



## **2013-2014 COLLEGE CATALOG**

4585 West Seneca Turnpike, Syracuse, New York 13215-4585  
(315) 498-2622 | [www.sunyocc.edu](http://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. Onondaga County is the local sponsor for Onondaga Community College.

Onondaga opened its doors in 1962 to 500 freshmen at Midtown Plaza in the urban center of Syracuse, New York. The College moved to its present site in 1973, situated upon 280 acres on Onondaga Hill, four miles from the city. The campus is noted for its hills, wooded terrain and expansive views.

Eight academic buildings house over 40 programs of study, which are supported by dedicated faculty and staff members who remain steadfast in their commitment to student success. Student enrollment has grown to nearly 13,000 students with more than 40,000 alumni. Onondaga strives to provide the full college experience and offers a diverse complement of clubs and organizations, arts and culture activities through the Arts Across Campus program, and intramurals to enrich student life. The College also offers 15 men's and women's NJCAA athletic teams with several earning national recognition.

In addition, the College built three modern, all-suite residence halls to accommodate nearly 600 students in 2006. Due to the demand for additional campus housing, a fourth residence hall opened in fall 2012 increasing the total of on-campus residents to 800.

Students can also earn a bachelor's, master's and doctoral degrees on the Onondaga campus at the Regional Higher Education Center through innovative partnerships with St. John Fisher College, Paul Smith's College, SUNY Empire State College, SUNY Cobleskill, SUNY Delhi, Kaplan University and Keuka College. This facility also houses the College's community education programs, which include classes for personal enrichment and professional development; customized training for local business and industry; and special programs for children and teens, small businesses and other organizations.

The College continues to serve the educational and economic development needs of its community, which includes the state-of-the-art SRC Arena and Events Center and a unique partnership with the Southwest YMCA at Onondaga.

## 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, acquire new knowledge and skills, or 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 and athletics, internships, and clubs and organizations.

## 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.

## Sustainability

Onondaga Community College is committed to improving the sustainability of the campus by considering the environmental, social, and economic impacts of the College's decisions. By signing the American College and University Presidents' Climate Commitment in 2007, Onondaga agreed to reduce and eventually eliminate the College's greenhouse gas emissions. Onondaga has been successfully working to integrate sustainable practices throughout campus operations, to incorporate sustainability as a concept into the curriculum, and to educate students and employees about sustainability issues. Current initiatives include campus wide recycling, sustainable landscape practices, composting, green building projects, energy efficiency improvements, renewable energy, and sustainability-related classes and educational events. Students are encouraged to participate in the College's sustainability efforts.



## 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.

*Endorsed by the College Faculty, January 2006; presented to the Board of Trustees, February 2006*

**Onondaga Community College** is an equal opportunity employer and an affirmative action institution. The College does not discriminate on the basis of race, religion, color, sex, sexual orientation, national origin, age, disability, military service or veteran status, marital status or any other characteristic protected by law 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 Veterans' Readjustment Assistance Act 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 Human Resources, J. Stanley Coyne Hall (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.

**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 2005-4101, 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. Outcomes information available at [www.Coarc.com](http://www.Coarc.com)

**Surgical Technology:** accredited by the Commission on Accreditation of Allied Health Education Programs, 1361 Park Street, Clearwater, FL 33756, telephone (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, Associate in Applied Science and Associate in Occupational Studies 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, admission, 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, 2013; however, changes may be made periodically. For current information, visit [www.sunyocc.edu](http://www.sunyocc.edu).

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# 2013-2014 Academic Calendar

## FALL 2013

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*NOTE: Deadlines for courses other than 15 weeks in length are adjusted accordingly*

