internships are available on a competitive basis for outstanding sophomores. The program begins with a comprehensive week-long orientation to the operation of the State Government, with particular reference to the workings of the Legislature. Interns then receive full-time job assignments in the office of an Assemblyman or Assembly committee; the assignments are based on a work plan and a learning contract between a supervisor and an intern; tasks involve constituent work, research on specific legislation, research on the legislative process, and office administration; supervisors are either members of the Assembly, members of their legal or research staffs, or committee staff; job performance is formally evaluated on a regular basis by the supervisors. During the course of the program, interns participate in seminars covering such topics as descriptive statistics, evaluating social programs, behavior of legislators, legislative decision-making, and current political issues. Interns receive academic guidance and support, on an individual and group basis, from the permanent program staff, from the Professor in Residence, and from staff within the Assembly (and the State Government) who work with the interns on specific topics and who provide them with a unique blend of academic and practical expertise. The Professor in Residence evaluates the interns at regular intervals and at the end of the program. Prerequisite: POS 100 or POS 102 or Permission of Instructor.

POS 291 Senate and Assembly Research and Seminar (6) This is a second course for public safety telecommunicators and dispatchers. It covers operations of a public safety communications center, record keeping, how to communicate clearly in emergency situations, using 911 system communications equipment, and communicating with diverse populations. Students successfully completing PSD 171 - PSD 175 will be certified by the Association of Public Safety Communications Officers Institute (APCO). Open to 911 public safety telecommunicators only. Co- requisites: PSD 171, 173, 174, and 175.

Psychology

FOR MORE INFORMATION, CONTACT THE SOCIAL SCIENCES DEPARTMENT IN MAWHINNEY HALL, ROOM M380, (315) 498-2301.

PSY 103 General Psychology (3) Designed to give the student an introduction to the concepts required for the study of perception, conditioning, learning, intelligence, motivations, emotions, and personality. The interaction of heredity and environment is also stressed. Prerequisite to all other psychology courses.

PSY 204 Child Psychology (3) An introduction to the scientific study of the developing child. The age span covered ranges from the prenatal period up to puberty. Topics include age relevant studies of motor, cognitive, linguistic, social and personality growth. Prerequisite: PSY 103.

PSY 205 Social Psychology (3) An introduction to the area of human social interaction from the perspective of how man affects and is affected by social phenomena. Social factors in the development of personality and motivation, attitudes and attitude change, interpersonal and group processes, and the application of social psychology to contemporary issues will be emphasized. Students will be expected to critically evaluate the explanatory models used to describe, explain, and predict social behavior. Prerequisite: PSY 103.

PSY 206 Human Growth and Development (3) Human growth and psychological development of the individual from infancy through senescence. Attention is given to the patterns of change that occur during each of the life stages, considering physiological, psychological, genetic and cultural forces affecting human development. Prerequisite: PSY 103.

PSY 207 Adolescent Psychology (3) All of the important aspects of the lives of adolescents are studied from a theoretical and research viewpoint. Topics discussed include the following: development of the self-concept, sexual maturation, morality, mental growth, vocational choices, love and affection, anger, fear, parents, peer relationships, home and family, marriage, the drug culture, etc. Prerequisite: PSY 103.

PSY 208 Personality Theories (3) A comparative analysis of various theories of personality in terms of the issues separating them, and an examination of the role of research in resolving these issues. The course covers representative theories of personality from the areas of psychoanalytic, cognitive, phenomenological, and humanistic psychology. Analyses of the issues generated by these theories, and their explanatory adequacy, will also be considered. Prerequisite: PSY 103.

PSY 209 Psychology of Adulthood (3) Introduces the student to the current issues, questions, and research in the field of adult development. The course will address how personality development is affected by various adult-life crises or life passages such as: forming intimate relationships, parenthood, job change, mid-life crisis, retirement, aging, and death. Prerequisite: PSY 103.

PSY 210 Abnormal Psychology (3) Deals with the important aspects of "abnormal psychology", both from a descriptive as well as a theoretical viewpoint. In addition to noting the various symptoms and characteristics of psychological disorders, an emphasis will be placed on explaining the possible causes of such disorders and their possible methods of treatment. Prerequisite: PSY 103.

PSY 211 Psychology of Leadership and Work (3) Designed to study the interplay of humans and organizations. This course is concerned with many of the major effects on individuals, both management and workers, by our rapidly changing economy, automation, information technology, and social change. The organization is viewed as a system and this course focuses on the way workers, management, owners, and the public reach a balance of their respective objectives within that system. Prerequisite: PSY 103.

PSY 212 Psychology of Women (3) A study of the psychology of women from an historical and contemporary perspective. The main focus of the course is on the current revision and expansion of research on sex roles (sex differences and similarities). Such topics as, for example, sex-role stereotypes, the issue of fear of success in women (and men), and androgyny as an alternative to masculinity or femininity are considered in light of the relevant literature. Prerequisite: PSY 103.

PSY 214 Educational Psychology (3) An investigation into the ways in which psychological knowledge can be applied to the processes of bringing about changes in behavior, i.e., teaching and learning. The educational implications of psychological theory and research will be applied to such areas as the processes involved in learning, remembering, thinking, solving problems, motivation, and creativity. In considering these areas the focus will be on understanding learning, and the differentiation among learners and learning environments, so that appropriate strategies may be created to enable students to better define themselves as learners. Prerequisite: PSY 103.

PSY 215 Mind and Body: Physiological

Psychology (3) An introduction to the inter-relationships between mind and body, exploring the physiological correlates of behavior as well as psychosomatic illness. Students will explore and critically evaluate the theories and research in physiology and their implications. Prerequisite: PSY 103.

PSY 216 Psychology and Law: Forensic

Psychology (3) An exploration of the issues and dilemmas created by the interaction between psychology and the law. Current psychological research and theory will be applied to evaluating the uses and abuses of the insanity defense; understanding, predicting and regulating violent behavior; the role of the psychologist as expert witness in civil and criminal cases; the application of psychological research to jury selection, trial techniques and the evaluation of evidence. Prerequisite: PSY 103.

PSY 217 Psychology of Men (3) A survey of the experience of being male from the biological, intrapsychic and social perspectives of psychology. The course content is meant both to acquaint the student with current thinking and understanding in the area and to help the student understand their life or the life of a significant male in a more complete and conscious way. Topics to be studied are: father-son relationships, mother-son relationships, fathering, relationships with men, relationships with women, husbanding, emotional expressiveness, aggression and war, gender differences, men's movement, feminism, work, solitude, sports and rites of passage. Prerequisite: PSY 103.

PSY 218 Psychology of Disabilities (3) This course will address issues faced by individuals with physical disabilities, whether congenital, hereditary or traumatic in nature. Included is a discussion of the Americans with Disabilities Act, 1990, and its effects on the self-image of the disabled. The course will include definitions of disabilities, cultural attitudes about the disabled, and reactions of family members to the disabilities. Information about support services will also be given. Prerequisite: PSY 103.

PSY 219 Positive Psychology (3) Positive Psychology explores the scientific study of ordinary human strengths and virtues. We will examine human behavior that is effective, valuable and contributes positively to human development. We will study how humans live lives of dignity and purpose and will include such topics as subjective well-being; peak performance; wellness; interventions for enhanced well-being; religion and spirituality; and work, community and well-being. This course takes a holistic and general systems theory perspective. Prerequisite: PSY 103.

Physical Therapist Assistant

FOR MORE INFORMATION, CONTACT THE PHYSICAL THERAPIST ASSISTANT DEPARTMENT IN FERRANTE HALL, ROOM F267, (315) 498-2458.

PTA 101 Introduction to Rehabilitation (3) The American Physical Therapy Association and the history of the profession of physical therapy are explored. The student is introduced to procedures used in physical therapy, settings where PT is practiced, and the physical therapist assistant's role as part of the rehabilitation team. Ethical and legal considerations in physical therapy are also introduced. Communication skills are developed, including effective interpersonal communication, oral and written reports and medical terminology. Vital signs, dressings, aseptic techniques and various emergency procedures pertinent to the practice of physical therapy will be learned. The student is required to become CPR certified on an independent basis. Prerequisite: Acceptance into the PTA program or Permission of Instructor; co-requisites: PTA 102, 102L, and 103, or Permission of Instructor. Fall semesters only.

PTA 102 Physical Therapy Procedures I (2) The theory and practice of physical therapy procedures are begun, including patient positioning and handling techniques, skin care, heat, cold, hydrotherapy treatments and massage. Ambulation with assistive devices, transfers, activities of daily living skills and wheelchair prescription and use are taught. The theory, effects, contraindications and safety precautions of these treatments are learned. Prerequisite: Acceptance into the PTA program or Permission of Instructor; co-requisites: PTA 101, 102L, and 103, or Permission of Instructor. Fall semesters only.

PTA 102L Physical Therapy Procedures I Lab (2) Skills of PTA 102 are practiced. Students will master entry level skills on patient positioning and handling techniques; heat, cold, and hydrotherapy treatments; and massage. Students will become proficient with ambulation using assistive devices and patient transfer techniques. Activities of daily living skills, use of adaptive equipment, and wheelchair prescription and use will also be learned. Prerequisite: Acceptance into the PTA program or Permission of Instructor; co-requisites: PTA 101, 102, and 103, or Permission of Instructor. Fall semesters only.

PTA 103 Clinical Training I (1) An introduction to the physical therapy department of a clinical facility. The lecture component includes an introduction to the Geriatric setting. Assignments are designed to allow students to observe, assist and acquire skills in application of all procedures studied in PTA 101 and 102. Prerequisite: Acceptance into the PTA program or Permission of Instructor; co-requisites: PTA 101, 102, and 102L, or Permission of Instructor. Fall semesters only.

PTA 104 Physical Therapy Procedures II (2)

Presents the principles, theory, effects and contraindications of forms of electrotherapy, deep heat modalities, ultraviolet and traction. Mechanisms of injury and the healing process are taught. Theory and principles of passive range of motion and therapeutic exercise are introduced. Theory of peripheral joint mobilization and stretching is discussed. Basic assessment and treatment of musculo-skeletal injuries are introduced and discussed. Prerequisites: PTA 101, 102, 102L, and 103, or Permission of Instructor; co-requisites: PTA 104L, 105, and 106, or Permission of Instructor. Spring semesters only.

PTA 104L Physical Therapy Procedures II Lab

(3) Students master entry level skills of application of various forms of electrotherapy, deep heat modalities, ultraviolet and traction. Students become proficient in selecting and executing passive range of motion and therapeutic exercises. Students are familiarized with the practical application of joint mobilization and stretching of the limbs. Prerequisites: PTA 101, 102, 102L, and 103, or Permission of Instructor; co-requisites: PTA 104, 105, and 106, or Permission of Instructor. Spring semesters only.

PTA 105 Functional Anatomy I (3)

Application of principles of anatomy in the study of human motion. Emphasizes the positioning and procedures for muscle testing, and goniometry of the lower extremities and the physiology of muscle contraction. The origins, insertions, actions, innervation and palpations of various muscles of the lower extremities will be learned, in addition to landmarks of the skeletal system. Normal and abnormal posture and gait are studied. A laboratory component is required. Prerequisites: PTA 101, 102, 102L, and 103, or Permission of Instructor; co-requisites: PTA 104, 104L, and 106, or Permission of Instructor. Spring semesters only.

PTA 106 Clinical Training II (3)

In the clinical setting, the student applies newly acquired concepts and skills from PTA 104 and 105 and refines skills learned in PTA 102 and 102L. Prerequisites: PTA 101, 102, 102L, and 103, or Permission of Instructor; co-requisites: PTA 104, 104L, and 105, or Permission of Instructor. Spring semesters only.

PTA 201 Physical Therapy Procedures III (4)

Studies the pathology, signs, symptoms, psychosocial factors and PT management of disabilities related to strokes, spinal cord injuries, amputations, pediatric and developmental disabilities, fractures, collagen diseases, orthopedic procedures, orthotics and prosthetics. A laboratory component is required. Prerequisites: PTA 104, 104L, 105, and 106, or Permission of Instructor; co-requisite: PTA 207 or Permission of Instructor. Fall semesters only.

PTA 203 Physical Therapy Procedures IV (3)

Study of additional disabilities that may require PT interventions as in PTA 201. These include the pathology, signs, symptoms, psychosocial factors and P.T. management of burns, neuromuscular diseases, traumatic head injuries, diabetes, cancer, cardiopulmonary disease, visual and auditory impairments, and obstetrics. Prerequisites: PTA 201 and 207, or Permission of Instructor; co-requisite: PTA 204 or Permission of Instructor. Spring semesters only.

PTA 204 Seminar (3)

Topics for this course include: the death, dying and bereavement process; ethical, legal and cultural implications; administration topics (reimbursement, quality assurance, budgeting, policies and procedures); motivational strategies; communication and planning. The use of computers specific to the physical therapy profession will be discussed. Students will explore PT practice issues, current literature review and evidence-based research online. Ergonomics, functional capacity assessment and work hardening objectives will be discussed and demonstrated. Pharmacology, lab work, and medical imaging and their implication to PTAs will be discussed. Topics such as bariatrics, lab values, hemophilia, acid-base imbalance, multiple organ dysfunction syndrome, 6-1 system, sexual harassment and domestic violence are explored. The student will be given the opportunity to present an in-depth paper and oral report on a PT-related topic of interest, such as alternative medicine or a current issue of concern. Prerequisites: PTA 201 and 207, or Permission of Instructor; co-requisite: PTA 203 or Permission of Instructor. Spring semesters only.

PTA 205 Advanced Clinical Training I (3)

Under direct supervision of a registered physical therapist, the student will be able to synthesize acquired concepts and skills from the previous levels of clinical and didactic training. Prerequisites: PTA 201, 201L, 207, and 207L; PTA majors only. Usually offered during summer sessions only.

PTA 206 Advanced Clinical Training II (3)

Under direct supervision of a registered physical therapist, the student will be able to synthesize acquired concepts and skills from the previous levels of clinical and didactic training. The clinical experience follows the completion of all required physical therapy courses. Prerequisites: PTA 203, 204, 205, and 208 or Permission of Instructor; PTA majors only. Summer sessions only.

PTA 207 Functional Anatomy II (3)

A continuation of PTA 105, this course includes bony landmarks, origins, insertions, actions, innervation and palpations of the muscles of the upper extremity, head, neck and trunk. Goniometry and muscle testing will be learned on the upper extremity and trunk. A laboratory component is required. Prerequisites: PTA 104, 104L, 105 and 106; co-requisite: PTA 201 or Permission of Instructor. Fall semesters only.

PTA 208 Seminar II: Strategies for Success (2)

This course synthesizes knowledge gained from each course taken within the PTA curriculum to better prepare the graduate for entry-level career positions. The student will learn how to organize and review the vast amounts of material that have been presented to them in the PTA curriculum. The student will undergo a collegial-level review process, and log formative feedback to identify learning needs and individual weaknesses. This course is also geared towards preparing the student to successfully complete the National Physical Therapist Assistant Exam (NPTE). Prerequisites: PTA 201 and 207, or Permission of Instructor; co-requisites: PTA 203 and 204. Spring semesters only.

Reading and Study Skills

FOR MORE INFORMATION, CONTACT THE ENGLISH DEPARTMENT
IN MAWHINNEY HALL, ROOM M310, (315) 498-2313/2266.

RDG 087 Intermediate Reading Skills (3EQ)

Designed to meet the needs of students who wish to strengthen their reading and study skills. Emphasis will be placed on vocabulary building; structural analysis; spelling improvement; such comprehension skills as paraphrasing and summarizing; and improving the study skills of time management, organizational techniques and listening. Prerequisite: RDG 079 or on the basis of Placement Test Score.

RDG 087L Intermediate Reading Skills - Lab (1EQ)

RDG 093 Reading Preparation for College (3EQ) Designed to meet the needs of students who wish to strengthen their reading and study skills to the level necessary to handle the demands of college-level work. Emphasis will be placed on such comprehension skills as organizational patterns, outlining, overview outlining in texts, marketing texts and summarizing; study skills such as listening and note taking, time management and library use; and vocabulary building, including dealing with technical terms in content area courses. Prerequisite: RDG 087 or Placement Test.

RDG 093L Reading Preparation for College - Lab (1EQ) Course stresses improvement in both listening and note-taking during lectures. Emphasis is on listening for main ideas and for supporting details. The Cornell Method of note-taking is stressed and students are encouraged to apply the method to actual lecture courses. Skills analysis will provide direction for improvement.

RDG 130 Reading and Study Skills (1) Designed to improve basic skills necessary for college success. Emphasis will be on effective methods of study and reading comprehension.

RDG 134 Listening and Notetaking Skills (1) Course stresses improvement in both listening and note-taking during lectures. Emphasis is on listening for main ideas and for supporting details.

The Cornell Method of note-taking is stressed and students are encouraged to apply the method to actual lecture courses. Skills analysis will provide direction for improvement.

RDG 136 Vocabulary Building (2) Designed to provide the student with several methods for dealing with unfamiliar words. Meaning in context, structural analysis, history of language, and dictionary and thesaurus skills will be studied. Students will work to improve their choice of words in writing and to strengthen their recognition vocabulary when reading. Prerequisite: Placement Test/RDG 093.

RDG 140 Vocabulary and Learning Strategies for Health Sciences (3) Designed specifically for health science majors for the purpose of developing learning strategies and vocabulary in the science content areas. The learning strategies component will focus on improving note-taking in science classes, reading science textbooks, active strategies for integrating class materials for test preparation, and test-taking strategies for lecture and lab exams. The vocabulary component will focus on developing knowledge of Greek and Latin roots and affixes, as well as building science knowledge and vocabulary from current health readings. Prerequisite: Placement Test/RDG 093.

RDG 142 Reading and Learning Strategies (3) This course is designed to help students manage the demands of technology courses. Emphasis is on breaking down technological reading materials with focus on reading for information from technical manuals and documents. Understanding technical jargon and acronyms will also be addressed. Effective notetaking and active study strategies combined with higher level thinking skills to prepare for exams and efficient time management will also be incorporated as a means to improve student success in technical curricula. Special emphasis will be placed on problem-based learning using collaborative teams.

RDG 153 College Learning Strategies (3) This course is designed to help students become more efficient learners through practice of higher level thinking skills. Emphasis is on taking complete, accurate notes; effective use of class notes in study; reading and marketing text assignments; strategies for taking essay and objective exams; studying beyond the literal level; and techniques for dealing with technical terms and unknown vocabulary. Prerequisite: Placement Test/RDG 093.

RDG 154 Critical Reading (3) Emphasis is on critical reading and thinking skills, vocabulary development and reading flexibility. Students will analyze and evaluate material beyond the literal level. Critical thinking skills will also be applied to the mastery of content area course work. Prerequisite: RDG 153 or Permission of Instructor.

Recreation Leadership

FOR MORE INFORMATION, CONTACT THE HEALTH, PHYSICAL EDUCATION AND RECREATION DEPARTMENT IN THE HEALTH AND PHYSICAL EDUCATION BUILDING, ROOM H202, (315) 498-2282.

REC 101 Recreation and Leisure Studies: An Introduction (3) This course is an introduction to the philosophy, history, scope, and significance of the recreation and leisure field. An overview of the delivery of leisure services is explored with special consideration given to how such services impact the individual and society. Students will be exposed to a variety of career opportunities and professional affiliations associated with the leisure industry. An orientation to professional competencies in the field will also be addressed. Prerequisite: REC majors or Permission of Instructor; prerequisite or co-requisite: ENG 103. Fall semesters only.

REC 102 Activity Planning I (3) This course provides students with opportunities to develop, lead, organize, and evaluate games and activities for elementary- to middle school-aged participants. Behavior management strategies are emphasized as they apply to the developmental stages of the population being served. Students are required to compose lesson plans with outcome objectives and develop safety plans based on risk assessment. On- and off-campus experiences in activity leadership are required. Prerequisite: REC majors, EXR majors, or Permission of Instructor.

REC 103 Recreation Skills II (3) This course focuses on the development of skills necessary for the planning, programming and leading of social recreation activities for teens through adult life stages. Emphasis will be placed on the skills and progression of social games, board games, mental games, tournaments, and overall small and large event planning. Prerequisite: REC majors or Permission of Instructor. Spring semesters only.

REC 104 Group Leadership in Recreation (3) The foundations of recreation leadership are discussed and the student is expected to develop a leadership philosophy. This course is designed to cover the dynamics of group interaction and the role the recreation leader plays in leading groups. Experiential activities will be used to demonstrate group dynamics and assist the student in analyzing recreation behaviors, participant motivations, and participant management. Prerequisite: REC majors or Permission of Instructor. Spring semesters only.

REC 105 Recreational Aquatics (1) An aquatic overview designed to acquaint the student with various forms of water activities in, on, and about the water. Includes American Red Cross basic water safety, adapted aquatics, water sports and games, scuba, and water exercises. Prerequisites: REC majors or Permission of Instructor; Proficiency Test in Swimming.

REC 201 Team Sports: Teaching and Officiating (2PE) An in-depth study of individual skills, rules, strategy, and officiation in each of the following team sports: soccer, basketball, volleyball, and

softball. Prerequisite: REC majors or Permission of Instructor.

REC 204 Outdoor Recreation (4) A study of the scope and history of the outdoor recreation movement including techniques for programming, and practices for education, in, for, and about the outdoors. Students are required to attend two camp outings during the semester which provide practical camping and outdoor recreation experiences. Additional fee required. Prerequisite: REC majors or Permission of Instructor. Spring semesters only.

REC 207 Expressive Arts in Recreation (3) This course is a study of the basic fundamentals of music and dance theory relative to recreational programming. Topics are designed to give the student the basic skills and working knowledge of creating, organizing, and implementing programs which incorporate expressive arts in a variety of recreation settings. Rhythmic activities and resource development are introduced to assist the student in gaining an appreciation for expressive arts as a contributor to productive leisure and recreational experiences. Prerequisite: REC majors or Permission of Instructor. Fall semesters only.

REC 253 Recreation Programming: Issues in Diversity and Inclusion (3) In preparing for recreation programming in a variety of environments with diverse populations, students will examine diversity in recreation programming, considering recognition and respect for differences in race, ethnicity, class, gender, and sexual orientation. The characteristics and abilities of people with disabilities will be analyzed and experienced through community involvement. Prerequisite: REC majors or Permission of Instructor. Spring semesters only.

Respiratory Care

FOR MORE INFORMATION, CONTACT THE RESPIRATORY CARE DEPARTMENT IN FERRANTE HALL, ROOM F267, (315) 498-2458.

RET 101 Medical Physics I (1) Addresses the physical principles which apply to respiratory therapy equipment and procedures, including gas properties and laws, heat and humidity, and physical principles which apply to ventilation and external respiration. Prerequisite: RET matriculation or Permission of Department. Spring semesters only.

RET 102 Mechanics of Disease (2) Introductory pathology, including medical terminology, general principles of disease, and overview of common diseases encountered in the hospitalized patient. Prerequisite: RET matriculation or Permission of Department. Spring semesters only.

RET 103 Respiratory Physiology (3) Basic function of the respiratory system, including thoracic, pulmonary, and cardiovascular anatomy; mechanics of ventilation; pulmonary perfusion; gas exchange and transport; control of respiration; and introduction to acid/base interpretation. Prerequisite: RET matriculation or Permission of Instructor. Spring semesters only.

RET 105 Respiratory Care Practice I (2) Basic respiratory care procedures, including patient assessment, gas delivery, bronchial hygiene therapy, and respiratory pharmacology. Complements the clinical sequence. Prerequisite: RET matriculation or Permission of Department; co-requisite: RET 105L. Spring semesters only.

RET 105L Respiratory Care Practice Lab (1) This course provides laboratory practice in basic respiratory care procedures, including patient assessment, oxygen and aerosol delivery, bronchial hygiene and isolation techniques. Two laboratory hours per week. Co-requisite: RET 105. Spring semesters only.

RET 118 Clinical Internship I (3) Supervised clinical practice in basic patient care techniques in the hospital setting. Prerequisite/co-requisite: RET matriculation or Permission of Department. Spring semesters only.

RET 125 Respiratory Care Practicum (1) Basic care of airways, ECG interpretation, arterial blood gas interpretation, chest radiograph interpretation and pulmonary function testing. Prerequisite: All RET courses numbered 118 and below; co-requisite: RET 125L. Summer sessions only.

RET 125L Respiratory Care Practice Lab (1) This laboratory course allows the student practice in various clinical techniques: airway care, arterial sampling, simple spirometry and assessment of pulmonary reserve. Prerequisite: All RET courses numbered 118 and below; co-requisite: RET 125. Summer sessions only.

RET 126 Mechanical Ventilation I (2) Introduction to mechanical ventilation, emphasizing operation and application of common ventilators. Lecture. Prerequisite: All RET courses numbered 118 and below; co-requisite: RET-126L. Summer sessions only.

RET 126L Mechanical Ventilation Laboratory (1) This course provides laboratory practice for setting up many different types of mechanical ventilators. Prerequisite: All RET courses numbered 118 and below; co-requisite: RET 126. Summer sessions only.

RET 128 Freshman Clinical II (4) Supervised laboratory and hospital practice in basic intensive care techniques, including ventilator management, airway care, arterial blood sampling, electrocardiography, phlebotomy and equipment maintenance. Prerequisite/co-requisite: All RET courses numbered 126 and below. Summer sessions only.

RET 130 Respiratory Care of the Neonate (1) This course examines the gestational development and evaluation of the fetus, cardiopulmonary transition at birth, evaluation of the newborn, oxygen administration, mechanical ventilation, bronchial hygiene, airway care and cardiopulmonary resuscitation of the newborn. Prerequisite: RET 128 or Permission of Department. Fall semesters only.

RET 134 Respiratory Disease (3) Etiology, pathophysiology, clinical and laboratory presentation, and usual treatment of respiratory disorders in adults, children, and newborns. Prerequisite: RET 128 or Permission of Department. Fall semesters only.

RET 139 Freshman Clinical III (4) This clinical course gives the respiratory care student extensive experience working in the adult intensive care and pediatric units. Includes basic respiratory care, ventilator monitoring, blood gas analysis and airway care. Advanced concepts in cardiopulmonary monitoring are covered. Prerequisite: RET 128. Fall semesters only.

RET 142 Home Care of the Respiratory Patient (1) Addresses the care of both the pediatric and adult respiratory patient in the home including oxygen administration, apnea monitoring, sleep apnea therapy, adjunctive modalities, mechanical ventilation, psychosocial issues, discharge planning and pulmonary rehabilitation. Prerequisite: RET 128 or Permission of Department. Fall semesters only.

RET 144 Applied Physiology (1) This course covers the application of respiratory physiology to the clinical setting, inclusive of gas transport, gas exchange, tissue oxygenation, and ventilation/perfusion abnormalities. Basic arterial blood gas interpretation and clinical mathematical calculations are also included. Prerequisite: RET 103, Permission of Instructor. Fall semesters only.

RET 145 Respiratory Care Seminar I (1) Designed to provide a dynamic forum for lecture presentation and discussion of current topics of special interest to the future Respiratory Care Practitioner. Topics will be selected from areas of interest that are not included in more traditional core courses. CRT (NBRC) exam matrix will be reviewed in detail. Prerequisite: RET matriculation or Permission of Department. Fall semesters only.

RET 205 Cardiovascular Physiology and Disease (3) Anatomy and function of the cardiovascular system, cardiovascular disease, assessment and diagnostic techniques, and care of the patient with cardiovascular disorders. Prerequisite: All RET courses numbered 139 and below or Permission of Instructor. Spring semesters only.

RET 206 Acid-Base Physiology (3) Regulation of acid-base balance in the body, with emphasis on the interpretation of acid-base disorders, fluid and electrolyte balance, and their inter-relationship. Prerequisite: RET 103 or Permission of Department. Fall semesters only.

RET 207 Diagnostic Techniques (3) Theory, significance, and methodology of various diagnostic studies used in the assessment of pulmonary function. Techniques discussed include basic spirometry, flow/volume tests, lung volume determination, diffusion capacity, tests of small airways disease, nutritional assessment and sleep disorders. Prerequisite: All 100-level RET courses or Permission of Department. Fall semesters only.

RET 211 Respiratory Care Seminar II (1) This course is designed to assist the student in developing techniques to diagnose and treat patients with cardiopulmonary disease utilizing instructor guided review of the WRRT (NBRC). Students will be required to complete a self-assessment WRRT exam. Other topics (ACLS, smoking cessation) will be covered as time permits utilizing computer simulations. Prerequisite/co-requisite: RET 213. Fall semesters only.

RET 213 Sophomore Clinical Internship I (3) This clinical course gives the respiratory care student clinical experience in caring for neonatal patients and adult patients with chronic respiratory disease. It includes observation, rotations in sleep disorders, and pulmonary rehabilitation. Prerequisites/ co-requisites: RET 205, 206 and all 100-level RET courses. Usually offered spring semesters.

RET 214 Sophomore Clinical Internship II (3) Clinical application of homodynamic and other cardiopulmonary monitoring; also, practice in the methodology of pulmonary function testing. Seminars include lectures on the various observation rotations. Prerequisite: all 100-level RET courses; prerequisites/co-requisites: RET 205 and 206. Usually offered fall semesters.

Science – Physical Science

FOR MORE INFORMATION, CONTACT THE CHEMISTRY/
PHYSICAL SCIENCE DEPARTMENT IN FERRANTE HALL, ROOM
F352, (315) 498-2432.

SCI 100 Meteorology (3) This is an introductory meteorology course designed to conceptually explore the principles and processes of weather. Students will study the fundamental principles of atmospheric structure and composition, radiation and energy as they relate to the Earth- Atmosphere system, air temperature, atmospheric moisture, and air pressure. The course investigates processes that cause fog, clouds, and precipitation. Students are provided with a detailed study of wind and pressure systems around the world, as well as middle latitude and tropical weather phenomena such as air masses, cyclones, tornadoes and hurricanes. Satisfies the science elective requirement of the Math/Science curriculum and also satisfies the science requirement of those curricula which require science. Three class hours or equivalent per week.

SCI 100L Meteorology Lab (1) This optional lab course is designed to increase the students understanding of meteorology and dynamic characteristics of the atmosphere covered in SCI 100 Meteorology, by challenging them with conceptual and mathematical analyses and interpretation exercises. It should be taken concurrently with SCI 100 or in a subsequent semester upon successful completion of that lecture course. It is intended for those who want a deeper understanding of meteorology and/or those students who have a labora-

tory science requirement to satisfy. One two-hour laboratory session per week. Prerequisite: MAT 087 or higher; prerequisite/ co-requisite: SCI 100.

SCI 103 Introductory Astronomy (3) The Universe: the solar system, stars, galaxies, and cosmology are examined in the light of continuing discoveries of modern astronomy in the space age. Satisfies the science elective requirement of the Math/ Science curriculum and also satisfies the science requirement of those curricula which require science. Three class hours or equivalent per week.

SCI 103L Astronomy Lab (1) Laboratory exercises emphasizing practical astronomy. Intended for those who wish to deepen their understanding of astronomy and/or those who have a laboratory science requirement to satisfy. One three- hour session per week. Prerequisite: MAT 079 or higher; prerequisite/co-requisite: SCI 103.

SCI 104 Astronomy II: Introduction to Planetary Science (3) Introduction to Planetary Science is an interdisciplinary algebra-based course that calls upon most of the physical sciences (Astronomy, Chemistry, Geology, Environmental Science, Meteorology, and Physics) in an attempt to understand the nature of our solar system. The goal of this course is to familiarize the science major and non-science major alike with the field of planetary science, and to introduce the history of space exploration to the interested student. This course presents the objects within our solar system and addresses the character of other solar systems within our galaxy. Prerequisite: MAT 087 or 088, and one of the following: SCI 103, SCI 111, GEO 103, GEO 105, GEO 106, or Permission of Instructor.

SCI 111 Introduction to Physics and Chemistry (4) This course is an introductory survey course in physics and chemistry for non-science majors. Topics covered include: scientific method, motion, energy, momentum, heat, light, electricity, sound, atomic structure, the periodic table, chemical compounds, chemical bonds, chemical reactions, properties of water, acids, bases, and salts. Three class hours and two laboratory hours. Not open to Math/Science majors. Prerequisite: Elementary algebra.

SCI 112 Introduction to Biology - Geology (4) This is an introductory course in geology and biology for students with only a high school background in these two areas, and who do not intend to pursue a science curriculum. This course is designed for education majors with an emphasis in elementary education. Topics to be covered include: the scientific method, basic chemistry of geology and biology, the rock cycle and basic elements of rock types, biochemical cycles, hydrologic cycle, aspects of evolution, aspects of historical geology, and a survey of basic aspects of life. Prerequisites: SCI 111; EDA or EDC majors only.

Surgical Technology

FOR MORE INFORMATION, CONTACT THE SURGICAL TECHNOLOGY DEPARTMENT IN FERRANTE HALL, ROOM F267, (315) 498-2458.

SGT 101 Introduction to Surgical Technology

(3) An introduction to the field of surgical technology. Includes the study of medical legal aspects, ethical conduct, hospital policies, and preparations for the care of the surgical patient. Also includes clinical orientation sessions in the operating room setting at various hospitals in the community. Prerequisite: SGT major; co-requisites: SGT 102, 103, and 103L.

SGT 102 Surgical Pharmacology (1) Studies dosage equivalents and terminology, proper procedures for handling intra-operative drugs, principles of drug usage, and the principles and effects of anesthesia administration. Prerequisite: SGT major; co-requisites: SGT 101, 103, and 103L.

SGT 103 Principles of Surgical Technology (3)

An introduction to surgical services and aseptic techniques. Topics will include: instrumentation, suture types and technique, scrubbing and preparing the sterile field, types of instruments, and uses of other operating room equipment. Prerequisite: SGT major; co-requisites: SGT 101, 102, and 103L.

SGT 103L Principles of Surgical Technology

Lab (2) A lab to complement SGT 103 Principles of Surgical Technology. The student will be introduced to the techniques and equipment that are an integral part of his/her training as a Surgical Technologist. Prerequisite: SGT major; co-requisites: SGT 101, 102, and 103.

SGT 105 Clinical Practice I (5) Clinical application of basic surgical technology procedures. Includes the preparation of equipment and the practice of passing instruments and sutures during actual surgical procedures. Prerequisites: SGT 101, 102, 103, and 103L, and BIO 171.

SGT 111 Surgical Procedures (5) A course detailing surgical procedures and the part the surgical technologist plays. Common surgical procedures are explained for each major body system. The student learns how to assist the physician during each specific procedure. Prerequisites: SGT 101, 102, 103, and 103L, and BIO 171.

SGT 115 Clinical Practice II (6) A continuation of SGT 105. More advanced application of clinical procedures in the operating room. Prerequisites: SGT 105 and 111, and BIO 172.

Sociology

FOR MORE INFORMATION, CONTACT THE SOCIAL SCIENCES DEPARTMENT IN MAWHINNEY HALL, ROOM M380, (315) 498-2301.

SOC 103 Introductory Sociology (3) This course is an introduction to the broad range of topics encompassed in the "science of society". Students will be exposed to key sociological theories, as well as major sociological concepts such as culture, social structure, socialization, deviance, and social

institutions, and social inequalities such as social class, race/ethnicity, and gender. Examples will be drawn from various cultures within the United States and will also be drawn from other contemporary societies. No prerequisite.

SOC 183 Popular Culture (3) This course is an analysis of popular culture. It will examine the role of popular culture in society. It will further examine how the nature of popular culture is shaped by mass media organizations and how popular culture, in turn, shapes the mass media, our perceptions of ourselves, and society. The course will explore various mediums of popular culture: print media, radio, television, films, advertising, and/or popular music. The student will use critical analysis to explore these mediums. No prerequisite.

SOC 203 Sociology of Gender Roles (3) A sociological analysis of male and female sex roles in contemporary American society. The development of sex roles within the individual and within the society will be explored. This course discusses the impact sex roles have on the lives of men and women in the areas of socialization, education, work, marriage, families, and human relationships. Sexual prejudices and sexual discrimination will be explored, including their impact on both the individual and society. The ramifications of changes in sex-role definitions for both the individual and society will also be discussed. Prerequisite: SOC 103 or Permission of Instructor.

SOC 204 Social Problems (3) A study of selected social problems which could include poverty, race relations, violence, drug addiction, delinquency, crime, urbanization, or others. Emphasis is on understanding the basic sociological concepts and theories as applied to modern social problems. Prerequisite: SOC 103 or Permission of Instructor.

SOC 207 Sociology of Deviance (3) Just as "beauty is in the eye of the beholder," so deviance depends on the viewpoint of the observer. This course is designed to give the student a general perspective on the "other side" of human behavior by providing examples of particular theories about deviant behavior and examples of research on deviance. Its emphasis is on certain patterns of deviant behavior such as juvenile delinquency, crime, homosexuality, prostitution, suicide, alcoholism, drug addiction and "mental illness". Prerequisite: SOC 103 or Permission of Instructor.

SOC 209 Death and Dying (3) An interdisciplinary investigation of death and dying, emphasizing the sociological perspective. Dying and death are studied as social processes, focusing on the effect these processes have on the lives of individuals and on society. The course will investigate social roles and occupations related to death and dying, death rituals, how concepts of death affect the lives of individuals and of society, and the problem areas related to death and dying. The particular emphasis will be on death as a social phenomenon, shaping and being shaped by society.

SOC 211 Race and Ethnicity (3) The course provides macro-sociological and micro-sociological theories for understanding the social contexts of racial/ethnic relations in contemporary societies. The course will also examine prejudice, discrimination, ethnocentrism, racism, segregation, ethnoviolence, and the social factors that influence the participation of racial/ethnic minority groups in American institutions. While the course will focus on American society, it will not preclude comparison with other contemporary multi-racial/ethnic societies.

SOC 213 International Development and Change (3) Recent sociological analysis has examined the world as a global system characterized by its own political and economic structure, and a system of stratification different from the nation-states that divide the globe. This course seeks to introduce students to the nature of this system and discusses several issues that affect it. It also examines the belief systems that have traditionally shaped our ideas about international relationships and foreign peoples, as well as historical events that created global interdependence and inequality. Topics covered include values and ideologies shaping American perceptions of the global system, historical background of the global system, global stratification and inequalities, and value choices for building a new global system.

SOC 214 Contemporary Global Issues (3) An interdisciplinary course which explores contemporary global issues. It surveys themes related to social, political, economic, and cultural processes; global linkages/interdependencies; and power relations that connect individuals, communities, groups, states, and regions across the globe. It examines the values and visions emerging from regional perspectives that lead to conflict and/or cooperation in the international system. It contrasts the increasingly complex problems faced by different regions with the growing integration of the global economy. Open to all interested students. Required course for all students pursuing the International Studies Concentration. Not open to students who have taken POS 214.

SOC 215 Sports in Society (3) The course will explore the structural and cultural relationship of sport to society, paying particular attention to the issues of race, ethnicity, gender, social class, age, economics, and politics as they relate to sport. How sport parallels other social institutions such as the media, family, and schools (particularly college athletics) will be explored. An all-encompassing objective will be to examine how sport is a microcosm of society. By looking at sport we can also look at and learn about society.

Spanish

FOR MORE INFORMATION OR ASSISTANCE WITH PLACEMENT INTO APPROPRIATE COURSE-LEVEL, CONTACT THE MODERN LANGUAGES DEPARTMENT IN MAWHINNEY HALL, ROOM M308, (315) 498-2305.

SPA 101 Elementary Spanish I (3) This learner-centered course is designed for students with little or no previous knowledge of Spanish. Students acquire basic grammatical and lexical skills that will enable them to communicate in routine social or professional situations within an authentic cultural context. Upon successful completion of SPA 101, students may enroll in SPA 102. This course also fulfills the Global Awareness requirement at Onondaga.

SPA 102 Elementary Spanish II (3) This course is a sequel to Elementary Spanish I. It builds upon the basic grammatical, linguistic, communicative and cultural concepts learned in SPA 101. Upon successful completion of SPA 102, students may enroll in SPA 201. This course also fulfills the Global Awareness requirement at Onondaga. Prerequisite: SPA 101, or Permission of Instructor.

SPA 165 Spanish for Advanced Beginners (3) This course is designed for students with some experience in Spanish who feel they need a comprehensive review of the basic grammatical, linguistic and communicative structures covered in elementary-level courses prior to taking an intermediate level course. Upon successful completion of SPA 165, students may enroll in SPA 201. This course also fulfills the Global Awareness requirement at Onondaga. Students may not receive credit for both SPA 102 and SPA 165. Prerequisite: three years of high school Spanish, or equivalent.

SPA 201 Intermediate Spanish I (3) This dynamic course draws upon previously acquired knowledge, while introducing students to more complex grammatical and lexical structures to further develop communicative proficiency and cultural knowledge. The course is conducted mostly in Spanish. Upon successful completion of SPA 201, students may enroll in SPA 202. This course also fulfills the Global Awareness requirement at Onondaga. Prerequisite: SPA 102, or SPA 165, or three-four years of high school Spanish, or Permission of Instructor.

SPA 202 Intermediate Spanish II (3) This course is a sequel to Intermediate Spanish I. It expands upon complex grammatical and lexical structures. It is conducted entirely in Spanish and provides a solid foundation for advanced study. Upon completion of SPA 202, students may enroll in any intermediate-high level course. Students who successfully complete the SPA 202 level have fulfilled their language requirement for the A.A. in Humanities and Teacher Prep programs. The three additional credits may be taken either as a language course or as a general elective. This course also fulfills the Global Awareness requirement at Onondaga. Prerequisite: SPA 201, or five years of high school Spanish, or Permission of Instructor.

SPA 203 Business Spanish (3) At an intermediate-high level, this course will focus on the unique language and the culture pertinent to doing business with Spanish people or with the Spanish-speaking world. Intensive work in conversation and composition. Solid preparation in grammar recommended. Class conducted entirely in Spanish. Prerequisite: SPA 202 or equivalent.

SPA 204 Spanish Literature: An Introduction (3) At an intermediate-high level, this course will introduce students to literary concepts and literature from around the Spanish-speaking world. Intensive work in conversation and composition. Solid preparation in grammar recommended. Class conducted entirely in Spanish. Prerequisite: SPA 202 or equivalent.

SPA 220 Spanish Communication Through Cinema (3) This course will focus on the linguistic and cultural diversity of the Spanish-speaking world as represented in the cinema. It includes intensive work in conversation and composition. Solid preparation in grammar is recommended. This class is conducted entirely in Spanish. Students who successfully complete the SPA 220 level will have fulfilled their language requirement for the A.A. in Liberal Arts and Sciences: Adolescence Education, Childhood Education, or Humanities and Social Sciences. The three additional credits may be taken in a Humanities elective instead of in a language course. This course fulfills the Global Awareness requirement at Onondaga and meets the SUNY General Education requirement for foreign language. Prerequisite: SPA 202 or equivalent, or Permission of Instructor.

Telecommunications

FOR MORE INFORMATION, CONTACT THE ELECTRICAL TECHNOLOGY DEPARTMENT IN THE WHITNEY APPLIED TECHNOLOGY CENTER, ROOM W131, (315) 498-2451.

TEL 241 Telecommunications I (4) This course is designed to train students in the organization, architecture, set-up, maintenance, hardware, and software aspects of local area networks. Topics include: introduction to networks, types and characteristics of different network architectures and network topologies, intra- and inter-network devices, network operating systems, peer-to-peer and client/server environments, LAN set-up and maintenance, network printing, and internal Web servers. A hands-on approach will be taken, with team projects throughout. Prerequisites: ELT 131 and CMT 180; co-requisite: ELT 153.

TEL 242 Telecommunications II (4) This course is designed to train students in the organization, architecture, setup, maintenance, hardware and software aspects of local area networks. Topics include: introduction to networks, types and characteristics of different network architectures and network topologies, intra- and inter-network devices, network operating systems, peer-to-peer and client/server environments, LAN setup and maintenance, network printing, and internal web servers. A hands-on approach will be taken, with team projects throughout.

TEL 243 Telecommunications III (4) This course covers the organization, architecture, set-up, hardware, and software aspects of networked video delivery systems. Topics include: video transport, compression, packet transport, multicasting, content ownership and security, transport security, IPTV-IP video to the home, video file transfer, VPNs and home-office video links. A hands-on approach will be taken, with team projects throughout. Prerequisite: TEL 242.

TEL 244 Telecommunications IV (4) A survey of current and emerging technologies in Telecommunications will be presented. Lectures, interactive learning, demonstrations, and hands-on work will be employed. Prerequisite: TEL 243.

Writing Skills Tutorial

FOR MORE INFORMATION, CONTACT THE ENGLISH DEPARTMENT IN MAWHINNEY HALL, ROOM M310, (315) 498-2313/2266.

WSC 099 Writing Skills Tutorial (1EQ) A developmental, compensatory program in writing, employing one-on-one tutoring and emphasizing tasks, feedback, mastery, and transfer. Focus includes both prerequisite skills and more complex skills taught formally in other English courses. Students may enroll only through the Writing Skills Center. Equivalent credit is determined by the professional staff, subject to the approval of the Writing Skills Center coordinator. Students may work progressively to build a variety of skills over several semesters, but are limited to a total of 6 equivalent credits during the course of their studies at Onondaga Community College.

Encouraging Academic Achievement

Onondaga Community College supports students who challenge themselves to achieve beyond the required coursework for their chosen degree program. Membership in Phi Theta Kappa, the Honors Minor, and study abroad are just a few of the opportunities available for those who pursue and attain academic excellence.

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Recognizing Academic Excellence

Onondaga Community College proudly recognizes its many students who excel in their studies while earning their degrees. Each spring, an Honors Convocation is held to honor students who have met standards of excellence in their studies. Some of these possibilities are listed here.

Matriculated students who have completed 12 credit hours with a cumulative G.P.A. of 3.5 or higher may be nominated to membership in Phi Theta Kappa, the honor society for junior and community college students (paralleling Phi Beta Kappa at upper-level institutions).

Students who are matriculated in a degree/certificate program, and complete twelve or more credit hours in a semester, may be recognized for academic achievement on the Provost's List with a grade point average between 3.40 – 3.69 or President's List with a grade point average between 3.70 – 4.0. Part-time students are eligible for the Provost's List and President's List based on their cumulative grade point average after completing a minimum of 15 credit hours, subsequently after completing 30 credit hours, and again after completing 45 credit hours.

The National Society of Leadership and Success is an organization that helps people discover and achieve their goals, The core belief upon which the Society was founded is that one can achieve their dreams with proper support and dedicated action, and that we accomplish more together than we would achieve alone. The Society offers life-changing lectures from the nation's leading presenters and a community where like-minded, success oriented individuals come together and help one another succeed.

Many curricula offer awards and recognitions through their departments. Book awards, publication awards and awards of distinction through programs of study are the most common. Each curriculum awards a student the "Curriculum Honor Award" plaque at Commencement. One outstanding student is chosen each year as Onondaga's Commencement speaker.

Some of the most important rewards offered to students of excellence are the many scholarships sponsored by groups, businesses, organizations and individuals which honor some of the College's best students by helping them finance their education.

Honors Minor

The Honors minor is for students with an excellent academic record, who enjoy an academic challenge, and who are planning on transferring to a highly competitive four year institution.

The Honors minor provides students in all curricula the opportunity to blend honors coursework with individual degree requirements. The Honors minor requires a minimum of 13 credits of honors work, with no grade below a B and an overall average G.P.A. of 3.5. The 13 credits are not in addition to your degree requirements, but are honors course and contract options associated with required or elective courses. Upon completion of the 13 credits, an Honors minor will be designated on your transcript. For additional information, see page 108* or contact the Honors Office, Coulter Library, Room 212, (315) 498-2638.

Nursing Honors

Eligible students in the Nursing program have the opportunity to enter an Honors contract for selected nursing courses. Faculty have developed a process which is published in the Nursing Student Handbook.

Walt Disney World College Program

One of the premiere cooperative education experiences offered by Onondaga takes place each semester in Orlando, Florida, at Disney World. Coordinated by the Business Administration department, full-time and part-time students with a minimum 2.0 G.P.A. are eligible to gain professional hands-on work experience through a semester at Disney World. For more information, call (315) 498-2435, or visit www.disneycollegeprogram.com.

Study Abroad

Interested in studying abroad? Through the College's membership in the SUNY consortium, you can study for a semester or during the summer in countries throughout the world. Do not think that Study Abroad is merely for language or liberal art majors – there is a program for just about everyone. Consult your academic advisor if you think a study abroad experience fits into your overall educational goals at Onondaga and beyond. Financial aid can be used to help finance the cost. For more information, please contact Diversity Services at (315) 498-2565 or stop by the office in the Whitney Applied Technology Center, Room 106. You may also explore opportunities for study abroad in the SUNY-wide system by going to <http://www.suny.edu/student/faq/faq.cfm?groupid=7&faqname=StudyAbroad>

Career and Applied Learning Center (CAL Center)

The CAL Center assists students in obtaining applied learning experiences: shadowing, informational interviews, internships, service-learning placements, and volunteer opportunities. The Center provides students and graduates information and assistance with resumes, cover letters, and job search and interview techniques. The Center also maintains an on-line career information system, CALink (www.sunyocc.edu), which allows students and alumni to browse on-line career resources, search for jobs, build and upload resumes to be viewed by or sent to employers, and view a calendar of CAL Center workshops and events. The Center is located in Ferrante Hall, Room 262, and may be reached by phone at (315) 498-2585 or by email at calcenter@sunyocc.edu.

Internships

Gain practical experience and make yourself more marketable to employers by participating in an internship in your field of study. Depending upon your curriculum, credit may be awarded for the internship. To be eligible, you must have completed at least 24 credit hours and have a minimum 2.5 G.P.A. Contact the Internship Coordinator, located in the Career and Applied Learning Center, Ferrante Hall, Room 262, (315) 498-2494 or email calcenter@sunyocc.edu.