### MAIN CAMPUS, OCC NORTH and EXTENSION SITES

New Faculty On Hand .....	Tuesday, August 20, 2013
Faculty On Hand .....	Wednesday, August 21, 2013
Last Day to Register .....	Friday, August 23, 2013
Classes Begin.....	Monday, August 26, 2013
Last day to add a class .....	Sunday, September 01, 2013
Labor Day - NO CLASSES.....	Monday, September 02, 2013
Last day to drop a class (remove from transcript) in person.....	Friday, September 13, 2013
Last day to apply for December 2013 Graduation .....	Sunday, September 15, 2013
Last day to drop a class (remove from transcript) WebAccess.....	Sunday, September 15, 2013
Census Period - No Show Students Reported (UF Grade Assigned) .....	September 16 - 23, 2013
Fall Break - NO CLASSES.....	October 14 and 15, 2013
Midterm Examinations.....	October 16 - 22, 2013
Registration for Spring and Summer 2014 begins .....	Monday, November 11, 2013
Last day to withdraw from a class with a grade of W .....	Wednesday, November 27, 2013
Administrative Withdrawal Deadline (UF Grade Assigned) .....	Wednesday, November 27, 2013
Thanksgiving Recess .....	November 27 - December 01, 2013
Classes Resume.....	Monday, December 02, 2013
Last Day of Regular Class .....	Monday, December 16, 2013
Final Examinations .....	December 17 - 22, 2013
Grade Deadline (9 a.m.).....	Tuesday, December 24, 2013
Last Day Faculty On Hand.....	Tuesday, December 24, 2013
May 2014 Applications for Graduation Due (for registration review).....	Monday, December 23, 2013

### First Half-Semester Main Campus Classes

Classes begin .....	Monday, August 26, 2013
Census Period - No Show Students Reported (UF Grade Assigned).....	September 4 - 11, 2013
Last day to withdraw from a class with a grade of W .....	Friday, October 11, 2013
Administrative Withdrawal Deadline (UF Grade Assigned) .....	Friday, October 11, 2013
Last day of regular classes.....	Monday, October 21, 2013
Grade Deadline (9 a.m.) .....	Tuesday, October 24, 2013

### Second Half-Semester Main Campus Classes

Classes begin .....	Tuesday, October 22, 2013
Last day to add a class .....	Thursday, October 24, 2013
Last day to drop a class (remove from transcript) .....	Wednesday, October 30, 2013
Census Period - No Show Students Reported (UF Grade Assigned).....	October 31 - November 7, 2013
Last day to withdraw from a class with a grade of W .....	Friday, December 06, 2013
Administrative Withdrawal Deadline (UF Grade Assigned) .....	Friday, December 6, 2013
Last day of regular classes.....	Monday, December 16, 2013
Grade Deadline (9 a.m.) .....	Tuesday, December 24, 2013

## WINTER 2014 MAIN CAMPUS

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Last Day to Register .....	Friday, December 27, 2013
Classes Begin .....	Monday, December 30, 2013
Last day to add a class .....	Monday, December 30, 2013
New Year's Day - NO CLASSES .....	Wednesday, January 01, 2014
Last day to drop a class (remove from transcript) .....	Saturday, January 04, 2014
Last day to withdraw from a class with a grade of W .....	Saturday, January 11, 2014
Last Day of Regular Class/Final Exam .....	Tuesday, January 14, 2014
Grade Deadline (9 a.m.) .....	Thursday, January 16, 2014
census date.....	Sunday, January 05, 2014

## SPRING 2014

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*NOTE: Deadlines for courses other than 15 weeks in length are adjusted accordingly*

### MAIN CAMPUS, OCC NORTH and EXTENSION SITES

Last Day to Register .....	Friday, January 17, 2014
Faculty On Hand .....	Wednesday, January 15, 2014
Classes Begin .....	Tuesday, January 21, 2014
Last day to add a class (in person) .....	Monday, January 27, 2014
Last day to add a class (WebAccess) .....	Monday, January 27, 2014
Last day to drop a class (remove from transcript) - In Person .....	Monday, February 10, 2014
Last day to drop a class (remove from transcript) WebAccess .....	Monday, February 10, 2014
Applications due for May 2014 Graduation .....	Friday, February 14, 2014
Midterm Examinations .....	March 3 - 9
Spring Recess .....	March 17 - 23
Classes Resume .....	Monday, March 24, 2014
Registration for Fall 2014 & Winter 2015 begins .....	Monday, April 14, 2014
Last day to withdraw from a class with a grade of W .....	Wednesday, April 23, 2014
Last Day of Regular Class .....	Monday, May 12, 2014
Final Examinations .....	May 13 - 18
Grade Deadline (9 a.m.) .....	Thursday, May 22, 2014
Last Day Faculty On Hand .....	Thursday, May 22, 2014
Commencement .....	Saturday, May 17, 2014
census date .....	Tuesday, February 11, 2014