Community Service

Interested in volunteering in the community? To find the right opportunity that meets your time availability and interest, contact the Volunteer Coordinator in the Career and Applied Learning (CAL) Center, Ferrante Hall, Room 262, (315) 498-7207 or email volunteer@sunyocc.edu.

Service Learning

Service learning integrates community service with academic learning. Need a placement site for your service learning class requirement? Stop by and ask the Service Learning/Volunteer Coordinator, located in the Career and Applied Learning (CAL) Center in Ferrante Hall, Room 262, or call (315) 498-7207 for assistance in finding the right place to fulfill your service hours.

Employment Services

Need a job while going to school? Graduating and looking for professional employment? Need help writing a resume or cover letter? Contact the Career and Applied Learning (CAL) Center for assistance and for access to CALink (an on-line virtual career center) to find current job listings and to build and upload your resume. Register for CALink (www.sunyocc.edu) or stop by Ferrante Hall, Room 262, call (315) 498-2585, or email calcenter@sunyocc.edu.



Student Life at Onondaga

*There's more to Onondaga
than just classroom experience.
Onondaga Community College
is a campus where students
can develop academically,
personally and socially.
Through sports, clubs
and other social events,
Onondaga offers numerous
opportunities for interaction
with fellow students sharing
similar interests.*

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Student Life at Onondaga

Many extracurricular activities are offered at Onondaga which add meaning and enjoyment to student life outside the classroom. All students are encouraged to take advantage of the many cultural, social, service, recreational and leadership development activities that are available.

The Onondaga Community College Student Association

The Student Association (SA) provides students with opportunities for governance while developing leadership skills and serving the needs of the student body. Elected student officers and professional staff collaborate with students, faculty, staff and administration to identify and deliver programming and services that reflect the needs and preferences of the student body.

Student Association General Meetings

Student Association meetings are held to inform all students about the ongoing and proposed initiatives and activities of the Student Association. Meetings provide a forum for standing committee reports, club and organization updates, and issues brought forth by students-at-large. All part- and full-time students are encouraged to attend. With proper College identification, any Onondaga student may vote on resolutions presented at Student Association meetings.

Student Association Committee Meetings

Four standing Student Association committees meet to identify, plan and implement student activities, events and initiatives:

- **Entertainment and Programming Committee**
Concerned with planning and delivering diverse social, recreational and cultural events and activities. In addition, an Entertainment and Programming committee member is selected to serve on the Arts Across Campus Committee, a group charged with providing a broad spectrum of cultural and educational events throughout the academic year.
- **Clubs and Organizations Committee**
Concerned with identifying and supporting the needs of clubs and organizations. This committee assists clubs and organizations with officer training, promoting and publicizing events, increasing membership, fund requests and allocations, and identifying opportunities for partnering with other groups.

- **Leadership Committee**

Provides leadership development opportunities and training. This committee oversees volunteer and service events sponsored through the Student Association including the annual Red Cross blood drive, annual AIDS quilt display, Onondaga Children's Learning Center entertainment events and other identified initiatives.

- **Media Committee**

Concerned with publicizing and promoting Student Association initiatives, activities and events. Members of this committee work to identify and effectively advertise events sponsored by Student Association and its standing committees and clubs and organizations. Onondaga students interested in marketing, communications, graphic design and electronic media communications are encouraged to serve on this committee.

Student Association Elections

All students that pay a student activity fee and are registered Onondaga students are eligible to vote in elections for Student Association officers. In addition to officer elections, a student representative is elected to serve on the Onondaga Community College Board of Trustees and two students are elected to serve on the Association Board of Directors at this time. Student representatives also serve on the Arts Across Campus Committee and College Council.

Onondaga Community College Association, Inc.

Student Association meetings are held to inform all students about the ongoing and proposed initiatives and activities of the Student Association. Meetings provide a forum for standing committee reports, club and organization updates, and issues brought forth by students-at-large. All part- and full-time students are encouraged to attend. Any student that pays a student activity fee and is currently enrolled may vote on resolutions presented at Student Association meetings.

Student Representation on the Onondaga Community College Board of Trustees

The governing boards or councils of all units of the State University of New York include a student as a voting member. The College has had a student representative on its Board of Trustees since 1973. Elected by the student body, the representative attends Board meetings, serves on Board committees and votes on all Board matters. The student representative serves as a liaison between students and the College's governing body.

Department of Student Services

Student Services is committed to inspiring and facilitating students' personal and intellectual development through innovative service that addresses their academic, personal and social needs. Student Services, in partnership with all educational services, motivates and guides students to make informed decisions and communicate effectively, in a manner that stimulates their intellectual curiosity and supports them through graduation or completion of their goals, while fostering their lifelong commitment to learning. Student Services is dedicated to providing to each student a sense of place and tradition, as well as partnership in his/her journey of exploration, discovery and transformation.

Through a variety of offices, the Department provides:

- Assistance finding resources and solutions that will benefit students' personal and academic success
- Process support for students who require a leave of absence for reasons such as medical, emergency, military, etc.
- Assistance for students, faculty and staff navigating College policies and campus procedures for tuition waivers, judicial appeals, fee refunds, etc.
- Support for students with on- or off-campus concerns that prohibit or interfere with their enrollment and learning experience, in collaboration with various on- and off-campus department.
- Development, implementation and co-sponsorship of educational programming
- Collaborative enforcement of campus disciplinary procedures in order to maintain a safe, equitable learning environment for our community

Student Services Department

1. Office of the Associate Vice President
2. Athletics/Intramurals/Recreation
3. Children's Learning Center
4. Counseling (includes Advisement)
5. Disability Services Office (DSO)
6. Health Services
7. Residence Life
8. Student Association
9. Student Engagement Initiatives
10. Student Life and Development (includes Judicial Affairs)
11. Student Services Initiatives
12. Testing Services
13. Veterans' Affairs

Contacts:

Stephanie C. Reynolds, Associate Vice President for Student Services

Nancy Hazzard, Assistant to the AVP/ Director of Student Services Initiatives

Lysa Simmons, Assistant to the AVP/ Director of Student Life and Development

Kathy Corbett, Administrative Assistant

Erika Brunner, Administrative Aide

Office of the Associate Vice President

Phone: 498-2990 Fax: 498-2592

Hours: Monday - Friday 8:30 - 4:30 p.m.

Student Life and Development

Phone 498-2228 Fax: 498-2773

Hours. Monday – Friday 8:30 – 4:30 p.m.

Clubs and Organizations

The many clubs, organizations and associations would be glad to welcome you. Find something you enjoy and get involved! See the current Student Handbook for the most recent information.

Architecture Club	International Students Club
Art Club	Jamaa
Business Club	Literary Society
Computer Club	Music Club
Dramatique	Muslim American Society
Emergency Services Organization	Non-Traditional Students Club
Finding Faith Club	Overview
Focused, Young and Educated Club	Phi Theta Kappa (PTK)
Future Educators	Photography Club
Gay Straight Alliance	Ski Club
Geology Club	Students Acting for Animals Club
Gospel Choir	Twisted Heat Dance Team
Health Information Technology Club	Veterans' Association
History Club	Whole Earth Club

Most student clubs and organization activities are coordinated by the Onondaga Community College Student Association and are funded by student activity fees. Live entertainment, music, lectures and expos are representative of the varied activities planned each year. More information about student activities may be obtained by calling the Student Association office at (315) 498-7210.

Campus Communications

Students wishing to publicize events that are not sponsored by academic departments or by a student government club or organization should receive prior permission from the Student Association office. Approved notices will be date stamped and are valid for posting in approved locations until the date of the event. All posted materials must include the name of the sponsoring party and a telephone number. Approved notices may not be posted on walls, windows, doors, bathroom stalls, displays, etc.

College Hour

College Hour is observed Monday, Wednesday, and Friday from 11:15 a.m. to 12:15 p.m. During this period, many campus clubs and organizations hold their meetings and schedule special events, such as concerts, lectures, films, or other extracurricular activities.

Arts Across Campus

Onondaga Community College Arts Across Campus is a program designed to enhance education through the arts by presenting an inspiring series of concerts, theatrical performances, art exhibits, films and lectures to Onondaga students, faculty and staff, and to the general public throughout the academic year.

For more information on Arts Across Campus, call (315) 498-ARTS (2787) or visit sunyocc.edu.

Athletics and Recreation

Intramurals and Fitness

Each year various recreational activities are offered to students and the campus community through the Intramural and College Recreation program. Onondaga offers a variety of intramural opportunities for students. Programs can also be added if there is enough student interest by contacting the intramural coordinator. Intramural programs include: 3-on-3 and 5-on-5 basketball, flag football, fantasy football, tennis, golf, dodgeball, volleyball, Texas Hold'em, flickerball, indoor soccer, pool, and ping pong.

The gymnasium is often open during College Hour and in the evening for basketball, volleyball, soccer, and other miscellaneous activities. Onondaga has a Fitness Center with various state-of-the-art exercise equipment: Olympic weight stations, Cybex equipment, stationary bikes, treadmills, and elliptical machines. A Recreation Room is located in the Whitney Applied Technology Building. The Recreation Room contains a wide variety of table and electronic games, leisure furnishings, and state of the art television and gaming system. Intramural Program the Fitness Center and the Recreation Room are open to all and student participation is strongly encouraged!

Over 800 students, faculty, and staff annually participate in our various programs. Other activities are added in response to changing student interests.

Intercollegiate Athletics

Through the Intercollegiate Athletics office, Onondaga Community College sponsors a successful intercollegiate athletic program for men in baseball, basketball, cross country, golf, lacrosse, soccer, and tennis. Women's teams include basketball, cross country, golf, lacrosse, softball, soccer, tennis, and volleyball. All of our teams compete in the Mid-State Athletic Conference and Region III of the National Junior College Athletic Association. Our teams have successfully competed at the Conference, Regional, and National levels, and some have gone on to capture NJCAA National Championships.

Academics remain the focus for Onondaga athletes. Our coaches are committed to helping our athletes continue their academic and athletic careers at four-year institutions and receive athletic scholarships whenever possible. In order to be eligible for any intercollegiate athletic team, a student must be full-time (12 credits), matriculated (officially accepted into a degree program) and NJCAA-eligible.

Potential college athletes may obtain more information from:

Fall	Coach	Phone #
Men's Soccer	Jeff Knittel	498-2652
Women's Soccer	Anthony Richmond	498-2653
Cross Country	TBA	TBA
Women's Tennis	Doug Annable	498-2593
Women's Volleyball	Andrew Killian	498-2716

Winter	Coach	Phone #
Men's Basketball	David Pasiak	498-2510
Women's Basketball	Mike Wheeler	498-2524

Spring	Coach	Phone #
Men's Baseball	Lloyd Quick	498-2657
Golf	TBA	TBA
Men's Lacrosse	Chuck Wilbur	498-2164
Women's Lacrosse	Amy Spin	498-2489
Women's Softball	Ron Baum	498-2239
Men's Tennis	John LaRose	498-2654

Director of Athletics	David Pasiak	498-2492
Intramural Coordinator	Patrick Mannion	498-2842
Program Coordinator	Brian Schwab	498-2710
Athletic Trainer	Kristen Hyer	498-2342
Athletic Secretary	Kathleen Rinaldi	498-2282

Reserve Officer Training Corps (ROTC)

The Reserve Officer Training Corps programs of the United States Army and Air Force are available to Onondaga Community College students. Both programs are designed to produce junior officers (second lieutenants) for their respective service. Programs of study vary from one to four years in length, all leading to a commission. Both programs also provide generous scholarship opportunities to finance undergraduate or graduate degrees.

Army ROTC

Army ROTC is a challenging leadership program available at no cost to qualified Onondaga students through Syracuse University. The program builds confidence and teaches leadership skills that will enable students to excel in all future endeavors. Onondaga students are eligible to participate in the ROTC Basic Course, enabling them to compete for a full tuition or room and board scholarship, at any four-year college offering ROTC upon transfer.

The ROTC Basic Course covers time management, team building, leadership and problem-solving skills. Students must be enrolled full time and maintain a minimum G.P.A. of 2.0 to participate. Army ROTC is an excellent opportunity for personal and professional growth. For more information contact the admissions officers, Eric Schaertl at (315) 443-8233 or (315) 443-2462

Air Force ROTC

The Air Force ROTC program is available at Syracuse University. The traditional program consists of four years of academic and leadership courses, beginning in the freshman year. These courses are all taught at Syracuse University, and the students are required to provide their own travel between Onondaga and Syracuse to attend classes. During the summer between the sophomore and junior years, students are required to attend Field Training, a four-week military encampment that must be successfully completed to continue in Air Force ROTC.

Any student at Onondaga is eligible to participate in Air Force ROTC at Syracuse University. There is no charge for enrollment, and all textbooks are provided to the student at no cost. Uniforms are also provided at no cost. To successfully complete the program and be commissioned as a second lieutenant in the Air Force, cadets must meet all academic, medical, and physical standards, and meet the degree requirements of Onondaga.

Career opportunities in the Air Force include piloting, navigation, air traffic control, aircraft maintenance, nursing, communications and electronics, computer science, space and missile operations, civil, mechanical, aerospace, meteorology, electrical engineering, logistics, personnel, finance, contracting, and security police. Opportunities also exist for lawyers, doctors, and numerous other specialties. Service obligations are four years for most careers upon commissioning. Rated careers such as pilot, navigator, and ABM have longer commitments after commissioning due to the extra schooling required to prepare for the career. Many scholarship opportunities exist. Interested students should call (315) 443-2461, e-mail afdet535@syr.edu, or visit <http://afrotc.syr.edu> for more information.

Student Resident Housing

On-Campus Housing

Onondaga Community College is pleased to offer students the experience of residential living without the traditional high cost and long distances usually associated with going away to college. The Residence Life program supports the academic mission of the College by providing a residential program that will help residents embrace the value of community responsibility and enhance their personal growth and respect for diversity, while providing a safe and comfortable living and learning community.

Residence Life is an important part of a total campus educational experience. Having the opportunity to further the exchange of ideas by participating in spontaneous discussions, study groups, and cross-cultural experiences is a unique advantage for students living on campus. Living on campus will help the student establish close friendships and further develop social and leadership abilities that will be valuable while on campus and beyond your community college experience.

Residence halls are operated by the Onondaga Community College Housing Development Corporation (OCCHDC). Accommodating over 550 students, our residence halls offer attractive suites complete with a comfortable living room, a full kitchen, and access to technology. Each suite accommodates five to six students in single, double, or triple rooms. Smoking is not allowed in any part of the residence hall facility, including students' rooms and suites. Students are expected to show good stewardship of their rooms and furnishings, and to abide by Residence Life policies regarding their housing.

Residence Life professional staff includes a director of Residence Life, Assistant Director of Student Life, three Residence Hall Directors (RHD), and support staff who are charged with helping students have positive living and learning experiences. RHD's live and work on campus and ensure that all students have an environment conducive to personal growth and academic success. There is an RHD available 24 hours/7 days a week in case of an emergency. Along with resident assistants (RAs), who are students themselves, the entire Residence Life staff plans programs and social events to meet the housing, health, safety, educational, and developmental needs of students.

Standards of conduct and expectations of resident students are outlined in the OCCHDC Housing License Agreement and in more detail in the student handbook and Keys to Residence Hall Living. Students and parents should become familiar with these guidelines and disciplinary and judicial procedures prior to moving into campus housing.

Residence halls are closed on designated campus breaks and holidays including Thanksgiving and spring break. Students may leave their personal belongings in their suite but may not remain on campus during these times. During the winter break between semesters, and summer sessions, residence hall students may stay on campus for an additional fee. The most current information regarding the cost of living in the residence halls is available on the College Web site.

For more information about the Onondaga Residence Halls, contact Student Central at (315) 498-2000 or online at sunyocc.edu.

General Information and Student Services

Academic Computing Facilities

Academic computing is an integral part of instruction at Onondaga. All Onondaga students are encouraged to use computers to aid them in preparing papers and in doing other kinds of assignments. Accounts for student access are generated at the beginning of each semester.

The kinds of hardware and software available to students are diverse and depend on the needs of particular departments. Overall, students have access to over 1,000 computers and to software that includes programming languages at various levels, word processing, graphics, music, computer-aided design, spreadsheets and database managers, modeling and simulation programs, and a growing number of others.

Additionally, wireless access is available in all buildings on campus. Students can download instructions on how to connect their laptops to the wireless network at www.sunyocc.edu. Hard copy printouts of the instructions are also available at the Academic Computing Center, located on the second floor of Coulter Library. Students living in the residence halls have access to a separate wireless network (ResNet).

The academic computing facilities at Onondaga are of two general kinds: an open-access laboratory that is available to any student, and departmental laboratories that are used primarily by students taking courses in the curriculum.

Increasingly, faculty members are using a software program called ANGEL to provide Web-enhanced learning activities for students to access during and outside class time. Any computer with access to the Internet will allow students entrance to their classes that have course components online in ANGEL. Students can receive instruction in the use of ANGEL through the Content Tutoring Center or the Student Engagement Initiatives office.

The Academic Computing Center - Open-Access Computer Lab

The Academic Computing Center (ACC Lab), on the second and third floors of Coulter Library (C214, C210, C346), are open-access labs that are available for walk-in use. A current Onondaga Student ID is required to utilize the ACC Labs. During the spring and fall semesters, the ACC Lab is usually open from 7:45 a.m. - 9 p.m. Monday through Thursday, from 7:45 a.m. - 4 p.m. on Friday, and Sundays from 12 p.m. - 4 p.m. Other additional hours are as posted. The ACC Lab hours for the summer and winter sessions vary, and are also clearly posted.

The software available for use in the Academic Computing Center includes Microsoft Office 2007 Professional Suite (MS Word, Excel, Access, and PowerPoint). Specialized adaptive software and curriculum specific software, such as Kurzweil and AutoCAD, are installed on a number of PCs in the ACC Labs. Scanners are also available for student

use. Student needs are constantly reviewed to make the best options available for their use.

The software available for use includes Microsoft Office 2003 and 2007 Professional Suite (MS Word, Excel, Access, PowerPoint and Publisher). Microsoft Works and specialized adaptive software is installed on several computers in the ACC. Some curriculum specific software such as AutoCAD has been installed on a number of computers as well. To better serve the campus community, scanners and high speed printers are also on hand for student use. Student needs are constantly reviewed to make the best options available for their use.

Program-Specific Computer Labs

In addition to the Academic Computing Center, which serves all students regardless of curriculum, there are fully-equipped departmental laboratories providing state-of-the-art facilities for use in programs such as computer information systems, computer science, computer-aided drafting and design, graphic arts, photography, electronic media communications and nursing, as well as for testing of materials, machine design and process control instrumentation.

Attendance: Conflicts Due to Religious Considerations*

1. No persons shall be expelled from or be refused admission as a student to an institution of higher education for the reason that they are unable, because of their religious beliefs, to attend classes or to participate in any examination, study, or work requirements on a particular day or days.
2. Any students in an institution of higher education who are unable, because of their religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of their religious beliefs, an equivalent opportunity to make up any examination, study, or work requirements which they may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.
4. If classes, examinations, study, or work requirements are held on Friday after 4 p.m. or on Saturday, similar or make-up classes, examinations, study, or work requirements shall be made available on other days, where it is possible or 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.

5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of availing themselves of this section.
6. Any students who are 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 the county in which such institution of higher education is located for the enforcement of their rights under this section.
7. As used in this section, the term "institution of higher education" shall mean schools under the control of the Board of Trustees of the State University of New York or of the Board of Higher Education of the City of New York or any community college.

*Section 224-a of the Education Law as amended February, 1997.

Bias and Hate Crime Prevention

It is an Onondaga Community College mandate to protect all members of the campus community by preventing and prosecuting bias or hate crimes that occur within the campus jurisdiction.

Hate crimes, also called bias crimes or bias-related crimes, are criminal activity motivated by the perpetrator's bias or attitude against an individual victim or group based on perceived or actual personal characteristics. These personal characteristics may include but are not limited to their race, religion, ethnicity, gender, sexual orientation, or disability. Hate/bias crimes have received renewed attention in recent years, particularly since the passage of the Federal Hate/Bias Crime Reporting Act of 1990 and the New York State Hate Crimes Act of 2000 (Penal Law Article 485). Copies of the New York law are available from the Web at: <http://www.nycourts.gov/cji/3-PenalLaw/485/art485hp.htm>.

Penalties for bias-related crimes are very serious and range from fines to imprisonment for lengthy periods, depending on the nature of the underlying criminal offense, the use of violence or previous convictions of the offender. Students engaging in such behaviors will also be subject to campus disciplinary procedures where sanctions including dismissal are possible.

In addition to preventing and prosecuting hate/bias crimes, Onondaga Community College also assists in addressing bias-related activities that do not rise to the level of a crime. These activities, referred to as bias incidents and defined as acts of bigotry, harassment, or intimidation directed at a member or group based on their national origin, ethnicity, race, age, religion, gender, sexual orientation, disability, veteran status, color, creed, or marital status are prohibited and will be addressed through the judicial process outlined in the Student Conduct and Disciplinary Procedures.

If you are a victim of, or witness to, a hate/bias crime on campus, report it to Campus Security or to the office of Student Services immediately. An investigation of the report will be conducted and the appropriate adjudication procedures, if applicable, will be followed. Victims of bias crime or bias incident are encouraged to seek victim support services from the Onondaga Counseling department.

Bookstore

The bookstore is located in the lower level of the Gordon Student Center, and sells all required textbooks and general supplies for semester courses.

Fall and spring semester hours are Monday through Thursday from 9 a.m. to 6 p.m., and Friday from 9 a.m. to 2 p.m., with extended hours during the first two weeks of class. Refunds will be honored during the first week of class when accompanied by a receipt.

Books are bought back all year; however, the best time to sell back books is during finals week. You will need to present your SMART CARD/student ID when selling your books back.

The bookstore is a one-stop shop for supplies, school spirit merchandise, national bestsellers and more. To find out more about the bookstore or to order your books online visit www.onondagacc.bncollege.com

Bus Service

Centro provides bus service to and from Onondaga's campus. Shelters are provided at the College bus stops for students to use while waiting. Schedules are available at the main desk in the Coulter Library and in the lobbies of the Gordon Student Center and Mawhinney Hall. Current bus schedule information can be obtained via the Internet at <http://www.centro.org/schedule.htm>

Campus Card – SMART CARD

The SMART CARD is the official identification card of Onondaga Community College. The SMART CARD features convenient, pre-paid debit accounts for making purchases at all campus dining locations, as well as the college bookstore, laundry facilities in the residence halls, and vending machines on campus. SMART CARDS are issued in the Gordon Student Center, Monday through Friday from 10 a.m. to 2 p.m. during the semester, with extended hours during the first two weeks of class.

Campus Dining

Located in the Gordon Student Center, the Dining Commons is open Monday through Thursday from 7:30 a.m. to 8 p.m., and on Fridays from 7:30 a.m. to 5 p.m., while classes are in session. The Dining Commons offers many great dining choices such as HomeZone hot meals, deli sandwiches including wraps and paninis, made-to-order salads, homemade soups, a pasta station, desserts and many beverage

choices. The Gordon Dining Commons also offers a full C-Store with a variety of items including frozen entrees, residence hall room necessities, and a wide variety of snacks.

A Starbucks location is also available in the Gordon Student Center. Starbucks is open Monday through Friday from 7:30 a.m. to 3 p.m. while classes are in session.

A C3 Satellite location with Grab-n-Go items is located in the Mawhinney Hall lobby and is open Monday through Thursday from 7:30 a.m. to

8 p.m., and on Fridays from 8:30 a.m. to 2 p.m., while classes are in session.

There are also vending machines located in each building with a variety of beverage and snack options.

Children's Learning Center (CLC)

The Children's Learning Center provides high quality, affordable and accessible child care to the children of Onondaga Community College students and employees. Students receive priority in enrollment; children of faculty and staff are admitted on a space-available basis. The center further serves as an exemplary teacher training site for students in the Human Services and Teacher Education Departments.

The Children's Learning Center (CLC) is located on the second floor of Ferrante Hall and enrolls children from six weeks of age to pre-kindergarten age. The CLC is open Monday through Friday from 7:30 a.m. to 5 p.m. during the fall and spring semesters (closed when classes are not in session.) Hours of operation during the summer session vary depending upon need. A nutritious breakfast, lunch and afternoon snack are served.

The CLC is staffed by a team of professional early childhood educators. Students in the Human Services and Teacher Education Departments complete student teaching experiences in the children's classrooms. The center is licensed by the NYS Office of Children and Family Services and accredited by the National Association for the Education of Young Children.

Please direct questions regarding the program, tuition fees and openings for children to the CLC's main office at (315) 498-2346 or stop by the center in Ferrante Hall.

Class Cancellations

For daily cancellations due to bad weather or teacher absence, students are advised to check campus TV monitors, area radio and TV stations, call (315) 498-2300 for a recorded message, or check the Web site at www.sunyocc.edu.

Coulter Library

With its staff of knowledgeable librarians and through its extensive collection of materials in subject areas of interest to students in all curricula, Sidney B. Coulter Library is a major learning resource for the college and a hub of self-directed learning.

Coulter Library has a collection of more than 100,000 items, including books, periodicals and periodical indexes, audio-visual materials, pamphlet files, and special collections of local and state history. This entire collection of print and non-print materials is accessible through the library's Online Public Access Catalog. A myriad of electronic resources are also available through the library's Web page.

Coulter's reference librarians provide individual reference assistance and group instruction in research methods and procedures. The library also offers two courses, Library 100 The Art of Inquiry [1 credit], and Library 105 Strange Frequencies: Deciphering Manufactured Information [3 credits].

Through the Interlibrary Loan department, members of the College community can obtain from participating local, state and national libraries needed materials [books; journal, magazine and newspaper articles] that Coulter Library does not own. Onondaga Community College is part of the State University of New York, the largest public university system in the United States. Onondaga students have borrowing privileges at all SUNY libraries.

Coulter Library is easily accessible to students with special needs. Adaptive equipment and software include CCTV, Kurzweil 3000 (version 11), NEO 2s, talking calculators, and Zoom Text (version 9). The Media Center is fully equipped for listening and viewing the library's non-print materials. There are several group study areas as well as individual study carrels.

A more extensive description of the Coulter's resources and services is available from the library's Web page: library.sunyocc.edu

Credit Card Vendors on Campus

Onondaga Community College resolves to maintain exclusive rights to limit vending to those services or products that enhance services to students, ensures fairness, and provides quality information that will support the educational and personal pursuits of the OCC community. Onondaga Community College also maintains exclusive rights to limit vending sponsored by College auxiliaries including but not limited to the Onondaga Community College Association (OCCA) and Institutional Advancement.

Onondaga Community College does not permit representatives on campus for the purpose of soliciting credit card applications. The President of the College or an appropriate designee is authorized to appropriately discharge a person or persons from campus who are not in compliance with this resolution.

Crime Statistics

Onondaga Community College has established an Advisory Committee on Campus Safety responsible for evaluation and recommending changes to the College's campus safety efforts as required by Article 129-A of the New York State Education Law provision 6431. The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education. Contact the Department of Campus Safety (315-498-2473) to request a copy of the Onondaga Community College crime statistics. Information can also be obtained from the U.S. Department of Education Web site at <http://www.ed.gov>.

Distance Learning

Online Learning

Onondaga offers online courses and degree programs. You can choose to enroll in an online degree or certificate program, or you can opt to take one or several online courses when the convenience of anytime, anywhere learning works best for you. To see what Onondaga courses and degrees are available online, go to www.sunyocc.edu and click on the Online Learning link.

Online classes are taught via the Internet, and involve interaction with your professor and with other students; you are not alone. There will be readings, assignments, and activities that engage the student with the course content and with other learners, and there will be deadlines to meet. Online courses usually take more time than a face-to-face course because of the reading and typing online. You'll be expected to take an active role in the learning process, a skill that will serve you well throughout life.

Students who are motivated, independent learners and are able to read, write, and study with confidence are often the most successful in online classes and programs. You need to be comfortable with managing your time, working on a computer, and using the Internet. Although online classes provide flexibility, they are NOT an easy alternative to taking a course on campus. To help you examine whether online learning is a good fit for you, check out Onondaga's Online Learning Web site.

For more information, contact Online Learning; e-mail us at ODL@sunyocc.edu or call (315) 498-2804.

Evening Program Coordinator/Lounge

Evening students are encouraged to stop by and visit the Evening Program lounge in M-186. A welcome atmosphere, coffee and microwave, two computers with printers, comfortable chairs and camaraderie are found here. Study skills workshops, club meetings, student support gatherings and an informal food pantry make this area a campus treasure. The lounge is open till 8 p.m. Monday-Thursday. The Evening Program

coordinator is on campus Monday-Thursday 10 a.m. - 8 p.m. to specifically address the needs and concerns of the evening student population. Let your voice be heard! Stop by and be a part of campus life.

Extended Learning

The office of Extended Learning provides increased access to credit-based instruction. This includes:

- Courses outside standard hours of operation including evening, summer, and weekend options
- Courses offered at extension site locations

Extension Sites

Onondaga's extension sites include: Onondaga North, Liverpool; Driver's Village, Cicero; Onondaga Downtown (JOBSplus!), Syracuse, and other conveniently located community sites.

Summer Sessions

The College offers three sessions of intensive instruction during the summer months. There are two five-week sessions and a 10-week summer session. The schedule includes day, weekend, online, and extension site courses.

Formal application is not required for enrollment in any of the summer sessions, and the courses are open to those who feel they may benefit from them. Participation by students from other institutions is welcome. The residence halls are open during summer sessions. Those students are advised to check with their respective institutions to ensure appropriate course selection.

Winter Session

Onondaga offers a winter session for the convenience of current students and others (including students who may be home from another college for a few weeks) who may wish to complete a course during a concentrated period of time.

Interactive Video Conferencing (IVC)

Interactive Video Conferencing is a convenient and exciting way to take a class at Onondaga Community College. The class is delivered using the latest technology from a classroom on the main campus, and is connected to additional locations in Central New York at the same time. Students and faculty interact with each other just as if they were in the same classroom together.

Check the classes marked Interactive Video Conference (IVC) in the Onondaga schedule and see if one of the "connected" locations is more convenient for you.

For more information about extension site courses or non-traditional class times and days, call the Office of Extended Learning at (315) 498-2802 or e-mail extendedlearning@sunyocc.edu

Concurrent Enrollment and Secondary School Outreach

The Office of Concurrent Enrollment and Secondary School Outreach is responsible for College Credit Now, and the CNY Career Pathways Partnership program.

College Credit Now (CCN)

College Credit Now is the Onondaga Community College concurrent enrollment program that allows high school students to earn college and high school credits simultaneously prior to high school graduation. Students can gain a head start on their college career by enrolling in a variety of liberal arts and technical courses offered at their high school. Participants officially register for the classes and are eligible for reduced tuition rates. CCN classes are delivered by high school teachers in cooperation with Onondaga Community College mentors. All courses are approved Onondaga Community College courses and will appear on an official SUNY transcript, which may be requested upon successful completion of the program. These courses may be transferred to other postsecondary institutions under standard transferability guidelines. The CCN program meets the very highest of program standards and is nationally accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP).

CNY Career Pathways Partnership

The Career Pathways Partnership administers Perkins-Title II programming, a national educational initiative that prepares high school and college students for the high skill, high-wage careers of this century that are growing in Central New York. The CNY Career Pathways Partnership is comprised of area school districts, BOCES, post-secondary institutions, businesses and community agencies that work together to create a seamless transition for students from high school to college and finally, into their selected career.

The program begins in high school and transitions into a college program at a two-year or four-year institution. Career Pathways programs include the following components:

- A strong foundation in math, science and communications, and technology using contextual instruction.
- Career exploration activities, such as job shadowing and internships.
- Specific career focus in areas such as Health, Business, Environmental Technology, or Computer-related fields.
- Concurrent enrollment college courses which are appropriate for students' career focus.

The Career Pathways Partnership is supported through federal funding via the Carl D. Perkins Act.

Health Services

The Onondaga Health Services office is staffed by a registered nurse and offers blood pressure screenings, immunization, Tb testing, and health assessments. Primary care is not available on campus. A small rest area, health information, and first-aid and over-the counter medications for pain and cold relief while on campus are available.

Temporary disabled parking permits and medical waivers for physical education activities are issued by this office. Immunization and health clearances are obtained through this office.

Medications on campus: All persons who need to take medications while on campus are reminded to be responsible for the security of those products. Carried medicine should be clearly labeled with substance, dosage, and prescribing physician. For the safety of the college community, persons self-medicating with syringes are furthermore responsible for the proper disposal of used needles. Sharps disposal units are located in each building on campus. Restrooms labeled to accept sharps include:

- ADA compliant unisex restrooms in the Health Services office, Coulter Library, Room 103 and the following buildings: Mawhinney Hall, Service and Maintenance, and Ferrante Hall.
- Handicapped stalls within restrooms on the first floor in J. Stanley Coyne Hall and the Whitney Applied Technology Center (off from the Atrium).
- Second floor restrooms in the Health and Physical Education building.

Failure to comply with the guidelines for medication administration on campus, and appropriate syringe disposal, is a breach of the Student Code of Conduct and subject to disciplinary action.

Larger drop-offs of syringes are accepted at the labeled kiosks near the maps by either campus entrance.

Off-Campus Housing

The Onondaga off-campus housing list is a service provided to assist students and their families in finding local apartments in the greater Syracuse-area. Onondaga does not become involved with or assume responsibility for any tenant, landlord, roommate or other rental-related matters. It is important that students carefully review any information given to them and ask questions of the prospective landlord. It is further advised that students consult with the appropriate city, county and state agency, (i.e. health and building inspectors) responsible for the regulation of rental properties.

It is strongly recommended that students contact, in advance, the prospective landlord/owner to set up an appointment to view available apartment facilities. For your reference, you may also want to get a copy of "Tenant's Rights" – a handbook for Syracuse tenants., please call the Greater Syracuse Tenant Network at (315) 475-8092, and for a small charge a handbook can be mailed to your home.

A copy of the most recent listing is available on the college web site:
http://www.sunyocc.edu/uploadedFiles/OCC/Student_Life/ The listing is updated twice a year, in June and December. Although the College tries to maintain a list that is as current and accurate as possible, students must verify the information in the listing with the landlord to ensure that the information has not been changed. If while searching for your apartment you are aware of an undesirable living condition at a location or if you identify misinformation printed in the listing, please report the information to the Student Association office so that the information can be verified and the listing can be updated with current information.

Onondaga Community College Alumni Council

The Onondaga Community College Alumni Association was organized by members of Onondaga's first graduating class in 1964. Since then, over 40,000 graduates have joined the growing ranks of Onondaga alumni, plus thousands more who attended Onondaga and earned twelve or more credit hours. During 2008, the Alumni Association became the Onondaga Community College Alumni Council, a standing committee of the Onondaga Community College Foundation, Inc. Working with the Foundation, the Alumni Council helps fund scholarships, enhances and promotes relationships between alumni and the College, promotes and fosters relationships among and between students and alumni, and acts as an "official" source of information regarding alumni. The Alumni Council, made up of dedicated alumni from diverse backgrounds, is led by a chair who is also a member of the Onondaga Community College Foundation Board of Directors.

For news about alumni, the Alumni Council and the College, see the College Web site at www.sunyocc.edu, or check out the latest issue of "Continuum," featuring news and communications about and from Onondaga alumni.

To learn more about the Onondaga Community College Alumni Council, contact the Alumni Office: Coulter Library, Room 230, 4585 West Seneca Turnpike, Syracuse, NY 13215-4585, (315) 498-6058, murphy@sunyocc.edu

OCC Foundation, Inc.

The mission statement of the OCC Foundation, Inc. reads: "To raise, administer and invest funds for the benefit of Onondaga Community College and its students."

Since its founding in 1980, the OCC Foundation, a not-for-profit New York State Corporation, has raised vital dollars to support various programs and projects at Onondaga Community College. Over \$1.2 million have supported scholarships for Onondaga students, assisting thousands of Central New Yorkers in achieving their goals through higher

education. The Foundation will offer over \$150,000 in scholarships and awards during the 2010-11 academic year

The OCC Foundation is operated by an impressive volunteer, 35-member board of directors composed of business, cultural and community leaders from throughout Central New York.

The OCC Foundation office is located on campus in the Whitney Applied Technology Building, Room 207, 4585 West Seneca Turnpike, Syracuse, New York, 13215, (315) 498-6060.

Parking

Parking at the College is free of charge for commuting students. Open parking lots are provided for students and can be identified on the campus map (see page 242). All vehicles must be registered. Parking permits can be obtained at the Student Central counter and through the Campus Safety and Security Office in the Service and Maintenance Building, and must be visibly displayed.

Permit stickers are to be placed in the rear passenger window of the driver's side of the vehicle. Temporary permit cards must be placed on the dashboard on the driver's side and be visible.

Residence hall students are charged a fee for parking and must park in designated lots adjacent to the residence hall buildings.

Visitors will find special parking areas provided, and should obtain passes from the Campus Safety and Security office in the Service and Maintenance Building. Overnight parking is not allowed on campus, with exception made for residence hall students.

Residence hall students may obtain a special overnight parking permit for their visitors at the Campus Safety and Security office in the Service and Maintenance Building.

Disabled Parking

Persons wishing to park in disabled-only parking zones must display approved hang tags from municipal or state authorities.

All illegally parked vehicles (such as vehicles parked in fire lanes, handicapped areas without a sticker and handicap permit, or traffic lanes, and vehicles that block the movement of another vehicle, or vehicles parked in official or reserved spaces, etc.) will be ticketed and/or towed without notice at the owner's expense.

Records: Review and Release

In conformance with the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, Onondaga Community College gives students the right to inspect and review their educational records and to challenge the contents of these records to ensure that such records are not inaccurate, misleading, or in violation of

the student's privacy or other rights. In addition, Onondaga will not release personally identifiable records of students to any individual, agency or organization without the prior written consent of the student, except as provided by law.

Directory Information

The Act designates certain information as "Directory Information" and gives the College the right to disclose such information to anyone inquiring, without having to ask the student for permission, unless the student specifically instructs the College not to do so. Directory Information at Onondaga Community College is defined as: the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status, dates of attendance; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors, and awards received; and the most recent educational agency or institution attended. Directory Information does not include a student's social security number, a student ID number, user ID, or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems only if the identifier cannot be used to gain access to Education Records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user.

Note: FERPA does not mandate the disclosure of Directory Information to anyone, but simply allows the College to make such disclosures in the absence of a student's election to opt out by using the procedure described in this policy.

A student has the right to withhold the public release of any or all Directory Information directly pertaining to him or her by giving notice to the Office of Certification and Records. Such notice must be received by the Office of Certification and Records at least 10 days prior to the first day of the term for which the request is first to be effective, and except as described below will become effective on the first day of that term. Elections to withhold release of Directory Information will remain effective until revoked by the student by subsequent direction to the Office of Certification and Records. Because certain Directory Information is distributed by the College in pre-printed materials, Directory Information may continue to be included in materials printed prior to the effective date of the election, but the student's election will be effective for materials printed after the effective date and for online and other disclosures from and after the effective date.

Students wishing to have directory information withheld should contact the Office of Certification and Records, Gordon Student Center, Room 220, (315) 498-2000.

Disclosures to Other Schools

Upon request, the College also discloses Education Records without consent to officials of another school in which a student is enrolled or seeks or intends to enroll, for purposes related to the student's enrollment or transfer.

Please refer to the College Web site for more information.

Regulations and Discipline

Onondaga Community College is committed to the maintenance of an environment which is supportive of its primary educational mission. Students, employees and visitors of the College are expected to comply with all policies, procedures, rules, regulations and directives of Onondaga Community College and/or its related entities. Therefore, the following information is provided to assist you in understanding various definitions, processes and procedures.

A note about Sexual Offenses, Sexual Harassment, Domestic Violence, Stalking And Hazing

Onondaga Community College has programs and policies in place to protect all members of the community from sexual assault, sexual misconduct and sexual harassment, including programs for prevention and prosecution of these crimes which occur within the jurisdiction of Onondaga Community College.

A sexual offense is a sexual act that was committed without the consent of the victim.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or otherwise sexually degrading verbal, non-verbal or physical conduct.

Domestic violence is defined as an act committed by a person involved in an intimate relationship against the other member of the intimate relationship. An intimate relationship includes those persons who are married or unmarried, are in dating relationships even if there is no sexual relationship, unrelated persons who have continuous social contact, or those persons with intimate social contact, including same sex couples.

Stalking is when one person engages in a course of conduct which is directed at a specific victim and that course of conduct causes the victim to be in fear of harm to them, themselves, their property, a member of their immediate family or an acquaintance. The offending conduct can include contact via phone, text, IM, and/or other social media.

Hazing is any activity, expected of someone joining a group, that humiliates, degrades or introduces risk of emotional and/or physical harm, regardless of the person's willingness to participate.

As appropriate if you believe you have been a victim of a sexual offense or misconduct, or have been otherwise assaulted:

- Get to a safe place as soon as you can.
- Obtain any necessary medical treatment.
- Try to preserve all physical evidence: do not bathe, douche or change your clothes.
- If you are on campus, immediately contact the nearest College official or contact Campus Safety and Security from any “blue light call box”, or dial “2311” from any campus telephone, or call (315) 498-2311 from a private telephone.

In addition to the above, please note the following policies of Onondaga Community College which are listed below in their abbreviated form. Full versions of the policies are available in the Student Handbook and/or on the college’s website.

Policy on Alcohol and Other Drugs

Onondaga Community College is committed to providing an environment where students, employees and guests have the right to study and work in a healthy and safe environment. The Drug-Free Schools and Communities Act Amendments of 1989, Public Law 101-226, require that as a condition of receiving funds or any other form of financial assistance under any federal program, an institution of higher education must certify that it has adopted and implemented a program to prevent the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees. Employees and students of Onondaga Community College are required to know and abide by this policy:

Policy Statement

Onondaga is committed to an environment which supports the academic success and health of our students. Alcohol abuse or the use of illicit drugs may be harmful to the user and may be harmful to the educational environment, an environment which must be conducive to learning.

The OCC Student Conduct and Disciplinary Procedures specifically prohibit the use, possession, consumption, transfer, being under the influence of or in the presence of illicit drugs and alcohol. In addition, there are mandatory sanctions for violations of the Alcohol and Drug Policies.

Policy on Smoking and Tobacco Use

Consistent with the New York State Clean Indoor Air Act, this policy serves to respect the rights of smokers and non-smokers; wherever the needs of smokers and non-smokers conflict, smoke-free air shall always have the priority. This policy applies to all College employees, students, visitors, and vendors.

Smoking and tobacco use is restricted on Onondaga Community College property including Coyne Hall. Smoking and tobacco use is permitted only in parking lot locations that are at least 50 feet away from all campus buildings. Smoking and tobacco use in other areas of the campus, including inside all campus-owned vehicles, is prohibited. Students who violate this policy are subject to sanctions described in the Code of Conduct

Non-Compliance With Campus Policies

Because these policies are essential to the health and well-being of our community, Onondaga Community College will take all reasonable steps necessary to enforce these policies. Complete policy information is available on the college’s web site. Failure to comply with these policies may result in disciplinary action up to and including dismissal from the College. Violators of these policies may also be subject to external prosecution. Please review the Onondaga Community College Student Conduct and Disciplinary Procedures located in the Student Handbook and on the student website for more information.

Social Security Numbers

Some Onondaga student forms request the student’s Social Security number, which is used for internal College records only. Student ID cards will use the Colleague® (the College’s student record system) assigned ID number for identification purposes. Disclosure of Social Security numbers is voluntary, but the College strongly encourages its collection to ensure the accuracy of student records.

Non-Credit Programs

Lifelong Learning

Hundreds of non-credit courses are offered for students representing diverse age groups, needs, and interests. Educational opportunities for skill upgrades and/or professional development are scheduled in a variety of formats and at convenient times to accommodate the busy lives and careers of the learners enrolling in courses and programs. These course offerings are responsive to individuals in the community who desire short-term, content-rich courses that do not lead to attainment of a degree.

To stay current with what is going on in today's world, everyone needs to continuously acquire new skills, knowledge, training, and information. Professional development, health, wellness, and fitness are essentials to a balanced and fulfilling life. Courses are designed to be:

- Offered throughout the community at convenient and accessible sites;
- Affordable and conveniently scheduled to meet the needs and busy schedules of the community;
- Diverse in course content, covering a wide range of topics, interests, and skill development;
- Taught by experienced, professional practitioners and other lifelong learners;
- Sensitive to learning environments that support individual and group learning styles.

A partial listing of some of the professional development programs includes:

- **Online Computer Classes**, providing the opportunity to study from the convenience of home or office at any time during the day or evening! Access to the Internet is necessary to enroll in these online training programs. Courses are offered monthly and consist of lessons that are delivered via the Internet twice a week for six weeks. Courses are available 24 hours a day. Call (315) 498-6000 for more information.
- **Personal Trainer Certification Program**
- **Phlebotomy for Certification Program**
- **Child Abuse Recognition and Reporting Program**
- **School Violence Prevention and Intervention**
- **Professional Development Courses**, including popular offerings such as Become a Notary Public, Driver Education, and SAT Prep.
- **Defensive Driving**, offered throughout the community to reduce liability and collision insurance premiums, as well as reduce points on driving records.
- **Motorcycle Rider and Experienced Rider** education courses, available to allow eligible students to qualify for a road test waiver, reduce liability and collision insurance premiums, and reduce points on their driving records.

Lifelong Learning also offers courses at numerous sites including the North Site (8015 Oswego Road-Route 57, Liverpool), Jordan-Elbridge High School (Hamilton Road, Jordan), and Driver's Village (East Circle Drive, North Syracuse).

For more information, contact the Office of Lifelong Learning at (315) 498-6000 or visit sunyocc.edu

College for Kids

College for Kids is a unique program during the summer for students 8-14 years of age. A wide variety of academic and recreational courses are offered including aerospace engineering, cooking, and cartooning, just to name a few. Each year, many new courses are added to accommodate the diverse interests of the students who attend.

For more information about College for Kids, call (315) 498-6000 or visit sunyocc.edu

College for Living

College for Living provides educational opportunities for adults with developmental disabilities in Onondaga County. Classes are offered at Onondaga Community College and provide a unique and purposeful opportunity for the student in a socially integrated setting.

Evening Non-Credit Courses are kept small to ensure that each student gets individual attention and is able to set personal goals. The typical semester lasts ten weeks. A wide variety of courses focus on independent living skills including Money Math, Reading, First Aid and Safety, Interpersonal Skills, Human Relationships and Sexuality, Music Appreciation, Small Group Communication, A New You, Crafting, Yoga and Relaxation Workshops. New courses are offered each semester.

Foundations Transition Program

Foundations Transition program is a transition group day habilitation program focusing on issues of personal/academic development and employability. Special education students who have the label MR mild and are exiting high school with an IEP diploma may be eligible to participate in the Foundations Transition program for three years. Foundations Transition program provides a setting and a method for students to develop decision making skills and apply personal choices that expand their options for living independently in the community. Additional outcomes of participation in the Foundations Transition program include demonstrably enhanced abilities in independent living skills, social adaptation, and interpersonal relationships, all of which are important factors in achieving vocational success.

The Foundations Transition program is located in the Health and Physical Education Building at Onondaga Community College.

New Visions Summer Program

New Visions is a week-long, full-time college experience for students with developmental disabilities. Students reside on campus, sleep in the residence halls, eat at the cafeteria, and integrate with other summer school students and participants of summer programs. Our goal is to provide a safe but stimulating learning environment, packed with choices and opportunities to allow each student to understand and enjoyably apply the independent living and social skills that are stressed in the classes. After a week of course work, activities culminate with “yearbooks,” a prom and a graduation ceremony.

For more information about College for Living Programs, call (315) 498-6005, or e-mail: mecha@sunyocc.edu

Workforce Development Office

The Workforce Development office serves as the College’s interface with Central New York business, industry, non-profit and economic development agencies. We develop relationships with all these organizations, explain College programs and services, solicit their help in developing new education and training offerings to better serve the community.

From total-quality to high-technology, computer training to ergonomics, and lean six sigma to broadband; over 100 cost-effective training courses have been offered to over 2,500 students per year. Programs are conducted on campus or on-site at times and dates convenient to the employer and employee. The Workforce Development Office offers world-class, quality training programs at competitive rates that can provide a high rate of return on investment. We also partner with organizations and governmental agencies to bring grant funded projects to Central New York.

The staff works in consultation with personnel and training officers to design programs that give employees the skills they need to be more productive. We form partnerships with other colleges and universities to develop new programs and/or courses. We work with the College’s academic departments on new programs and courses, as well as the promotion of current courses and programs to business and industry. In addition, we represent the College to organizations such as MACNY, MDA and the Chamber of Commerce.

Our Workforce Development instructors have both academic training and experience in business and industry. This wealth of knowledge and experience allows us to develop customized training programs in addition to the courses listed in this catalog.

For more information about Workforce Development, please call (315) 498-6000 or e-mail: walld@sunyocc.edu.

Small Business Development Center

The Small Business Development Center’s goal is to assist entrepreneurs, businesses and industries in the solution of their problems leading to increased productivity and profitability. The SBDC has worked with entrepreneurs in venues ranging from small home-based businesses to large manufacturing firms.

Onondaga Community College is one of the three sponsors of the Small Business Development Center. The Onondaga SBDC is also funded by the United States Small Business Administration and the State University of New York.

The SBDC specializes in providing direct one-to-one counseling for small business problems and offers educational programs targeted to the needs and interests of small business. Any existing small business or individual considering starting a small business may request the direct assistance of the SBDC, for which there is no charge. Small charges may be associated with training courses or workshops.

Since 1986, the Small Business Development Center has assisted over 17,000 businesses or entrepreneurs with business counseling. Special emphasis is placed on women, veterans, people with disabilities and minority entrepreneurs. Since its inception, the SBDC has been instrumental in helping businesses and entrepreneurs invest over \$127,000,000 in the local economy and save or create over 13,000 jobs.

The SBDC is also “going green” with a program providing energy audits to small businesses in Syracuse’s Northside community. Go to www.onondagasbdc.org to read more about the program.

For more information about the Small Business Development Center at Onondaga Community College, visit www.onondagasbdc.org, call (315) 498-6070 or e-mail: sbdc@sunyocc.edu

Public Safety Training Center

The Public Safety Training Center (PSTC) provides nationally recognized training delivered by veteran public safety and emergency response providers to law enforcement, fire service, emergency medical service, school district, and industrial response team personnel, as well as the general public. Because this diverse audience often comes together in crisis situations, the PSTC strives to deliver this training in a realistic setting. Using computer simulations and incident management software, the state’s largest simulator incident management board, and the most up-to-date training materials available, the Public Safety Training Center staff is noted for its ability to work across discipline lines. It is not uncommon to see a firefighter teaching police candidates, a paramedic teaching firefighters, or an industrial response expert teaching emergency medical service workers. Frequently,

these audiences are training in the same room, learning to share information and bond with others dealing with emergency situations.

This unique community-wide approach to training has received recognition for excellence from both state and national agencies, and has been cited as having some of the most innovative programs in the nation. Programs deal with critical incident management, emergency services response to terrorism, disaster preparedness and recovery, crisis communications and personal emergency preparedness.

The Public Safety Training Center, in cooperation with the Onondaga County Department of Emergency Management's bureaus of Fire and Emergency Medical Services, along with the state offices of Emergency Management and Homeland Security, delivers fire, emergency medical and emergency management training programs to meet the needs of today's public safety responders. The PSTC works with volunteer, municipal, and industrial career departments and agencies. Fire Service Training is based on National Fire Protection Association standards, covering both academic and practical skills proficiency. Onondaga's programs are the only programs in New York State accredited by the International Fire Service Accreditation Congress. In addition to NFPA courses, various short courses in specialized topics are offered to meet the varied needs of the fire service. Courses are also offered to fulfill state and federal training mandates such as those required by OSHA, PESH, etc.

The PSTC assists local volunteer fire service organizations and departments by providing training at fire departments. This training is specific to the requests of the individual fire department. It also helps them comply with various requirements and ensures high quality nationally recognized training delivered by certified instructors. Comprehensive training records are also provided to the fire agency requesting this educational service.

Public Safety Courses for Business and Industry

Professional public safety educators provide training and educational programs to those outside of public and/or governmental employ. Examples of this include programs for employees of private business and industry such as emergency planners, industrial fire brigades, plant protection specialists, and risk management and security personnel. In particular, programs in emergency preparedness and disaster management, as well as response to terrorist incidents, are often requested by these groups. The training center also provides programs to businesses to assist them in complying with OSHA mandated training requirements as well as other professional development courses.

Business and industry, as well as not-for-profit agencies, are invaluable partners in today's world of emergency management. The Public Safety Training Center staff enthusiastically incorporates their skills and knowledge into education programs while realizing some of the unique challenges faced in today's business climate.

For more information about public safety programs for Business and Industrial Safety and Security, please call the Public Safety Training Center at (315) 498-6046.

Central New York Police Academy

The Central New York Police Academy, a major component of the Public Safety Training Center, is one of the largest and most respected police academies in the state. In cooperation with the Onondaga County Sheriff's Office and other Central New York police agencies, basic and varied in-service programs are conducted for law enforcement personnel throughout Central New York. The Academy regularly provides training to over 125 law enforcement agencies.

For those individuals interested in pursuing a career in law enforcement but who have not yet been hired by a police agency, the police academy also offers pre-employment training which includes the majority of the state mandated law enforcement basic course for police officers. This provides a means to attend a police academy prior to being hired by an agency.

For more information about the Central New York Police Academy, please call (315) 498-6046 or e-mail: pstc@sunyocc.edu.

JOBSplus!

In response to our community's need to help its citizens who receive public assistance return to the workplace, Onondaga Community College has partnered with the Onondaga County Department of Social Services to develop the JOBSplus! program. JOBSplus! offers coursework and counseling to help jobseekers get jobs and keep them. The program provides skill-building workshops, resume preparation and other workplace-specific activities. In its years of operation, more than 37,000 people have moved into employment with its assistance.

Academic Rules

In order to maintain and nurture the scholastic standards of Onondaga Community College, the following academic rules have a two-fold purpose. The first is to stimulate the pursuit of academic excellence, and the second is to establish minimum criteria for academic standing. (Individual curricula may have additional requirements, which can be found in the catalog description.)

NOTE: These are the official Academic Rules for Onondaga Community College, which supersede any other publication. (Fall 2010.)

I. Matriculation

A. Matriculated Status: A matriculated student is one who has been accepted by the Admissions office and is enrolled in a credit degree or credit certificate program. A nonmatriculated student is enrolled in College classes but has not been admitted formally to a credit degree/certificate program, or has lost matriculated status because of unsatisfactory academic performance. A matriculated student in good academic standing who discontinues enrollment for two or more consecutive terms retains his/her matriculated status (summer and winter sessions excluded). However, such students should contact the Counseling Center before re-enrolling in classes. A student matriculated in a program with limited enrollment capacity, such as health-related programs (i.e., Nursing, Physical Therapist Assistant, Respiratory Care and Surgical Technology) will be placed on inactive status in the program if enrollment is discontinued for reasons other than graduation. Students may retain matriculated status in non-health related programs. Readmission to programs with limited enrollment capacity is required and will be considered by the applicable academic department. Matriculated students who have discontinued enrollment for a period of six years or longer will be placed in non-matriculated status. Such students must contact Student Central to seek readmission to the College.

B. Academic Program Change: A matriculated student may request an academic program change through Student Central. The request is processed only after it has been signed by the Counselor or by the Department Chairperson or Curriculum Proctor.

The student's transcript is reviewed by the Counseling Center and courses that cannot be applied to the new program are identified and removed from the student's Program GPA (GPA2). Extra electives that could potentially be applied to the new program remain in the Program GPA.

Should a student receive approval to change back to a program in which that student had been matriculated, all courses applicable to that program must be applied (including those that may have been removed as a result of the original program change) and recomputed in the Program GPA.

Matriculated students requesting a second change of program (into a 3rd program at Onondaga Community College), are required to meet with an advisor in the Counseling department or their Academic Advisor in their current department of study to assess education and career goals in relation to the requested academic program change.

II. Course Load

A. Enrollment Status: A full-time student is one who is enrolled for 12 or more credit hours/equivalent credit hours during the fall/spring semester. A part-time student is enrolled in fewer than 12 credit hours/equivalent credit hours during the fall/spring semester.

B. Maximum Credit Load: A student may register for a maximum of 19 credit hours during the fall/spring semester. A Summer Session student may register for a maximum of 8 credit hours during a 5-week session or 11 credit hours during a 10-week session. Summer registration in both day and evening sessions will not include more than 9 credit hours concurrently.

For course sessions other than those above, the maximum number of credits for which a student may register is equal to the number of weeks in the session.

Exceptions: Registering for more than the maximum credit load is allowed only under special circumstances. Advisor approval is required after certification of student grade point average and credit hours by the Certification and Records office. Permission will not be granted to any student with a cumulative program index less than 3.0 or a student who has earned fewer than 12 credit hours.

III. Registration and Program Changes

A. Registration: Registration occurs prior to the start of the semester.

B. Add/Section Changes: Courses may be added or sections of the same course may be changed through the first seven calendar days of the semester.* Students adding a course after classes begin are responsible for all missed work but may not be penalized for absences which occur before they are registered for the course.

- C. **Withdrawals:** Students who wish to withdraw from a course must officially do so through the Registration system. Students must drop courses prior to the start of the semester to receive a full refund. The last day to drop and remove a class from the official transcript is the end of the third week of the semester. After the third week of the semester, drops are considered withdrawals and are recorded with a grade of “W” on the transcript. The last day to withdraw from a course is three weeks prior to the last day of classes.*

STUDENTS ARE RESPONSIBLE FOR DROPPING OR WITHDRAWING FROM COURSES. A STUDENT WILL NOT BE AUTOMATICALLY DROPPED FROM A COURSE FOR NON-ATTENDANCE. Pending instructor approval, a student who withdraws from a course may attend the remainder of the course. However, the student’s record will indicate a “W” in the course. A student will not be permitted to withdraw from a NUR course after a failing grade has been earned. Petitions to waive this academic rule are only considered when extenuating circumstances have made it impossible for the student to be able to withdraw by the deadline. Extenuating circumstances must be documented and provided with the petition.

If a student’s late withdrawal has been approved, the student may not receive an Incomplete in the course.

- D. **Audit:** Audit status permits the student to attend class sessions only. Audit status must be declared at the time of registration. The audit grade (AU) will be awarded in the case of satisfactory attendance, as determined by the instructor. A change from audit to credit status may not be made after the registration period.
- E. **Administrative Withdrawal:** After the third week of the semester, an instructor may administratively withdraw a student from a course when lack of attendance indicates that the student is not a de facto student in the course. The submission deadline for an administrative withdrawal is five weeks prior to the last day of scheduled classes.*
- Administrative withdrawals are assigned the grade of “X” on the student’s transcript. Subsequently, if the student officially withdraws from the course, the withdrawal will be recorded as a grade of “W”

*Deadlines for courses other than 14 weeks in length are adjusted proportionally.

IV. Academic Integrity

Students at Onondaga Community College are expected to adhere to the values of intellectual and academic honesty and integrity. Violations of academic honesty will not be tolerated. Policies and penalties for violations of academic honesty are established by each academic department.

- A. **Definition*:** Academic dishonesty describes a wide range of behaviors; the following is offered as a working definition. Academic dishonesty includes but is not limited to:
1. **Cheating:** Intentionally using unauthorized materials, information, or study aids in any work submitted (e.g. using crib notes, copying another’s work during tests, or collaborating with others on out-of-class assignments without permission).
 2. **Fabrication:** Intentionally falsifying or misrepresenting information derived from another source in an assignment (e.g., making up sources for the bibliography of a paper or faking the results of a laboratory assignment).
 3. **Plagiarism:** Deliberately adopting or reproducing ideas, words, or statements of another person as one’s own without acknowledgement (e.g., paraphrasing or summarizing a source without acknowledgement, turning in a paper written by another person, buying a paper from a commercial source, failing to properly attribute quotations within a paper, or submitting the same paper for credit in more than one course without the instructor’s permission [self-plagiarism]).
 4. **Facilitating Academic Dishonesty:** Intentionally helping another engage in academic dishonesty.
 5. **Misrepresentation:** Providing false information to an instructor concerning an academic exercise (e.g., giving a false excuse for missing a test or deadline or falsely claiming to have submitted a paper).
 6. **Failure to Contribute:** Taking credit for participation in a collaborative project while failing to do one’s fair share.
 7. **Sabotage:** Preventing others from completing their work (e.g., disturbing someone’s lab experiment or removing materials from a reserved reading file so that others may not use them).

B. Examples of Activities Associated with Academic Dishonesty

1. Copying from another's exam, test, or quiz.
2. Giving or receiving answers during an exam, test, or quiz.
3. Using written or electronic aids during an exam, test, or quiz when prohibited.
4. Reviewing current or previous copies of an instructor's exam, test, or quiz.
5. Discussing the nature and/or content of an exam, test, or quiz with students who have not yet taken it.
6. Giving exam, test, or quiz questions to students in another class.
7. Copying materials without citing the original source.
8. Purchasing term papers, projects, etc. and turning them in as original work.
9. Writing papers for another student or hiring a ghostwriter.
10. Submitting the same term paper, project, etc. to another class without permission.
11. Padding entries on a bibliography.
12. Feigning illness to avoid an exam, test, quiz, etc.
13. Turning in a lab report without doing the experiment.
14. Collaborating on any course work unless instructions permit.
15. Submitting work for someone else, or another's work as your own.
16. Engaging in bribery, blackmail, threats or harassment.
17. Altering or forging an official academic document.

Instructors may provide additional examples of activities more specific to their course and/or discipline.

** Adapted from: Bleeker, Karen C. To Be Honest: Championing Academic Integrity in Community Colleges. Washington, D.C.: American Association of Community Colleges, 2008. Used with the author's permission.*

- C. Procedure:** When a faculty member wishes to impose a penalty for academic dishonesty, the faculty member initiates action by notifying the student(s), in writing, of the charges against them, the nature of the evidence supporting the charge, and of the penalties which apply. This notification should take place within one week of when the infraction is discovered. The faculty member must retain written documentation to substantiate the charges. The student(s) may then, within one week, submit to the faculty member a written statement in their defense. If the faculty member finds the student statement satisfactory, the charge is dropped and the matter is resolved.

If the student(s) offers no defense, or if the faculty member finds the student's statement unsatisfactory, the faculty member imposes the penalty. A written report is then (no later than four weeks after discovery of the cheating/plagiarism) sent to:

1. The student(s)
2. The Department Chairperson
3. The Chief Academic Officer or designee
4. The Registrar, if the penalty to be imposed is a failing grade for the course. In this case, the student will not be permitted to withdraw from the course in which the penalty is imposed.

If the chief academic officer or designee finds the academic dishonesty to be a part of a pattern of repeated offenses or complicity on a larger scale, they may initiate further action.

- D. Appeals:** If, within two weeks of being notified of the imposed penalty, the student(s) disputes the facts constituting the evidence of the infraction, an appeal may be filed. The appeal is filed with the Chairperson of the department offering the course in which the dishonesty is alleged. (If the Chairperson is also the faculty member making the charge of academic dishonesty, another faculty member shall be assigned the duties of coordinating this appeal process.) The Chairperson will appoint an ad hoc Appeal Board, consisting of three faculty members. The Appeal Board will schedule a hearing at which both the student(s) and the faculty member will be present. Both the student(s) and the faculty member may be assisted by an advocate of their choice, and may call additional witnesses. The Appeal Board will review the facts of the case and hear testimony from both parties and any additional witnesses. Following the hearing, the Appeal Board will deliberate in private and render a decision to either uphold or reject the appeal. The Appeal Board will complete its investigation promptly and communicate its decision, in writing, to the faculty member and the same persons listed in the above section within three days after the hearing. This appeal process is confidential, and is to be completed no later than the end of the semester following the semester in which the alleged cheating/plagiarism took place. If either the student or the faculty member disputes the decision of the Appeal Board and has new evidence bearing on the case, they may submit an additional appeal to the Chief Academic Officer no later than one year after the alleged infraction took place. The decision of the Chief Academic Officer shall be considered final and binding on all parties.
- Passed by the faculty in November 2009.*

V. Grading

A. **Grading Policy:** At the beginning of a course, the instructor informs the students of the criteria to be used in determining the final grade. Numerical or letter grades may be used during a course, but the final grade must be submitted in letter form. The instructor determines the appropriate final grade. A student whose achievement through mid-semester is C- or below may be given formal warning at the discretion of the instructor.

B. **Grading System:** A quality-point system will be used to determine academic standing:

A = 4.0	B- = 2.7	D+ = 1.3
A- = 3.7	C+ = 2.3	D = 1.0
B+ = 3.3	C = 2.0	D- = 0.7
B = 3.0	C- = 1.7	F = 0.0

For Nursing courses only:

Exceeds MasteryEM = 4.0

Mastery +M+ = 3.5

MasteryM = 3.0

Mastery -M- = 1.0

Non MasteryNM = 0.0

Non-Credit Equivalent courses will be graded as follows (except Mathematics courses):

S = Satisfactory

U = Unsatisfactory

Mathematics Courses: All grades SA-SB indicate 80% or higher competency.

PTA Clinical Courses are taken Pass/Fail only, with grades of CR or NC assigned. Passed courses with a grade of CR are not calculated in the GPA. Failed courses with a grade of F are computed in both the term and cumulative GPA.

The grades of SA, SA-, SB+, SB, S, U, CR, AU, W, X, I, and IP (In Progress) do not carry quality points.

C. **Grade Point Average (GPA):** The GPA is calculated by dividing the sum of the earned quality points by the sum of the attempted credit hours, except as modified elsewhere. Transfer credit is not computed in the index.

D. **Repeated Courses:** All grades and credits are recorded on the student's transcript. If a course is repeated, only the last grade is computed in the GPA and used for graduation requirements. If the last grade is a W or X, it will not replace a previous quality point grade. Only courses repeated at Onondaga Community College will affect a student's index.

The following conditions apply to the NUR, RPD, SGT, and PTA programs:

1. A student is allowed to repeat a course with a program prefix only once.
2. Students who fail to receive a C or M for a repeated course lose matriculation status in that program

3. PTA students may repeat BIO 171 and BIO 172 only once.

E. **Incompletes:** In consultation with the student, the instructor may assign a grade of Incomplete (I). An Incomplete is assigned only when a student has not completed a major assignment or examination. The instructor notifies the Certification and Records office that the grade of Incomplete is to be assigned. The reason for the Incomplete and the plan for its removal will be specified. A student may not remove an Incomplete through unofficial participation in the major portion of any subsequent offering of the same course. Participation in the same course with another instructor is not valid for removal of an incomplete. Course requirements must be completed before the end of the next regular semester (fall or spring) or the I becomes an F. An instructor may extend this deadline for one additional regular semester through written notification to the Certification and Records office.

F. **Class Standing:** A class standing grade may be requested by a student in the event of serious illness or other extenuating circumstance which prevents completion of the course. The class standing grade can be awarded only after the instructor certifies completion of 75% of the required course content, and upon approval of the Department Chairperson. No class standing grade may be higher than a C, with a lower grade being recorded if the student has not earned a C. The student's permanent record will indicate that the grade represents class standing.

G. **Grade Changes:** After a grade is recorded by the Certification and Records office, a faculty member may request that the grade be changed. This request must be submitted to the Certification and Records office on an official Grade Change Form during the following semester. Grade changes for reasons other than computational or clerical error are subject to the approval of the Scholastic Standards Committee.

VI. Grade Disputes

Members of the faculty will respect the right of any student to dispute a final grade. The student shall initiate a grade dispute procedure with the instructor no later than March 1st for fall grades and October 1st for spring and summer grades. In the absence of the instructor, the student may contact the instructor's Department Chairperson. If the instructor is not available, the Department Chair will utilize the grades and records left on file by the instructor.

The following procedure is established to resolve grade disputes. While Stages 2 and 3 of this procedure are available to students in all such cases, it is assumed that most, if not all, grade disputes will be resolved at Stage 1. The original grade will not be adjusted downward at any stage of these proceedings.

A. Stage 1 – Instructor/Student Conference

1. A student disputing a final grade shall request a conference with his/her instructor and shall bring to that conference all exams, papers, assignments and other material pertinent to that discussion.
2. The instructor shall be prepared at this conference to explain the way in which the final grade was determined, and such explanation shall include, though not necessarily be limited to, the following:
 - a. The instructor's grading policy as it was previously presented to the class under the provisions of the Academic Rules, Sec. V. A.;
 - b. Records that support the determination of the student's final grade within the context of the instructor's policy to the extent that they do not violate the privacy of other students in the class.
3. In the event that no resolution can be reached at this conference, the instructor shall refer the student to the Department Chairperson who shall inform the student of the rules governing Stage 2 and Stage 3 of this procedure. If the Chairperson is also the student's instructor, that Chairperson shall refer the student to the Chief Academic Administrator who will appoint another department member to administer the completion of Stage 2 in the capacity of the Chairperson.

B. Stage 2 – Ad Hoc Faculty Committee

1. The student shall prepare a written statement of what is being challenged and why. This statement is to contain evidence supporting the student's challenge other than simple dissatisfaction with a low grade. This statement shall be submitted to the instructor's Department Chairperson no later than March 15th for fall grades and October 15th for spring and summer grades. The Chairperson may accept a statement submitted after that time if in his/her opinion there were extenuating circumstances.
2. The Chairperson will appoint an ad hoc committee to review the student's challenge and the instructor's response. In order to accommodate varying departmental circumstances, the exact membership of this committee may vary from department to department, but in all cases the following criteria shall apply:

- a. Three faculty members will serve on this committee, and one of them will be chosen chairperson by the committee. The ad hoc committee will be composed of members of the department unless the department is too small for this to be possible. In the case of small departments, non-department members will be asked to serve on this committee. The choice of non-department members will be made on the basis of their closeness to the discipline involved in the dispute. If that is not possible, faculty members who will be impartial third parties to the dispute will be selected to serve on the ad hoc committee.
 - b. Both the student and instructor involved in the dispute should be present at the Stage 2 hearing. Both parties should present written statements to the committee chairperson at least one week prior to the scheduled hearing for review by the ad hoc committee, student and instructor.
 - c. The student and/or instructor may each choose one member of the campus community to be an advocate to assist in the presentation of his/her case. An advocate is not a member of the committee.
 - d. A committee member is appointed by the chair of the committee to record minutes of the proceedings.
3. While it is understood that the burden of proof rests with the student, the instructor shall make available to the committee those materials used in explaining the grade assignment to the student at Stage 1 (V. A.)
 4. The ad hoc committee may either reject the student's appeal or recommend that the instructor change the grade. In either case, a written report containing the recommendation shall be given to the student, the instructor, and the Department Chairperson. If a grade change is recommended and the instructor declines, such refusal shall be explained in a written statement that must be given to the student, the ad hoc committee and the Department Chairperson.

C. Stage 3 – Final Appeal

An appeal of the Stage 2 decision is considered only if the student or instructor presents new information. The information must be presented to the Chief Academic Administrator who determines if a Stage 3 hearing is warranted. If a new hearing is warranted, the dispute proceeds to Stage 3 of this procedure. All documents used in Stage 2 are forwarded to the Chief Academic Administrator, who schedules a hearing with the student, instructor and advocates, if any. After hearing this case, the Chief Academic Administrator informs the student, instructor and the committee of his/her decision in writing, and notifies the Certification and Records office if a grade change is to be made. The decision of the Chief Academic Administrator is final.

VII. Academic Standing

The Certification and Records Office reviews a student's academic record after 12 credit hours have been attempted.

A. Good Academic Standing: A matriculated student is in good academic standing when he/she meets the minimum satisfactory cumulative index described below: (2)

B. Academic Probation: When a student's cumulative index is unsatisfactory at the time of review, the student is placed on academic probation (or loses matriculation-see C below). Reviews occur at the end of each successive grade period.

The minimum cumulative index is as follows:

TOTAL ATTEMPTED		TOTAL ATTEMPTED	
Credit Hrs	Minimum Cumulative Index	Credit Hrs.	Minimum Cumulative Index
12	1.46	29	1.68
13	1.47	30	1.70
14	1.48	31	1.71
15	1.50	32	1.72
16	1.51	33	1.74
17	1.52	34	1.75
18	1.54	35	1.76
19	1.55	36	1.78
20	1.56	37	1.79
21	1.58	38	1.80
22	1.59	39	1.82
23	1.60	40	1.83
24	1.62	41	1.84
25	1.63	42	1.86
26	1.64	43	1.87
27	1.66	44	1.88
28	1.67	45 or more	1.90

C. Loss of Matriculation (L.O.M.):

Loss of matriculation results when

1. A student on Academic Probation fails to achieve a satisfactory cumulative index at the next review.
2. A "0.5" cumulative index is not achieved at the time of first review.
3. A student fails to meet a program's published academic requirements.

D. Extended Probation: A student on Academic Probation who subsequently attains a semester index of at least 2.0, but who still has an unsatisfactory cumulative index, will be granted extended probation. A student on Extended Probation who continues to attain at least a 2.0 semester index, but still has an unsatisfactory cumulative index, will remain on Extended Probation.

E. Reinstatement: A student who has lost matriculation is eligible for reinstatement by the Certification and Records office under the following conditions:

1. Reinstatement in the SAME academic program will be granted if the student meets one of the following four criteria:
 - a. The student completes 6 or more credit hours with a grade of "C" or better at Onondaga or any other regionally accredited college or university OR
 - b. The student completes 9 or more credit hours in one semester and attains a 2.0 semester index at Onondaga or any other regionally accredited college or university OR
 - c. The student is within 15 credit hours of completing degree requirements. In this case the reinstatement is for one semester on probationary status. OR
 - d. The student has had a 5 calendar year lapse of attendance at Onondaga.
2. Reinstatement in a different academic program can be granted if the student applies for an academic program change through Student Central, the recomputed GPA is satisfactory* and that Academic Program Change is approved by a Counselor, the Curriculum Proctor or Department Chair. Reinstatement using this option can only be granted once. A student who loses matriculated status a second time can only be reinstated if they meet one of the criteria outlined in VII.E.1 a - d.

* Please refer to section VII.B of these rules for minimum standards for the recomputed GPA.

The Academic Standing for all reinstated students is Academic Probation. All re-admitted/reinstated students will be subject to catalog requirements in effect in the semester of the readmission or reinstatement.

The reinstatement rules identified above are NOT applicable for students in the following programs: NUR, PTA, RPD, or SGT. Contact Departments for specific guidelines.

NOTE: Reinstatement to matriculated status does not automatically reinstate eligibility for Financial Aid. Students must also meet any academic standing or academic progress requirements articulated by individual financial aid programs. Any questions regarding these policies should be directed to the Financial Aid office.

- F. Academic Achievement:** Students who are matriculated in a credit degree/certificate program and complete twelve or more credit hours in a semester, may, according to their grade point average (GPA), be recognized for academic achievement as follows:

Provost's List	3.40 – 3.69
President's List	3.70 – 4.0

Part time students will be eligible for Provost's List and President's List based on their cumulative GPA after completing a minimum of 15 credit hours; and subsequently, after completing 30 credit hours and again after completing 45 credit hours.

VIII. Degree/Certificate Requirements

- A. Degree Requirements:** A candidate must fulfill the following requirements, except where exemptions or waivers are approved and recorded:
1. A student must be matriculated in a degree/certificate program.
 2. An application for graduation form should be submitted to the Certification and Records office three weeks prior to the start of the student's semester of intended graduation. The application for degree form will not be accepted any later than the end of the third week of the semester of the intended graduation.
 3. All program requirements (at least 60 credit hours exclusive of PEH aquatics/ activities) must be met.
 4. The student must achieve at least a 2.0 cumulative index.
 5. All grades of Incomplete ("I") must be resolved before the degree is conferred.

6. Two physical education courses and one credit hour of health or transfer credit equivalents are required.
7. All financial obligations to the College and other College requirements must be met.
8. At least one-half of the academic credits for the degree/certificate must be completed at Onondaga Community College.
9. No more than 12 independent study credits may be taken at Onondaga Community College.
10. Students must comply with any program-specific requirements which may exist (e.g., minimum course grades or minimum program GPA), and should consult their departments, College Catalog descriptions, and academic advisors.

- B. Graduation:** Degree candidates are recommended for graduation by the Curriculum Proctor, the Scholastic Standards Committee, the Faculty, and the Board of Trustees. Applicants for graduation who fail to meet requirements are notified by the Certification and Records office.

- C. Cum Laude, Magna Cum Laude, and Summa Cum Laude** will be recognized at the commencement ceremony based on the cumulative GPA recorded prior to commencement. Cum Laude, Magna Cum Laude, and Summa Cum Laude will be designated on the diploma based on the student's final cumulative program GPA.
- Cum Laude 3.4 – 3.59
Magna Cum Laude 3.6 – 3.79
Summa Cum Laude 3.8 – 4.0

- D. Multiple Degrees/Certificates:** A student may earn more than one degree at Onondaga Community College, subject to the following restrictions: A minimum of 20 of the academic credits for any associates degree and ten academic credits for any certificate must be credits which have not been applied to any previously or concurrently awarded degree. A student may not earn more than one degree from any single Academic Program grouping.

IX. Waivers and Substitutions

- A. Transfer Credits:** The application of transfer credits to a program is subject to department guidelines (see also Rule VII.A.8 above). After a student has matriculated, approval from the Counseling Center should be obtained in order to transfer in credits for the degree. Failure to do so may result in non-acceptance of transfer credits.

B. Course Substitutions/Waivers: A program requirement may be waived or a course substitution may be made pending the approval of the Department Chairperson(s) involved, the Curriculum Proctor, the academic advisor and the Scholastic Standards Committee.

C. PEH Waivers: A waiver from physical education activity requirements may be granted to a student who meets one of the following criteria:

1. 30 years of age or older at the time of first matriculation into the College;
2. A veteran who submits to the Certification and Records office a DD-214 form indicating at least six months of active duty;
3. A physician's statement, which precludes the student's participation in PEH, has been submitted. Applications for medical waivers are available at the Health Services office and must be returned to that office. The Certification and Records office records the medical waiver on the student's permanent record.

D. Proficiency Examinations: All students may take a health proficiency examination. Students who receive a grade of 75% or higher are not required to pass a health course. Credit is not awarded for successful completion of the health proficiency examination.

X. Changes to the Academic Record

In unusual or extenuating circumstances the scholastic standards committee will consider exceptions to these rules. Petition forms are available at student central.

A STUDENT WHO REQUESTS CHANGES TO THE PERMANENT ACADEMIC RECORD MUST PRESENT EVIDENCE OF EXTENUATING CIRCUMSTANCES SUPPORTING THE CHANGE.

Multiple Degrees

Restrictions on Multiple Degrees

A student may not earn more than one degree from any single program grouping.

Apprentice Training – Building Trades
(ABT) Building Trades A.A.S.

Apprentice Training – Electrical
(ASE) Electrical A.A.S.

Apprentice Training – Machine Trades
(AMT) Machine Trades A.A.S.

Architecture
(ARH) Architectural Technology A.A.S.

Art/Advertising
(ART) Graphic Arts & Advertising Technology A.A.S.
(ART) Art A.A.S.

Automotive Technology
(AUT) Automotive Technology A.A.S.
(ATC) Automotive Technology – Ford Asset A.A.S.*

Business
(BUA) Accounting A.A.S.
(BUB) Banking A.A.S.*
(BUS.A.A.S.) Business Technology A.A.S.
(BUC) Business Administration A.A.S.*
(BUS.AS) Business Administration A.S.
(OTD) Office Technology: Administrative Assistant A.A.S.*
(SEC) Secretarial Science (Industrial, Legal, Medical) A.A.S.*
(INS) Insurance A.A.S.*
Business: Telecommunications Management A.A.S.*

Computer Engineering Technology
(CMT) Computer Engineering Technology A.A.S.

Computer Information Systems
(CIS) Computer Information Systems (A.A.S.)
(BUD) Data Processing A.A.S.*

Criminal Justice
(CRJ) Criminal Justice A.S. or A.A.S.

Dental Hygiene
(DEH) Dental Hygiene A.A.S.*

Electrical Engineering Technology
(ELT) Electrical Engineering Technology A.A.S.

Electronic Media Communications
(EMC) Electronic Media Communications
(RTV) Radio and Television A.A.S.*

Emergency Management

(EMG) Emergency Management A.A.S.*
(HSD) Homeland Security & Disaster
Preparedness A.A.S.

Environmental Technology

(ENV) Environmental Technology
(ETB) Environmental Technology: Biology*
(ETE) Environmental Technology:
Emissions Management & Testing A.A.S.*
(ETC) Environmental Technology: Chemistry A.A.S.*
(ETG) Environmental Technology: Geoscience A.A.S.*

Fire Protection Technology

(FPD) Fire Protection Technology A.A.S.

Food Service/Hotel Technology

(FSA) Food Service Administration –
Restaurant Management A.A.S.*
(HTL) Hotel Technology A.A.S.*
(HOS) Hospitality Management A.A.S.

Health Information Technology

(HIT) Health Information Technology A.A.S.
(MRT) Medical Records Technology A.A.S.*

Human Services

(HUM) Human Services A.S. or A.A.S.*

Insurance

(INS) Insurance A.A.S.*

Interior Design

(IND) Interior Design Technology A.A.S.*
(IND) Interior Design A.A.S.

Labor Studies

(LBR) Labor Studies A.S.

Liberal Arts

(EDA) Adolescence Education A.A.
(EDC) Childhood Education A.A.
(GEN) General Studies A.A.
(CSC) Computer Science A.S.
(HMT) Humanities A.A.
(MTS) Mathematics and Science A.A. or A.S.

Mechanical Technology

(MET) Mechanical Technology A.A.S.
(INT) Industrial Technology A.A.S.*
(QCT) Quality Control Technology A.A.S.*

Medical Technology

(MED) Medical Laboratory Technology A.A.S.*

Music

(MUS) Music A.A.S.

Nursing

(NUR) Nursing A.A.S.

Office Technology

(OTD) Office Technology: Administrative
Assistant A.A.S.*
(SEC) Secretarial Science (Industrial, Legal,
Medical) A.A.S.*

Photography

(PHO) Photography A.A.S.

Physical Education & Exercise Science

Physical Education & Exercise Science Studies (A.S.)

Physical Therapist Assistant

(PTA) Physical Therapist Assistant (A.A.S.)

Professional Communication

(PCM) Professional Communication A.A.S.

Recreation Leadership

(REC) Recreation Leadership A.S. or A.A.S.*

Respiratory Care

(RPD) Respiratory Care A.A.S.

Sciences

(CHE) Chemical Technology A.A.S.*
(CSC) Computer Science A.S.
(ENS) Engineering Science A.S.
(MTS) Mathematics and Science A.A. or A.S.

Theatre

(THR) Performing Arts – Drama A.A.S.*

Telecommunications Technology

(TTA) Telecommunications Technology A.A.S.
(TTN) Telecommunications Technology - Verizon A.A.S.

* Program inactive

Please Note: The completion of a certificate and a degree is not subject to category requirements. Any certificate may be completed with any degree.

Associate Listings

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 via 7,669 degree and certificate programs.

When founded in 1948, the University consolidated 29 state-operated, but unaffiliated, institutions. In response to need, the University has grown to a point where its impact is felt educationally, culturally, and economically the length and breadth of the state.

SUNY students represent the society that surrounds them. In January 2008, 19.9% 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. SUNY enrolls 40% of all New York state high school graduates, and the total enrollment of 418,000 full-time and part-time students represents 37% of New York state's higher education student population. SUNY alumni number over 2.4 million graduates residing 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 70,000 students through 4,000 courses and 60 degree and certificate programs.

State University's research contributions are helping to solve some of modern society's most urgent problems. It was a State University scientist who first warned the world of potentially harmful mercury deposits in canned fish, and another who made the connection between automobile and industrial exhaust combining to cause changes in weather patterns. Other University researchers continue important studies in such wide-ranging areas as immunology, marine biology, sickle-cell anemia, and organ transplantation.

The University offers a wide diversity of what are considered the more conventional career fields, such as business, engineering, medicine, teaching, literature, dairy farming, medical technology, accounting, social work, forestry, and automotive technology. Additionally, its responsiveness to progress in all areas of learning and to tomorrow's developing societal needs has resulted in concentrations which include the environment, urban studies, computer science, immunology, preservation of national resources, and microbiology.

SUNY programs for the educationally and economically disadvantaged have become models for delivering better learning opportunities to a once-forgotten segment of society. Educational Opportunity Centers offer high school equivalency and college preparatory courses to provide young people and adults with the opportunity to begin college or to learn marketable skills. In addition, campus Educational Opportunity Programs provide counseling, developmental education and financial aid to disadvantaged students in traditional degree programs.

The 30, two-year community colleges operating under the program of State University play a unique role in the expansion of educational opportunity. They provide local industry with trained technicians in a wide variety of occupational curriculums and offer transfer options to students who wish to go on and earn advanced degrees.

The University passed a major milestone in 1985 when it graduated its one-millionth alumnus. The majority of SUNY graduates pursue careers in communities across the state.

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

The State University motto is:

"To Learn — To Search — To Serve."

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.

UNIVERSITY CENTERS

Albany
Binghamton
Buffalo
Stony Brook
NYS College of Ceramics at Alfred University
College of Optometry
Cornell University:
 Agriculture and Life Sciences
 Human Ecology
 Industrial and Labor Relations
 Veterinary Medicine
Environmental Science and Forestry
Downstate Medical Center (Brooklyn)
Upstate Medical University (Syracuse)

UNIVERSITY COLLEGES

Brockport
Buffalo State
Cortland
Fredonia
Geneseo
New Paltz
Old Westbury
Oneonta
Oswego
Plattsburgh
Potsdam
Purchase
Empire State College

TECHNOLOGY COLLEGES

Alfred State
Canton
Cobleskill
Delhi
Farmingdale
Maritime
Morrisville State
SUNYIT

COMMUNITY COLLEGES

Adirondack Community College
Broome Community College
Cayuga Community College
Clinton Community College
Columbia-Greene Community College
Corning Community College
Dutchess Community College
Erie Community College
Fashion Institute of Technology**
Finger Lakes Community College
Fulton-Montgomery Community College
Genesee Community College
Herkimer County Community College
Hudson Valley Community College
Jamestown Community College

Jefferson Community College
Mohawk Valley Community College
Monroe Community College
Nassau Community College
Niagara County Community College
North Country Community College
Onondaga Community College
Orange County Community College
Rockland Community College
Schenectady County Community College
Suffolk County Community College
Sullivan County Community College
Tompkins Cortland Community College
Ulster County Community College
Westchester Community College

* The Health Sciences Center at Buffalo and Stony Brook are operated under the administration of their respective University Centers.

** While authorized to offer such baccalaureate and master's degree programs as may be approved pursuant to the provisions of the Master Plan, in addition to the associate degree, the Fashion Institute of Technology is financed and administered in the manner provided for community colleges.

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Jack R. Seitz, Assistant Professor
 B.S., Rochester Institute of Technology;
 M.A., Duke University

Gwen M. Wehbe, Associate Professor
 B.A., Lake Erie College;
 M.S., Ph.D., Syracuse University;

Professors Emeriti

Maren H. Brown
 Virginia M. DeBenedictis
 Margaret Farrington (Tubbert)
 Natalia Garcia
 Susan J. Mitchell
 Carl M. Oney
 Mahtab U. Shaikh

Adjunct Faculty

Michael Cost
 Ph.D., Syracuse University

Helen Engel
 M.Sc., Ohio State University

Heramb Kamat
 M.B.B.S., University of Bombay, India

William Kushner
 Ph.D., Syracuse University

Joan Meyers
 M.S.Ed., SUNY Cortland

Russell Rawling
 M.S., Seton Hall University

Janet Smith
 Ph.D., Cornell University

John Zavaski
 M.S., University of Rhode Island

Business Administration

Whitney ATC, Room 324, (315) 498-2435

John T. Ryan, Assistant Professor/Department Chair
 B.S., M.B.A., LeMoyne College

James Carey, Professor
 B.S., LeMoyne College;
 M.Ed., Boston College;
 M.S., Chapman University

Judith Chrisman, Associate Professor
 B.P.S., SUNY Institute of Technology;
 R.H.I.A., American Health Information Management
 Association;
 M.S., Syracuse University

Harry Dalmaso, Associate Professor
 A.S., Onondaga Community College;
 B.S., Western Kentucky University;
 M.B.A., Chapman College

Michele Ley, Assistant Professor
 B.A., St. Lawrence University;
 M.A., Hood College;
 J.D., Seattle University;
 LL.M., U.S. Army Judge Advocate General's School

Jillann Neely, Associate Professor
 A.A.S., SUNY Cobleskill;
 B.S., SUNY College at Oneonta;
 M.S., Syracuse University

Kathleen R. O'Donnell, CPA, Assistant Professor
 B.S., LeMoyne College

Kathleen Perry, Professor
 B.S., The College at Brockport;
 M.B.A., Canisius College

James Taylor, Assistant Professor
 B.S., M.S., Johnson & Wales

Jane Stam, CPA, Associate Professor
 B.S., SUNY Oswego;
 M.S., Syracuse University

Professors Emeriti

Josie M. Abrams
 Joseph F. Bollettieri
 James Drake
 Helen Etherington
 Charlane Bomrad Held
 Theresa O'Hare
 Theresa Pierce
 Joan Policano
 John Rogers

Adjunct Faculty

Joseph Adamo
 Ph.D., Syracuse University;
 C.B.M. - Certified Business Manager

David J. DelVecchio, C.P.A., C.F.E.
 M.S., Chapman University

Barbara Crossett
 M.S. Ed., Syracuse University

Carolyn Dengler
 M.B.A., Chapman University

Jacquelyne Dengler
 B.S., LeMoyne College

Mark Dengler
 M.P.A., Syracuse University

Karen Fabrizio
 B.S., Ithaca College

Charlane Bomrad Held, Associate Professor
 M.S., The College at Brockport;
 M.B.A., Chapman College

Christine Hoskins
 M.A., College of St. Scholastica;
 R.H.I.A., American Health Information Management
 Association;
 C.T.R., National Cancer Registrars Association

Joseph Insel
 M.S.Ed., Syracuse University

William Motto
 M.S.Ed., University at Albany

Steven Paquette
 J.D., Syracuse University

Mark Petite
 J.D., Syracuse University

Theresa Pierce
 M.S., University at Albany

Peggy Presbyla
B.S., SUNY Institute of Technology;
RHIA, American Health Information Management
Association

John Rogers
M.B.A., Chapman College

Jean Snook
B.A., Columbia College;
RHIA, American Health Information Management
Association

Richard Woodworth
M.B.A., Syracuse University

Chemistry

Ferrante Hall, Room 352, (315) 498-2432

Margaret J. Harris, Professor/Department Chair
B.S., St. Lawrence University;
M.S., SUNY Cortland

Denise M. P. Gigante, Professor
A.A.S., Onondaga Community College;
B.A., Ph.D., Syracuse University

Pamela Hagrman, Associate Professor
A.S., Onondaga Community College;
B.S., University at Buffalo;
Ph.D., Syracuse University

Douglas Hagrman, Assistant Professor
B.S., University of Nebraska at Lincoln;
Ph.D., Syracuse University

Cynthia Hennessy, Assistant Professor
B.S., SUNY Geneseo
Ph.D., SUNY ESF

Emerson Wade Hansen, Instructor's Assistant
B.S. Dual Major in Chemistry and Biology,
SUNY Oswego
M.Ed. SUNY Oswego

Professors Emeriti

Paul Bertan
Milton Sack

Adjunct Faculty

Hani Khouri
Ph.D., Syracuse University

Barbara Leo
M.S., Rochester Institute of Technology

Howard R. Leo, Professor
A.A.S., Onondaga Community College;
B.S., University of Rochester;
Ph.D., Syracuse University

Nancy Leo
B.S., SUNY ESF

Francis McKeown
M.S.Ed., SUNY Oswego

James Morgan
M.S., SUNY Oswego

Edward Olender
Ph.D., SUNY Upstate Medical University

Louis Palomeque
B.S., Indiana Institute of Technology

Lakshmi Sharma
D.Sc., University of Virginia

Computer Studies

Whitney ATC, Room 230, (315) 498-2425

MaryPat Root, Associate Professor/Department Chair
B.S., College at Brockport;
M.S., Syracuse University

Mary Bryant, Instructor
A.A.S., Onondaga Community College;
B.A., SUNY Oswego

Cynthia Kirby, Professor
B.S., LeMoyné College;
Ph.D., SUNY ESF;
SUNY Chancellor's Award for Excellence in Teaching, 1994

Karl Klein, Associate Professor
B.S., Slippery Rock University;
M.Ed., University of Virginia

Pamela J. McCarthy, Associate Professor
A.S., Mohawk Valley Community College;
B.A., Elmira College;
M.S., Syracuse University

Timothy Scheemaker, Assistant Professor
B.A., SUNY Potsdam

Sheila Smart Sicilia, Associate Professor
B.M., University of the Pacific Conservatory of Music;
M.S., Rochester Institute of Technology

Timothy D. Stedman, Associate Professor
B.S., SUNY Plattsburgh;
M.S., Shenandoah University

Meredith Wolanske, Instructor's Assistant
A.A.S., Onondaga Community College

Professors Emeriti

John Milligan
Withro Wiggins

Adjunct Faculty

Thomas Lemmo
M.A., Binghamton University

Deborah Lewkowicz
M.S., Syracuse University

Lawrence Page
M.A., University of Kansas

Kenneth Reed
M.A., University at Albany;
M.A., College of St. Rose

Lisa Rigge
M.B.A., SUNY Oswego

John Spencer
B.S., Excelsior College

Fred Terzini
M.S., LeMoyné College;
Cisco Certified Network Associate (CCNA);
Cisco Certified Accredited Instructor (CCAI)

Dennis Thoryk
B.S., SUNY Institute of Technology

Patricia Williams
M.S. Ed., SUNY Oswego

Counseling

Gordon Student Center, Room 230, (315) 498-2000

Janet Hamly, Professor/Department Co-Chair
B.A., Monmouth College;
M.A., Middlebury College;
M.Ed., DePaul University

Yvette Jenkins, Associate Professor /Department Co-Chair
B.S., M.S., SUNY Cortland;
C.A.S., SUNY Oswego

Gloria Battaglia, Professor
A.B., M.S., Syracuse University;
Chancellor's Award for Excellence in Professional
Service, 1997

Mary E. McMann, L.M.H.C., Professor
B.A., St. Lawrence University;
M.A.T., Colgate University;
M.S., C.A.S., University at Albany;
Ph.D., Syracuse University

Timothy Singer, Assistant Professor
B.A., SUNY Cortland
M.S., SUNY Oswego

Elaine R. Taggart, Instructor
B.S., Aurora University;
M.Ed., Mississippi State University

Professors Emeriti

Hugh Bellen
Lester J. Crowell
Charles Mattson
James Martin
Marjorie Mitchell
Constance Saldicco
John Wagner

Adjunct Faculty

Caren R. Avery, L.M.H.C.
M.S., Hofstra University

Penny Kim
Ph.D., Rutgers University

Myoung-Joo (Meggy) Park
M.Ed., George Mason University

Annette K. Pickup
M.S., University of Vermont

Arlyne Shannon
M.S., California State University-Long Beach

Eunice D. Williams
A.B.D. M.S., Syracuse University;
President's Award for Excellence in Teaching, 2007;
Ralph R. Whitney, Jr., Award, 2007-2008;
Trustee Recognition Award, 2007-2008

Joan Zangari
M.S., Syracuse University

GRANT COUNSELORS

Collegiate Science & Technology Entry Program (CSTEP):

Mattie Jones, Counselor/Instructor
B.A., Binghamton University;
M.S., SUNY Oswego

Educational Opportunity Program (EOP):

Daneen Brooks, Counselor/Instructor
B.A., Keuka College;
M.S., C.A.S., Syracuse University

Cathleen Dotterer, Counselor/Instructor
B.S., M.Ed., University of Montevallo

Criminal Justice

Mawhinney Hall, Room 280, (315) 498-2341

David F. Owens, Professor/Department Chair
A.A., A.S., Onondaga Community College;
B.S., LeMoyne College;
M.S., SUNY Oswego;
SUNY Chancellor's Award for Excellence in Teaching, 2006

James S. Coates, Associate Professor
B.S., Empire State College;
M.S., SUNY Oswego

Richard A. Lombardo, Professor
B.S., LeMoyne College;
M.A., Wayne State University;
SUNY Chancellor's Award for Excellence in
Teaching, 1993

Donna Stuccio, Professor
B.S., M.S., Syracuse University
M.F.A., Goddard College

Professors Emeriti

Martin Linehan
Lawrence Lynch

Adjunct Faculty

Edward Broton
J.D., Albany Law School

Eva Carafa
J.D., Rutgers University

Warren Darby
M.P.A., Syracuse University

Thomas Murphy
M.S., J.D., Syracuse University

Emanuel Oliveri
M.S., Syracuse University

W. Malcom Plummer
NYS Licensed Private Investigator

Peter VanPatten
M.S., SUNY Oswego

Charles Wilson
M.S., University of Alabama

Electrical Technology

Whitney ATC, Room 131, (315) 498-2451

Ramesh Gaonkar, Professor /Department Chair
B.S., M.S., Bombay University, India;
B.S.E.E., Rensselaer Polytechnic Institute;
M.S., Union College;
Ph.D., Syracuse University;
A.S.E.E. - St. Lawrence Section Outstanding
Teacher Award, 1984;
College Teacher of the Year, Technology Alliance of
Central New York, 2003;
SUNY Chancellor's Award for Scholastic
and Creative Activities, 2003

Charles J. Abaté, Professor
A.A., Onondaga Community College;
B.A., Wilkes University;
B.E.T., SUNY Institute of Technology;
M.A., University of Iowa;
Ph.D., Syracuse University;
A.S.E.E. - St. Lawrence Section Outstanding
Teacher Award, 1995;
SUNY Chancellor's Award for Excellence in
Teaching, 1999; Paragon Award, 2002

John Lyon, Assistant Professor
A.A.S., Onondaga Community College;
B.S.E., M.E.T., Rochester Institute of Technology;
Licensed Professional Engineer

Robert S. Southworth, Associate Professor
B.S.E.E., Penn State University;
M.S., SUNY Oswego;
SUNY Chancellor's Award for Excellence in Teaching, 2005

Professors Emeriti

Ronald Hinshaw
Stanley F. Smith
Roger C. Theilking

Electronic Media Communications

Whitney Applied Technology Center, Room 150,
(315) 498-2321

Anthony Vadala, Instructor/Department Chair
A.A.S., Onondaga Community College
Freelance Audio Engineer, Various Television Sports
Networks;
Theatrical Sound Designer;
Audio/Video Systems Design Consulting Engineer

Mark Ballard, Instructor's Assistant
A.A.S., Onondaga Community College
Freelance Producer/Director – ESPN Regional/CBS
College Sports

Linda Herbert, Instructor
B.S., S.I. Newhouse School of Public Communications,
Syracuse University;

Independent Documentary Filmmaker;
Who's Who Among America's Teachers, 2004 & 2005

Michael Kaminski, Instructor
A.A.S., Onondaga Community College;
B.A., SUNY Oswego
Independent Video/DVD Editor;
Remote Sports Productions Editor/Director

Professor Emeritus

Vincent Spadafora
A.A.S., Onondaga Community College;
B.S., SUNY Empire State College;
M.A., Hamilton University;
Internet Sports Director/Sports Announcer;
My Hometown Sports.Net/WIBX-AM;
Who's Who Among America's Teachers, 1995

Adjunct Faculty

Laura Bailey
A.A.S., Onondaga Community College;
B.A., SUNY Oswego
WSYR-TV NewsChannel 9 News Director
Freelance Technical Director, Time Warner Cable Sports

James Campagna
A.A.S., Onondaga Community College;
B.A., SUNY Oswego;
WSYR-TV NewsChannel 9 News Producer

Nancy Licata
A.A.S., Onondaga Community College

English/Reading/Communication

Mawhinney Hall, Suite 310, (315) 498-2313

Crystal Etzel, Professor/Communication/
Department Chair
B.A., SUNY Plattsburg;
M.Div., Gordon Conwell Theological Seminary;
Ph.D., The Pennsylvania State University;
SUNY Chancellor's Award for Excellence in Faculty
Service, 2007;

NISOD Excellence Award, 2007

Richard C. Baggett, Professor/English
B.S., M.S., Ph.D., Syracuse University

Christine Braunberger, Professor/English
B.A., University of North Dakota;
M.A., Boston College;
Ph.D., Purdue University;
Chancellor's Award for Excellence in Teaching, 2008

Kristen O. Brumfield, Associate Professor/English
B.S., M.A., Radford University;
Who's Who Among America's Teachers, 2002

Malkiel Choseed, Associate Professor/English
H.B.A., University of Delaware;
M.A., Ph.D., University of Pittsburgh;
Ph.D.-level Certificate in Composition, Literacy and
Pedagogy, University of Pittsburgh

Kathleen L. Eisele, Professor/English
B.A., M.A., D.A., University of Michigan;
Faculty Exemplar Award, 2001;
SUNY Chancellor's Award for Excellence in Faculty
Service, 2006;
NISOD Excellence Award, 2007

Mark Ende, Associate Professor/English
B.A., M.A., Ph.D., Syracuse University;
M.A., Columbia University Teachers College;
TESOL Certificate, TEFL Certificate, UCLA

Yvonne Fish-Kalland, Professor/English
B.A., Syracuse University;
M.A., D.A., University at Albany;
Who's Who Among America's Teachers, 2004;
NISOD Excellence Award, 2005;
Who's Who of American Women, 2006

Thomas Friedmann, Associate Professor/English
B.A., CUNY Brooklyn;
M.A., New York University

Nance L. Hahn, Associate Professor/English
B.A., Drew University;
M.A., Syracuse University

Karen Harrison, Assistant Professor/Communication
A.A., Onondaga Community College;
B.S., M.S., Syracuse University

Leann Hawkins, Assistant Professor, English
A.A., Okaloosa-Walton Community College
B.A., University of West Florida
M.A., University of South Carolina

Deborah Irwin, Professor/Reading
B.A., SUNY Oswego;
M.S., Syracuse University;
SUNY Chancellor's Award for Excellence in Teaching, 2001;
Who's Who Among America's Teachers, 2002, 2004, 2006;
NISOD Excellence Award, 2004

Daniel J. Kelley, Associate Professor/Reading
B.A., M.S., SUNY Oswego

Helaine Lubar, Assistant Professor/English
A.A., Broome Community College;
B.A., M.A., M.A.S.S., Binghamton University;
M.S.Ed., Capella University

Michael P. O'Connor, Assistant Professor, English
B.A., Syracuse University
M.A., Syracuse University
Ph.D., ABD Syracuse University

Theresa Mohamed, Professor/English
A.A., Bronx Community College;
B.A., M.A., CUNY New York;
Ed.D., Binghamton University;
Who's Who Among America's Teachers, 2007

Mark Muhammad, Assistant Professor/Communication
 A.A.S., Onondaga Community College;
 B.S., Cornell University;
 M.A., Syracuse University

Pamela Mullan, Associate Professor/Reading
 B.A., University of California - Berkeley;
 M.Ed., Trinity College, Dublin, Ireland

Stephen Pierson, Associate Professor/English
 B.A., Cleveland State University;
 M.A., Latin, M.A., English, Kent State University;
 Ph.D., Purdue University;
 Who's Who Among America's Teachers, 2007

James Place, Assistant Professor/English
 B.S., M.S.Ed., Alfred University

John Prettyman, Assistant Professor/Reading
 B.A., Syracuse University;
 M.S., SUNY Oswego;
 Who's Who in America, 2008, 2009;
 Who's Who in the World, 2009

Anthony M. Regitano, Assistant Professor/English
 B.A., Curry College;
 M.A., Florida State University

Vivian Rice, Associate Professor/English
 B.A., SUNY College at Oneonta;
 M.A., Purdue University

Katharine M. Rumrill Teece, Professor/Communication
 B.S., Virginia Tech;
 M.A., George Mason University;
 Who's Who Among America's Teachers, 2001, 2004;
 NISOD Excellence Award, 2006

Laurel Saiz, Associate Professor/English
 A.A., Suffolk County Community College;
 B.S., M.P.A., Syracuse University;
 NISOD Excellence Award, 2005

Jamie Sindell, Assistant Professor/English
 B.S., Cornell University;
 M.F.A., University of Arizona

Christian Sisack, Assistant Professor/English
 B.A., King's College;
 M.A., Seton Hall University

John E. Starkweather, Associate Professor/English
 A.A., Jefferson Community College;
 B.A., SUNY Geneseo;
 M.A., Syracuse University;
 Who's Who Among America's Teachers, 1996

Anthony Wainwright, Assistant Professor/Communication
 B.A., Ripon College;
 M.A., Penn State;
 Ph.D. ABD, University of Maryland

Professors Emeriti

Paul Aviles
 Craig D. Baum
 Jerome C. Berrigan
 David E. Feldman
 Norma Foody
 Kathleen K. Forrest
 Theresa D. Harford
 Harold Kugelmass
 James J. MacKillop
 Thomas R. McKague
 Francis L. Mollach
 Shirley Myrus
 Charles H. Purin
 Candace Rhea

Joseph E. Roesch
 Richard P. Roth
 Roberta L. Thibault
 Patricia K. Waelder
 Harvey Wright

Adjunct Faculty

Maxine Arjomand
 M.A., University of Wisconsin – Madison

Paul Bailey
 Ph.D., LeMoyne College

Elizabeth Bellen
 M.S.Ed., SUNY Oswego

Thomas Boll
 M.A., LeMoyne College

Chris Bolt
 M.S., Syracuse University

Ralph Bova
 M.A., Syracuse University

Douglas Brode
 M.A., Syracuse University

Jeanie Brown
 M.A., Syracuse University

Timothy Brown
 M.A., Syracuse University

Joseph Cleveland
 M.A., Syracuse University

Ralph Cognetti
 M.A., Syracuse University

Vaughn Copey
 M.A., SUNY Oswego

Carol Courtwright
 M.S., Syracuse University

James Delaney
 M.A., Syracuse University

Sheila Elmer
 C.A.S. (Graduate Degree), Syracuse University

Timothy Emerson
 M.A., Empire State College

JoAn Fox-Wright
 M.A., SUNY Cortland

Patricia Garrighan
 M.A., University of Nebraska – Omaha

John Gensler
 M.S., Syracuse University

Ellen Hale
 M.S.Ed., Syracuse University

Carolyn Hanlon
 M.S., Syracuse University

Christine Heppeler
 J.D., Syracuse University

Perri Hogan
 M.A., Nazareth College;
 Who's Who Among America's Teachers, 2004, 2005, 2007

Judith Hollands
 M.Ed., University at Albany

Sheila Hysick
 M.S.Ed., Elmira College

Tess Kosoff
 Ph.D., Syracuse University

Patrick Lawler
 M.A., Syracuse University

Kyung-Ha Lee
 M.A., Syracuse University

Grace Marticello
M.S., Syracuse University
Maureen McCarthy
M.A., Syracuse University
Teresa Melnick
B.S., Syracuse University
Emilie Miller
B.A., University at Albany
Shirley Myrus
M.A., Bowling Green State University
Linda Peters
M.A., Syracuse University
Joseph Porter
M.A., University of Iowa
Sophia Pothos
M.S., SUNY Cortland
John Rivito
M.A.T., SUNY Cortland
Richard Roth
Ph.D., Syracuse University
Susan Savedoff
M.S.Ed., LeMoyne College
Jeffrey Simmons
M.F.A., Syracuse University
Patrick Snow
M.A., Syracuse University
David Stobnicke
B.S., SUNY New Paltz
Stephen Thorley
M.F.A., Syracuse University
Katherine Wenner
M.S., Syracuse University
William West
Ph.D., Syracuse University

Fire Protection Technology

J. Stanley Coyne Hall, Room 124, (315) 498-2671

W. Douglas Whittaker, Coordinator
B.S., University of Maryland

General Studies

Mawhinney Hall, Room 216, (315) 498-2332

Pamela Martin-Louer, Professor/Psychology/Department
Chair
B.S., Syracuse University;
M.A., Wayne State University

Adjunct Faculty

Caren Avery, BME, LMHC
M.S., Hofstra University
Kim Lahm
M.A., Syracuse University
Arlyne Shannon
M.S., California State University-Long Beach
Timothy Singer
M.S., SUNY Oswego
Eunice Williams
M.S., Syracuse University;
President's Award for Excellence in Teaching, 2007
Patricia Zeleznock
M.A., University of Colorado

Health Information Technology

Whitney ATC, Room 331, (315) 498-2435

Judith Chrisman, Associate Professor
B.P.S., SUNY Institute of Technology;
R.H.I.A., American Health Information Management
Association;
M.S., New School for Social Research, Syracuse

Adjunct Faculty

Karen Fabrizio
B.S., Ithaca College;
R.H.I.A., American Health Information Management
Association
Peggy Presbyla
B.S., SUNY Institute of Technology;
R.H.I.A., American Health Information Management
Association
Jean Snook
B.A., Columbia College;
RHIA, American Health Information Management
Association

Health/Physical Education/Recreation

**Health and Physical Education Building, Room 202,
(315) 498-2282**

Lindsey Reider, Professor /Department Chair
B.S., University of California-Santa Barbara;
M.P.H., University of South Carolina
SUNY Chancellor's Award for Excellence in Faculty
Service, 2009

Amy Klein, Professor
B.S., SUNY Cortland;
M.S.E., SUNY Cortland

Robin Weeks, Associate Professor/Recreation Leadership
A.A.S., Onondaga Community College;
B.S., M.S.E., SUNY Cortland;
NISOD Excellence Award for Teaching, 2005

Professors Emeriti

Huyland Bryant
Maureen Clum
Marcia Walton
Rosemary Wood

Adjunct Faculty

Yogi Ananda
M.S., Yoga, International Yoga Research, S. India
Jo Anne Bakeman
M.S., SUNY Cortland
Edward Bates
B.S., Syracuse University
Janice Beckner
M.E., Boston University
Patricia Berman
B.S., Ithaca College
Bonnie Lee Brown
B.S.Ed., SUNY Cortland
Sharon Casper
M.S.Ed., SUNY Cortland
Mary Defuria
M.S., SUNY ESF
Dulce Fernandez
M.S., Ithaca College
Michael Filipiski
M.S., Syracuse University

Joan Harkulich
M.S., Syracuse University
Erin Kelly
B.S., SUNY Binghamton
M.A., University of North Carolina at Chapel Hill
Beth Maio
B.S., Pennsylvania State University
Laurie Penney McGee
M.S., SUNY Cortland
John Mulhauser
Anthony Riposo
A.A.S., Morrisville State College

Homeland Security & Disaster Preparedness

J. Stanley Coyne Hall, Room 108, (315) 498-6046

Richard Flanagan, Assistant Professor/ Department Chair
A.S., Onondaga Community College;
B.S., Empire State College

Hospitality Management (including Professional Cooking)

**Gordon Student Center, Room 107A,
(315) 498-2435**

Jillann Neely, Associate Professor
A.A.S., SUNY Cobleskill;
B.S., SUNY College at Oneonta;
M.S., Syracuse University

James Taylor
B.S., M.S., Johnson & Wales

Adjunct Faculty

Robert Benetti
B.S., Daemen College
James Drake, Professor
B.S., Cornell University;
M.S., SUNY Oswego
Kimberly Johnson
R.D., A.O.S., Culinary Institute of America;
M.S., Syracuse University
Patricia Kuhl
M.S., Syracuse University
Peter Oakes
B.A., Syracuse University
Theresa H. O'Hare, Instructor's Assistant
A.A.S., Morrisville State College
Eric Rose
A.A.S., Onondaga Community College
Daniel Seifritz, C.P.C.
Ellen Seymour
B.S., Wells College
Joy Siripornsawan
A.A.S., Onondaga Community College
James Taylor
B.S., M.S., Johnson & Wales

Human Services and Teacher Education

Mawhinney Hall, Room 280, (315) 498-2341

Patricia M. Martin, Professor/Early Childhood
Education and Teaching/Department Chair
A.S., B.S., Excelsior College;
M.A., Syracuse University;
Ph.D., Syracuse University;
SUNY Chancellor's Award for Excellence in Teaching, 2004;
NISOD Excellence Award, 2004;
Trustee Recognition Award, 2008

Frances Dulcich
M.S.Ed., Elmira College

Nancy J. Gabriel, Professor/Early Childhood
Education and Teaching
B.S., M.S.Ed., SUNY Oswego;
SUNY Chancellor's Award for Excellence in Teaching, 2005;
NISOD Excellence Award, 2006;
Trustee Recognition Award, 2008

Tina May, LMSW, CAS, Associate Professor
A.A., Fingerlakes Community College;
B.A., LeMoyne College;
M.S., SUNY Oswego;
M.S.W., Syracuse University;
Certificate of Advanced Studies/Women's Studies,
Syracuse University

Teresa Raughley, Instructor's Assistant/Children's Learning
Center
A.A.S., Onondaga Community College;
B.S., Empire State College

Ednita Wright, LCSW, CASAC, Associate Professor
B.S., Empire State College;
M.S.W., Syracuse University;
Ph.D., Syracuse University;
Who's Who Among America Teachers, 2007;
SUNY Chancellor's Award for Excellence in Teaching, 2008;
YWCA Academy of Diversity Achievers, 2008

Professors Emeriti

Sandra Kaplan
Barbara McLean
Nicholas Poulos

Adjunct Faculty

JoAnne Bakeman
M.S., SUNY Cortland
Ronald Bell
M.S., Syracuse University
Kenneth D. Brynien
M.A., C.W. Post College/Long Island University
Debora DeMauro
M.S.Ed., SUNY Oswego
Michael D. Filipiski
M.S., Syracuse University
Barbara McLean
L.C.M.S.W. Casework, Columbia University
Judy F. Murray
M.S.W., Syracuse University
Susan Scholl
M.S., New School for Social Research, New York City
Laura Reeder
M.F.A., Boston University

Interior Design

(See Architectural Technology)

Law Enforcement

J. Stanley Coyne Hall, Room 108, (315) 498-6046

Richard H. Flanagan, Assistant Professor/Department Chair
A.S., Onondaga Community College;
B.S., Empire State College

Library

Coulter Hall, Room 112, (315) 498-2335

Jeffrey Harr, Associate Professor/Department Chair
B.A., M.A., SUNY Cortland;
M.L.S., University at Albany
Chancellor's Award for Excellence in Librarianship, 2009

Frank D. Doble, Jr., Instructor
B.A., Syracuse University;
M.L.S., Rutgers University;
Chancellor's Award for Excellence in Librarianship, 2003

Robert O'Boyle, Professor
B.S., SUNY College at Oneonta;
M.L.S., Syracuse University;
Chancellor's Award for Excellence in Librarianship, 1998

Pauline Lynch Shostack, Associate Professor
B.S., LeMoyne College;
M.L.S., Syracuse University;
Chancellor's Award for Excellence in Librarianship, 2008

Angela Weiler, Associate Professor
B.A., M.L.S., Syracuse University

Professors Emeriti

Margaret R. Patten
Sally N. Potter
Daniel Rizzo
Gretchen G. Roberts

Adjunct Faculty

Wanda Abrams
M.L.S., SUNY at Buffalo
Lorraine Coleman
M.S.L.S., Syracuse University
Connie D'Accurzio
B.A., SUNY Cortland;
M.S.L.S., Information Studies, Syracuse University
Bonnie Steinkraus
B.F.A., SUNY at Buffalo;
M.L.S., Syracuse University
M.S., (Honors) Minnesota State University – Mankato
Geraldine Wright
M.S., Library Science, Simmons College-Boston, Mass.

Mathematics

Mawhinney Hall, Room 210, (315) 498-2328

Michael Oppedisano, Associate Professor/Department Chair
B.A., M.A., University of Rochester

Jennifer Bergamo, Associate Professor
B.A., SUNY Geneseo;
M.S., Syracuse University

Joseph Browne, Professor
B.S., Bucknell University;
M.A., Northern Michigan University;
SUNY Chancellor's Award for Excellence in Teaching, 1990;
Who's Who Among America's Teachers, 2005

Anthony Buffa, Assistant Professor
B.A., Walsh College;
M.A., Clarkson College of Technology

Thy A. Bui, Assistant Professor
B.A., Wells College;
M.S., SUNY Cortland

Kathleen Cantone, Associate Professor
B.A., M.S., Syracuse University;
SUNY Chancellor's Award for Excellence in Teaching, 2002

Tracey Clancy, Assistant Professor
B.S., M.S., University of Rochester;
M.B.A., LeMoyne College

Candice Dance, Professor
B.S., SUNY Geneseo;
M.S., Syracuse University;
Chancellor's Award for Excellence in Teaching, 2006

Patrick DeFazio, Associate Professor
B.S., SUNY Fredonia;
B.A., M.A., The College at Brockport

Michelle A. Doucette, Associate Professor
M.S., B.S., SUNY Oswego;
SUNY Chancellor's Award for Excellence in Teaching, 2010

Christine Englert, Instructor's Assistant
A.S., Auburn Community College;
B.S., The College at Brockport

Kelly Groginski, Associate Professor
B.A., SUNY Potsdam;
M.S., SUNY Oswego

Karen Hale, Associate Professor
B.A., M.S., SUNY Cortland;
Project ASSESS Fellow, 2004-2005;
SUNY Chancellor's Award for Excellence in Faculty Service, 2010

Jessica J. Harnly, Assistant Professor
B.S.E., Mansfield University;
M.E., Millersville University

Barbara Hoy, Professor
B.S., St. Lawrence University;
M.S., SUNY Potsdam

Bridgette Jacob, Associate Professor
B.A., Niagara University;
M.S., Syracuse University

Julie March, Assistant Professor
B.S., Clarkson University;
M.S., SUNY Cortland

Mary Mohat, Associate Professor
B.A., Utica College;
M.S., SUNY Oswego

Jane D. Tanner, Professor
A.B., Cornell University;
M.S., SUNY Oswego;
Online Teaching Certificate, UCLA;
Who's Who Among America's Teachers, 2005

Ann Tierney, Assistant Professor
B.A., Marymount Manhattan College;
M.A., CUNY Hunter College

Garth Tyszka, Assistant Professor
B.S. SUNY Cortland
M.S. Syracuse University

Professors Emeriti

Charles Edgar
Bruce F. Haney
George E. Matthews
Joan Page

Sharon A. Testone

Withro Wiggins

Adjunct Faculty

Jerome Albani

M.S., SUNY Geneseo

Lindsey Anderson

M.S., Syracuse University

Joseph Bartelli

M.S., Syracuse University

Carol Baum

B.A., Augustana College

John Bonura

M.S., Syracuse University

Sandra Brott

B.A., SUNY Oswego

Thomas Bugaj

M.S., SUNY Oswego

Michael Byers

M.A., Syracuse University

Roy Carr

M.S.Ed., SUNY Oswego

Randall Carter

B.S., SUNY Cortland

Arlene Case

M.S.Ed., SUNY Cortland

Karen Conahan

M.S., Syracuse University

Joseph Devita

B.S., Ohio State University

Andrea Finnie

B.A., SUNY Oswego

Timothy Hartman

M.S., Syracuse University

Shirley Hartnett

M.S., Breyer State University

Ann Haynes

M.S.Ed. SUNY Cortland

Kenneth Kile

M.S., Syracuse University

Thomas LaRochelle

M.A., Bowling Green State University

Thomas Lemmo

M.A., Binghamton University

Barbara Leo

M.S., Rochester Institute of Technology

Joseph Leonard

M.S., Syracuse University

Deborah Lewkowicz

M.S., Syracuse University

Nancy Malara

B.S., Geneva College

David Margrey

M.S., Syracuse University

Ronald Margrey

M.E., Syracuse University

Joseph McMullen

B.S.Ed., University of Scranton

Patricia Murphy

B.S., Syracuse University

Donald Neault

C.A.S., SUNY Oswego

Larry Page

M.A., Kansas University

William Pinkes

M.S.Ed., SUNY Cortland

Susan Potrikus

M.S.Ed., SUNY Cortland

Ronald Richer

M.S., Ohio State University

Peter Soffiatti

B.S., Syracuse University

Charles Stedman

M.S., Syracuse University

Sharon A. Testone

Ph.D., Syracuse University;

SUNY Chancellor's Award for Excellence in Teaching, 2003

Withro Wiggins

M.S., Syracuse University

Mechanical Technology

Whitney ATC, Room 143, (315) 498-2442

Robert Latham II, CMfgE, Assistant Professor/

Department Chair

A.S., Onondaga Community College;

B.S., SUNY Oswego;

M.S., SUNY Institute of Technology;

M.B.A., SUNY Oswego;

SUNY Chancellor's Award for Excellence in Teaching, 2001;

Who's Who Among America's Teachers, 2002, 2005, 2007;

Leading Educators of the World, Inaugural Member, 2005;

American Medal of Honor-Education, 2007;

Who's Who in America, 2010

Professor Emeritus

Donald A. Ruzekowicz

Modern Languages

Mawhinney Hall, Room 308, (315) 498-2305

Christopher Hromalik, Assistant Professor/Spanish/

Department Chair

B.A., SUNY Geneseo;

M.A., Ohio State University

Engracia Angrill Schuster, Professor/Spanish

B.S., Universidad Central de Barcelona;

M.S., M.A., Syracuse University;

Who's Who Among American Teachers, 1995;

SUNY Chancellor's Award for Excellence in Teaching, 2006

Lucille Pallotta, Professor/French and Italian

B.A., SUNY College at Oneonta;

M.A. French, M.A. Italian, Syracuse University;

Who's Who Among American Teachers, 1994;

NISOD Excellence Award, 2002;

SUNY Chancellor's Award for Excellence in Teaching, 2005;

Philip Martin Award for Excellence in Teaching, 2005

Jennie Sabo, Assistant Professor/American Sign Language

A.S., Jefferson Community College;

B.S., Empire State College;

M.S., SUNY Potsdam;

National Registry of Interpreters for the Deaf (NRID)

– Certificate of Transliteration (CT), 1998;

American Sign Language Teachers Association (ASLTA)

Qualified Level, 2000;

National Registry of Interpreters for the Deaf (NRID)

– Certificate of Interpretation (CI), 2002

Timothy Scott, Assistant Professor/Spanish
B.A., LeTourneau University;
M.A., Texas A & M University-Commerce

Professors Emeriti

Barbara N. Davis
Dorothy E. Harth
Edith Schmitz
Georgia A. Schneider

Adjunct Faculty

Maria Caruso
M.S.W., Syracuse University
Carol D'Angelo
M.A., University at Buffalo
Mary Ellen Faughnan-Kenien
Ph.D., Binghamton University
Domenico Gigante
M.A., Syracuse University
Janet Hamly
M.A., Middlebury College;
M.Ed., DePaul University
Roman Kazragis
M.E., Western Maryland College- McDaniel College
Anthony Madonia
M.A., Syracuse University
Bette McLaud
M.S., Syracuse University
Elaine Meltzer
M.A., Syracuse University
John Prusch
Ph.D., University at Albany
Jacquelyn Sorci
M.A., Syracuse University
Veronica Valerio
M.S., Syracuse University
Hanya Wozniak-Brayman
Ph.D., Syracuse University

Music

Gordon Student Center, Room 202G, (315) 498-2256

David Abrams, Professor/Clarinet/Department Chair
B.M., M.M., D.M.A., University of Rochester,
Eastman School of Music
Robert Bridge, Professor/Percussion
B.M.E., University of North Texas;
M.M., Southern Methodist University;
D.M.A., Performer's Certificate, University of
Rochester, Eastman School of Music
Jean Loftus, Associate Professor/Voice
B.M., Boston University;
M.M., Syracuse University
Richard D. McCullough, Associate Professor/Voice
B.A., M.M., University of South Florida
Kevin M. Moore, Professor/Piano
B.M., SUNY Potsdam, Crane School of Music;
M.M., Manhattan School of Music;
Ph.D., New York University;
J.D., Syracuse University;
Who's Who Among America's Teachers, 2005
Selma Moore, Professor/Flute
B.S., M.S., SUNY Potsdam, Crane School of Music

Timothy J. Schmidt, Associate Professor/Guitar
B.A., Hobart College;
M.M., Ithaca College;
D.M.A., Manhattan School of Music

Professors Emeriti

William H. Harris
Phil Klein
Gail Rupert Lyons
Donald Miller

Adjunct Faculty

Ilze Brink-Button, French Horn
B.M., Orange Free State University, South Africa
David Brown, Guitar Class
B.M., SUNY Potsdam, Crane School of Music
Joseph Carello, Improvisation
B.S., SUNY Potsdam, Crane School of Music
Katharine Ciarelli, Piano
M.M., Syracuse University
Susan M. Crocker, Piano
M.M., Syracuse University
Anthony DeAngelis, Bassoon/Oboe
M.S., Syracuse University
Norma Deluccia, Piano
M.M., Syracuse University
Kit Dodd, Viola
M.M., Wichita State University;
Member, Syracuse Symphony Orchestra
Timothy Emerson, Music Appreciation and Ethnic Music
M.A., Empire State College
Richard Ford, Music Business Class
B.S., Ithaca College
Ed.D., Syracuse University
Steve Frank, Jazz Ensemble
D.M.A., University of Rochester, Eastman School of Music
Luba Lesser, Voice Class
B.A., Empire State College
Katherine Montcrieff, Voice
B.S., SUNY Potsdam, Crane School of Music
Michelle Osborne, Music Appreciation Class
B.M., State University at Potsdam
M.A., Indiana State University
Darryl Pugh, String Bass & Electric Bass
M.M., University of Rochester, Eastman School of Music;
Member, Syracuse Symphony Orchestra
Richard Schaffer, Trumpet
M.M., Catholic University of America, Washington, D.C.
Jennifer Vacanti, Percussion
M.M., Ithaca College
Jacqueline Wogick, Cello
B.M., Roosevelt University
M.M., Northern Illinois University
D.M.A., The University of Iowa
Member of the Syracuse Symphony Orchestra
Andrew Zaplatynsky, Violin
B.M., Catholic University of America, Washington, D.C.
Concert Master, Syracuse Symphony Orchestra

Nursing

Ferrante Hall, Room 104, (315) 498-2360

Christina Granato, Professor/Department Chair
B.S., M.S., Syracuse University

Mary Beth Bohli, Assistant Professor
B.S., M.S., Syracuse University

Mary Dooley, Associate Professor
B.S., Niagara University;
M.S., SUNY Upstate Medical University

Susan Lamanna, Professor
B.S., Catholic University;
M.A., St. Joseph's College;
M.S., Syracuse University

Deborah LoSecco, Instructor's Assistant,
B.S., Syracuse University

Peggy Anne Przybycien, Professor
B.S., M.S., SUNY Health Science Center

Lorraine Rogers, Instructor's Assistant
B.S., University at Buffalo;
M.S., Syracuse University

Leanne Waterman, Associate Professor
B.S., M.S., SUNY Upstate Medical University

Professors Emeriti

Diane Case
Sally H. Coman
Judith Graff
Ann Kronner
Dolores Mauro
Margaret Powers
Pamela Ryan
D. Virginia Tilden
Mary Ann Trompeter

Adjunct Faculty

Mary Rose Altman
M.S., SUNY Downstate Medical Center
Dianne Bickerton
M.S., Syracuse University
Barbara Goldberg
M.S., Syracuse University
Catherine Hitchcock
M.S., SUNY Upstate Medical University
Anne Ryan
M.S., SUNY Upstate Medical University
Carol Welch
M.S., Syracuse University

Photography

Art Department, Ferrante Hall, Room 162, (315) 498-2401

Deborah Haylor McDowell, Associate Professor/Department Chair
B.F.A., M.F.A., Syracuse University

Meredith Cantor, Coordinator
B.F.A., University of Alaska;
M.F.A., University of Illinois

Professor Emeritus

Victor Lisnyczj

Adjunct Faculty

Nicholas Lisi
BA, SUNY Oswego

Physical Science

Ferrante Hall, Room 352, (315) 498-2432

Margaret J. Harris, Professor/Department Chair
B.S., St. Lawrence University;
M.S., SUNY Cortland

Eugene R. Camerota, P. E., Professor
B.S., M.S., Syracuse University

Petre Golumbeanu, Assistant Professor
B.S., University of Bucharest, Romania;
M.S., Syracuse University

Robert F. Jaquin, Assistant Professor
B.S., California Polytechnic State College;
M.S., Ph.D., Cornell University

Andrei Ionescu-Zanetti, Associate Professor
B.A., University of Bucharest, Romania;
M.S., San Francisco State University

Martin Martino, Assistant Professor
B.S., Indiana State University;
M.S., St. Louis University

Brian McAninch, Associate Professor
B.A., Oberlin College;
M.S., Brown University;
C.P.G., State of New Hampshire

Professors Emeriti

Dennis W. Fleck
Alan L. Gammon
George C. Kelley

Adjunct Faculty

William Gabriel
B.A., Syracuse University
David Gordon
Ph.D., Oklahoma State University
Robert Haley
M.S., University of Missouri
Barbara Hill
Ph.D., Syracuse University
Margaret Hinds
M.S., Syracuse University
Keith Josef
Ph.D., Syracuse University
Mark Lawler
M.S., Northern Arizona University
Reinaldo Mercado
M.S., Syracuse University
Richard Nastasi
M.S.Ed., SUNY Oswego
Barbara Nissen
M.S., Syracuse University
Edward Ponto
M.S., Syracuse University
Calvin Prothro
M.A., Binghamton University
John Rusho
M.S.Ed., SUNY Oswego
Christian Sturick
M.S., Syracuse University

Physical Therapist Assistant

Ferrante Hall, Room 267, (315) 498-2458

Cynthia Warner, D.P.T., Professor/ Department Chair

B.S., Russell Sage College;

M.S.Ed., SUNY Oswego;

D.P.T., SUNY Upstate Medical University

Kristen A. Lounsbury, PT, Associate Professor

B.S., University at Buffalo;

M.S.Ed., SUNY Oswego

Professor Emeritus

Beverly Yevich

Respiratory Care

Ferrante Hall, Room 267, (315) 498-2458

Daniel Cleveland, RRT, Associate Professor/Department Chair

A.A.S., B.S., SUNY Upstate Medical University

Kevin Cahill, RRT, Assistant Professor

A.A.S., Onondaga Community College;

B.S., SUNY Upstate Medical University;

M.S., SUNY Oswego

Paul E. Wheelock, RRT, Assistant Professor

A.A.S., Onondaga Community College;

B.S., Empire State College;

M.S., SUNY Oswego

Adjunct Faculty

Scott Baker, RRT

A.A.S., Onondaga Community College

Wendy Fascia RRT

A.A.S. Onondaga Community College

Judith Kress RRT

A.A.S. SUNY Upstate

Jennifer Pedley RRT

A.A.S. Onondaga Community College

A.A.S. Crouse School of Nursing

James Waters RRT

A.A.S. Onondaga Community College

Social Sciences

Mawhinney Hall, Room 380, (315) 498-2301

Tara Ross, Professor/History /Department Chair

B.A., M.A., Indiana State University;

J.D., Valparaiso University

Anwar Al-Mudamgha, Professor/Sociology

B.A., University of Baghdad, Iraq;

M.A., Ph.D., Syracuse University;

SUNY Chancellor's Award for Excellence in Teaching, 1993

Mary Bogin, Professor/History

B.A., Antioch College;

M.A., Ph.D., Cornell University

Ed Burton, Assistant Professor/History

B.A., M.A., University of Cincinnati;

Ph.D., Purdue University

Rupert Caine, Professor/Economics

B.S.C., University of London, England;

M.S.C., University of Surrey, Guildford, England

Ingrid J. Cominsky, Associate Professor/Psychology

B.A., Mills College;

M.Ed., Ph.D., Syracuse University

William M. Cross, Professor/Psychology

B.S., USMA West Point;

M.B.A., Ph.D., Syracuse University;

SUNY Chancellor's Award for Excellence in Teaching, 1997

Carl D. DiPerna, Professor/Psychology

B.A., University of Massachusetts;

M.Ed., Boston State College;

M.Ph., Syracuse University

Lois Easterday, Professor/Sociology

B.A., College of St. Mary;

M.A., University of Nebraska at Omaha;

Ph.D., Syracuse University

Kent M. Ford, Professor/Economics

B.S., Brigham Young University;

M.A., University of San Francisco

Executive Certificate, Georgetown University

Patrick Kenny, Assistant Professor/Philosophy

B.A., M.A., National University of Ireland, Galway, Ireland;

M.A., Ph.D., University of Rochester

Margret M. Ksander, Assistant Professor/Sociology

B.A., Alverno College;

M.A., Marquette University

Arnaud Lambert, Assistant Professor/Anthropology

B.A., University of Rhode Island;

M.A., University of Iowa

Pamela Martin-Louer, Professor/Psychology/General Studies Department Chair

B.S., Syracuse University;

M.A., Wayne State University

Richard McLain, Associate Professor/History

B.A., M.A., Louisiana State University;

M.A. (History), M.A. (Medicine, Occupation and Health in Historical Perspective), Ph.D., The University of Exeter

Valerie Melburg, Assistant Professor/Psychology

B.A., CUNY Lehman College;

Ph.D., University at Albany

Nina Tamrowski, Professor/Political Science

B.A., The College at Brockport;

M.A., Syracuse University

David VanArsdale, Assistant Professor/Sociology

B.A., Eckerd College

M.A., St. John's University

Ph.D., Syracuse University

Marie Vasek, Assistant Professor/Psychology

B.A., SUNY Binghamton;

M.A., Clark University

Timothy D. Willig, Associate Professor/History

B.S., Grace College;

M.A., Western Michigan University;

Ph.D., University of Massachusetts-Amherst

Mark Zane, Associate Professor/Sociology

B.A., SUNY Geneseo;

M.S., Texas A&M University

Professors Emeriti

Joseph Agonito
Gail Cromack
Jane Donegan
Sandra R. Fiske
Ronald E. Kowalski
Claude V. MacMillan
Nancy K. McCarty
David G. Muir
John Panagakis
Mary Anne Pitts
James L. Schofield
Hiram L. Smith
Verne L. Sugarman

Adjunct Faculty

Emmanuel B. Awuah
Ph.D., Michigan State University
Peter Brown
Ph.D., Harvard
Patricia Bushnell
M.A., Syracuse University
David Bzdak
B.A., Bloomsburg University
Charles DeMotte
Ph.D., University of Kansas
Richard Fitzgerald
M.A., Niagara University
Eileen Fitzpatrick
M.S., SUNY Oswego
Regina Gabrielle
M.S., Florida State University
Constantina S. Gaddis
Ph.D., University of California-Los Angeles
Robert Garland
M.A., Syracuse University
Thomas Gillen
M.A., Stony Brook University
Bruce Hare
Ph.D., University of Chicago
James Herrick
Ph.D., University at Albany
Mary Keenan
M.S., Syracuse University
Maureen Kennedy
M.S., C.A.S., Syracuse University
Edward Kowalski
M.A., Northern Illinois University
Eugene Mack
Ph.D., Syracuse University
Hasan Murshed
Ph.D., Syracuse University
Gregory Scott
Ph.D., Syracuse University
Brenda Silverman
Ph.D., Syracuse University

Surgical Technology

Ferrante Hall, Room 267, (315) 498-2458

MaryPat Annable, RN, CNOR, Professor/
Department Chair
B.S., SUNY Institute of Technology;
M.S.N., Syracuse University

Adjunct Faculty

Jeanne Rood, CST
B.A., Powelson Business Institute
John Kwiatkowski, CST
A.A.S., SUNY Cobleskill

College Directory

FOR INFORMATION ABOUT OR ASSISTANCE WITH:	CALL	TELEPHONE	LOCATION
Admissions.....	Office of Recruitment & Admission	498-2202	Gordon Student Center
Affirmative Action	Human Resources	498-2184	Coulter Library Building
Athletics.....	Athletic Office	498-2282	Health & Phys. Ed. Bldg.
Bookstore	OCC Bookstore	498-2246	Gordon Student Center
Bursar	Bursar's Office	498-2367	Gordon Student Center
Campus Safety and Security.....	Safety and Security	498-2478	Service & Maintenance Bldg.
Career and Technical			
Education Services.....	Student Engagement Initiatives	498-2607	Whitney ATC
Child Care.....	Children's Learning Center	498-2346	Ferrante Hall
College for Living	College for Living.....	498-6005	Health & Phys. Ed. Bldg.
Collegiate Science & Technology			
Entry Program.....	CSTEP Office	498-2352	Gordon Student Center
Counseling.....	Counseling Center	498-2675	Gordon Student Center
Credit Courses	Student Central	498-2000	Gordon Student Center
Disability Services	Disability Services Office.....	498-2245	Gordon Student Center
		469-3128 TTY	
Distance Learning	Office of Distance Learning	498-2804	Coyne Building
Diversity Services	Diversity Services.....	498-2565	Whitney ATC
Educational Opportunity Program	EOP Office	498-2428	Gordon Student Center
Employment Services	Career & Applied Learning Center.....	498-2585	Whitney ATC
Evening & Summer Programs	Extended Learning.....	498-6000	Whitney ATC
Financial Aid.....	Financial Aid Office	498-2291	Gordon Student Center
Health Services/Immunization.....	Health Services.....	498-2599	Coulter Library Building
High School Equivalency.....	Student Central.....	498-2000	Gordon Student Center
Housing.....	Residence Life Office	498-2351	Gordon Student Center
Identification Cards.....	Smart Card Office	498-7230	Gordon Student Center
International Student Admissions..	Admissions Office.....	498-2000	Gordon Student Center
International Students.....	International Student Services	498-7217	Ferrante Hall
Internships	Career & Applied Learning Center.....	498-2494	Whitney ATC
Library.....	Coulter Library.....	498-2334	Coulter Library Building
Lifelong Learning	Lifelong Learning Office.....	498-6000	Coyne Building
Louis Stokes Alliance for			
Minority Participation.....	LSAMP Office.....	498-2817	Gordon Student Center
North Site	North Site	498-6080	North Site @ Seneca Mall
Online Courses	Office of Online Learning	498-2804	Coyne Building
Orientation	Student Association.....	498-7210	Gordon Student Center
Parking Permits	Smart Card	498-7230	Gordon Student Center
Public Safety Training.....	Public Safety Training Center	498-6046	Coyne Building
Registration	Student Central.....	498-2000	Gordon Student Center
Safety & Security.....	Safety & Security.....	498-2478	Service & Maintenance Bldg.
Scheduling Events.....	Events Management Office	498-2731	Coulter Library
Small Business Development.....	Small Business Development Center	498-6070	Coyne Building
Student Activities	Student Association.....	498-7210	Gordon Student Center
Student Central	Student Central.....	498-2000	Gordon Student Center
Student ID's.....	Smart Card Office	498-7230	Gordon Student Center
Testing Services.....	Testing Services.....	498-2218	Gordon Student Center
Transcripts.....	Student Central.....	498-2000	Gordon Student Center
Transfer Information.....	Counseling Department	498-2675	Gordon Student Center
Tuition and Fees.....	Bursar's Office	498-2367	Gordon Student Center
Tutoring	Content Tutoring Center	498-2573	Coulter Library Building
Veterans' Information.....	Office of Veterans' Affairs	498-2200	Gordon Student Center
Volunteer and Service Learning.....	Career & Applied Learning Center.....	498-7207	Whitney ATC

2010-2011 Academic Calendar

FALL 2010

NOTE: Deadlines for courses other than 14 weeks in length are adjusted accordingly

MAIN CAMPUS, OCC NORTH and EXTENSION SITES

Faculty On Hand.....	Tuesday, August 24, 2010
Last Day to Register.....	Friday, August 27, 2010
Classes Begin.....	Monday, August 30, 2010
Last day to add a class	Sunday, September 5, 2010
Labor Day-no classes	Monday, September 6, 2010
Last day to apply for December 2010 Graduation.....	Sunday, September 19, 2010
Last day to drop a class (remove from transcript) in person.....	Friday, September 17, 2010
Last day to drop a class (remove from transcript) WebAccess	Sunday, September 19, 2010
Administrative X Deadline.....	Sunday, November 7, 2010
Advisement for Spring and Summer 2011 begins.....	Monday, November 1, 2010
Registration for Spring and Summer 2011 begins.....	Monday, November 8, 2010
Midterm Examinations	Mon., Oct 18 thru Sun, Oct 24, 2010
Thanksgiving Recess.....	November 24 thru November 28, 2010
Last day to withdraw from a class with a grade of W	Tuesday, November 23, 2010
Classes Resume	Monday, November 29, 2010
Last day of regular classes.....	Sunday, December 12, 2010
Final Examinations.....	Monday, December 13 thru Sunday, December 19, 2010
Grade Deadline (9 a.m.)	Tuesday, December 21, 2010
Last Day Faculty On Hand	Tuesday, December 21, 2010
May 2011 Degree Applications Due (for registration review).....	Tuesday, December 21, 2010

First Half-Semester Main Campus Classes

Classes begin.....	Monday, August 30, 2010
Last day to add a class.....	Wednesday, September 1, 2010
Last day to drop a class (remove from transcript)	Tuesday, September 7, 2010
Administrative X Deadline.....	Monday, October 4, 2010
Last day to withdraw from a class with a grade of W	Friday, October 8, 2010
Last day of regular classes.....	Monday, October 18, 2010
Grade Deadline (9 a.m.)	Thursday, October 21, 2010

Second Half-Semester Main Campus Classes

Classes begin.....	Tuesday, October 19, 2010
Last day to add a class.....	Thursday, October 21, 2010
Last day to drop a class (remove from transcript)	Wednesday, October 27, 2010
Administrative X Deadline.....	Sunday, November 28, 2010
Last day to withdraw from a class with a grade of W	Thursday, December 2, 2010
Last day of regular classes.....	Sunday, December 12, 2010
Grade Deadline (9 a.m.)	Tuesday, December 21, 2010

WINTER 2011 MAIN CAMPUS

Last Day to Register	Monday, December 27, 2010
Classes Begin	Tuesday, December 28, 2010
Last day to add a class	Tuesday, December 28, 2010
New Years Holiday - No Classes	Friday, December 31, 2010
Last day to drop a class (remove from transcript)	Sunday, January 3, 2011
Administrative X Deadline	Wednesday, January 6, 2011
Last day to withdraw from class with a grade of W (WebAccess)	Sunday, January 10, 2011
Last Day of Regular Class/Final Exam	Friday, January 14, 2011
Grade Deadline (9 a.m.)	Tuesday, January 18, 2011

SPRING 2011

NOTE: Deadlines for courses other than 14 weeks in length are adjusted accordingly

MAIN CAMPUS, OCC NORTH and EXTENSION SITES

Faculty On Hand	Tuesday, January 18, 2011
Last Day to Register	Friday, January 21, 2011
Classes Begin	Monday, January 24, 2011
Last day to add a class (in person)	Friday, January 28, 2011
Last day to add a class (WebAccess)	Sunday, January 30, 2011
Last day to drop a class (remove from transcript) - in person	Friday, February 11, 2011
Last day to drop a class (remove from transcript) - WebAccess	Sunday, February 13, 2011
May 2011 Graduation Applications Due	Friday, February 11, 2011
Midterm Examinations	Monday, March 7 thru Sunday, March 13, 2011
Spring Recess	Monday, March 14 thru Sunday, March 20, 2011
Classes Resume	Monday, March 21, 2011
Administrative X Deadline	Sunday, April 3, 2011
Advisement for Fall 2011 & Winter 2012 begins	Monday, April 4, 2011
Registration for Fall 2011 & Winter 2012 begins	Monday, April 11, 2011
Last day to withdraw from a class with a grade of W (in person)	Tuesday, April 19, 2011
Last day of regular classes	Sunday, May 8, 2011
Final Examinations	Monday, May 09 thru Sunday, May 15, 2011
Grade Deadline (9 a.m.)	Thursday, May 19, 2011
Last Day Faculty On Hand	Thursday, May 19, 2011
Commencement	Saturday, May 14, 2011

First Half-Semester Main Campus Classes

Classes begin	Monday, January 24, 2011
Last day to add a class	Wednesday, January 26, 2011
Last day to drop a class (remove from transcript)	Tuesday, February 1, 2011
Administrative X Deadline	Sunday, February 27, 2011
Last day to withdraw from a class with a grade of W	Tuesday, March 3, 2011
Last day of regular classes	Sunday, March 13, 2011
Grade Deadline (9 a.m.)	Wednesday, March 15, 2011

SPRING 2011 (continued)

Second Half-Semester Main Campus Classes

Classes begin	Monday, March 21, 2011
Last day to add a class	Wednesday, March 23, 2011
Last day to drop a class (remove from transcript)	Tuesday, March 29, 2011
Administrative X Deadline	Sunday, May 1, 2011
Last day to withdraw from a class with a grade of W	Thursday, May 5, 2011
Last day of regular classes	Sunday, May 15, 2011
Grade Deadline (9 a.m.)	Thursday, May 19, 2011

SUMMER 2011 MAIN CAMPUS

* Final examinations may be scheduled beyond the dates listed below at the instructors discretion.

1st Summer Session

Last Day to register – in person	Friday, June 3, 2011
Last Day to register - WebAccess	Sunday, June 5, 2011
Classes Begin	Monday, June 6, 2011
Last day to add a class	Wednesday, June 8, 2011
Last day to drop a class (remove from transcript) in person	Friday, June 10, 2011
Last day to drop a class (remove from transcript) WebAccess	Sunday, June 12, 2011
Administrative X Deadline	Friday, June 24, 2011
Last day to withdraw from a class with a grade of W	Wednesday, June 29, 2011
July 4th Holiday – NO CLASSES	Monday, July 4, 2011
Last Day of Class/Final Exam	Friday, July 8, 2011
Grade Deadline (4 p.m.)	Tuesday, July 12, 2011

2nd Summer Session

Last Day to register – in person	Friday, July 8, 2011
Last Day to register - WebAccess	Sunday, July 10, 2011
Classes Begin	Monday, July 11, 2011
Last day to add a class	Wednesday, July 13, 2011
Last day to drop a class (remove from transcript) in person	Friday, July 15, 2011
Last day to drop a class (remove from transcript) WebAccess	Sunday, July 17, 2011
Administrative X Deadline	Friday, July 29, 2011
Last day to withdraw from a class with a grade of W	Wednesday, August 3, 2011
Last Day of Class/Final Exam	Friday, August 12, 2011
Grade Deadline (4 p.m.)	Tuesday, August 16, 2011

10 Week Summer Session

Last Day to register – in person	Friday, June 3, 2011
Last Day to register - WebAccess	Sunday, June 5, 2011
Classes Begin	Monday, June 6, 2011
Last day to add a class	Thursday, June 9, 2011
Last day to drop a class (remove from transcript) in person	Friday, June 17, 2011
Last day to drop a class (remove from transcript) WebAccess	Saturday, June 18, 2011
July 4th Holiday – NO CLASSES	Monday, July 4, 2011
Administrative X Deadline	Tuesday, July 19, 2011
Last day to withdraw from a class with a grade of W	Friday, July 29, 2011
Last Day of Class/Final Exam	Friday, August 12, 2011
Grade Deadline (4 p.m.)	Tuesday, August 16, 2011

Area Map



DIRECTIONS TO ONONDAGA COMMUNITY COLLEGE MAIN CAMPUS

From South of Syracuse:

Take Nedrow Exit 16, follow Salina Street (Rt. 11) to Rt. 173, turn left and follow Rt. 173. Continue on Rt. 173 for 1.8 miles to intersection of Rt. 175. Bear left onto Rt. 175, follow 0.8 miles to traffic light, turn right at College entrance.

From North of Syracuse:

Take 481 South to exit 1 for Brighton Ave. Keep left at the fork, follow signs for Nedrow. Turn left at Brighton Ave. Turn right at RT-173/East Seneca Turnpike. Continue to follow East Seneca Turnpike to Onondaga Community College.

From New York State Thruway East or West:

Take Exit #39 to Rt. 690 east to Fairmount/Rt. 5. Turn right on Rt. 5 (West Genesee St.) to third traffic light, turn left to Rt. 173 (Onondaga Rd.) and proceed 4 miles, turn right at College entrance.

From Downtown Syracuse:

Take Salina St. south to Rt. 173, turn right. Continue on Rt. 173 for 1.8 miles to intersection of Rt. 175. Bear left onto Rt. 175, follow 0.8 miles to traffic light, turn right at College entrance.

Main Campus Map



- | | |
|---|--|
| M Mawhinney Hall | RHA Residence Hall A |
| C Coulter Hall | RHB Residence Hall B |
| F Ferrante Hall | RHC Residence Hall C |
| G Gordon Student Center | S Service and Maintenance Building |
| H Health, Recreation and Physical Education Building | ST Storer Auditorium |
| JSC J. Stanley Coyne Hall | W Whitney Applied Technology Center |
- Numbers refer to parking lots.

 All buildings on the OCC campus are accessible to the disabled.



Centro Bus service is provided to and from downtown Syracuse. Shelters are provided at the College bus stops for students to use while waiting. Schedules are available at the main desk in the Coulter Library and in the lobby of Mawhinney Hall. Current bus schedule information can be obtained at www.centro.org. See page 205 for more details.

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