### First Half-Semester Main Campus Classes

Classes begin .....	Tuesday, January 21, 2014
Last day to add a class .....	Thursday, January 23, 2014
Last day to drop a class (remove from transcript) .....	Wednesday, January 29, 2014
Last day to withdraw from a class with a grade of W .....	Thursday, March 06, 2014
Last day of regular classes .....	Sunday, March 16, 2014
Grade Deadline (9 a.m.) .....	Tuesday, March 18, 2014
census date.....	Thursday, January 30, 2014

## SPRING 2014 (continued)

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### Second Half-Semester Main Campus Classes

Classes begin .....	Monday, March 24, 2014
Last day to add a class .....	Wednesday, March 26, 2014
Last day to drop a class (remove from transcript) .....	Tuesday, April 01, 2014
Last day to withdraw from a class with a grade of W - in person .....	Friday, May 02, 2014
Last day of regular classes .....	Monday, May 12, 2014
Grade Deadline (9 a.m.) .....	Thursday, May 22, 2014
census date.....	Wednesday, April 02, 2014

## SUMMER 2014 MAIN CAMPUS

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\* Final examinations may be scheduled beyond the dates listed below at the instructors discretion.

### 1st Summer Session

Last Day to Register .....	Friday, May 30, 2014
Classes Begin .....	Monday, June 02, 2014
Last day to add a class .....	Wednesday, June 04, 2014
Last day to drop a class (remove from transcript) In Person .....	Friday, June 06, 2014
Last day to drop a class (remove from transcript) WebAccess .....	Sunday, June 08, 2014
Last day to withdraw from a class with a grade of W .....	Friday, June 27, 2014
July 4th Holiday - NO CLASSES .....	Friday, July 04, 2014
Last Day of Class/Final Exam .....	Sunday, July 06, 2014
Grade Deadline 4 p.m. ....	Tuesday, July 08, 2014
census date .....	Monday, June 09, 2014

### 2nd Summer Session

Last Day to Register .....	Friday, July 04, 2014
Classes Begin .....	Monday, July 07, 2014
Last day to add a class .....	Wednesday, July 09, 2014
Last day to drop a class (remove from transcript) in person .....	Friday, July 11, 2014
Last day to drop a class (remove from transcript) WebAccess .....	Sunday, July 13, 2014
Last day to withdraw from a class with a grade of W .....	Friday, August 01, 2014
Last Day of Class/Final Exam .....	Sunday, August 10, 2014
Grade Deadline 4 p.m. ....	Tuesday, August 12, 2014
census date.....	Monday, July 14, 2014

### 10 Week Summer Session

Last Day to Register .....	Friday, May 30, 2014
Classes Begin .....	Monday, June 02, 2014
Last day to add a class .....	Thursday, June 05, 2014
Last day to drop a class (remove from transcript) in person .....	Friday, June 13, 2014
Last day to drop a class (remove from transcript) WebAccess .....	Saturday, June 14, 2014
July 4th Holiday - NO CLASSES .....	Friday, July 04, 2014
Last day to withdraw from a class with a grade of W .....	Sunday, July 27, 2014
Last Day of Class/Final Exam .....	Sunday, August 10, 2014
Grade Deadline 4 p.m. ....	Tuesday, August 12, 2014
census date.....	Sunday, June 15, 2014

# 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 17).

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 day, evening, online, and extension site classes. Non-matriculated students are **NOT** eligible to receive financial aid.

A student whose high school class has not yet graduated, and who wishes to take classes at Onondaga Community College as a non-matriculated student and is not part of a special program such as College Credit Now or Smart Scholars must contact the Admission Office at 315-498-2202 or [occadmission@sunyocc.edu](mailto:occadmission@sunyocc.edu) for instructions

## 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 or visit the website at [sunyocc.edu](http://sunyocc.edu).**

## 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](http://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). Home schooled applicants should refer to the section regarding admission of homeschooled students.  
  
Note: Onondaga participates in the New York State Educational Opportunity Program (EOP) for students who are considered academically and financially disadvantaged. Please see page 35 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 website at [www.sunyocc.edu](http://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.**

## 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 OCCadmission@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](http://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 (\$50 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

**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.

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 website at [www.sunyocc.edu](http://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 OCCadmission@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.

**Non-High School Graduates**

**Fast Track GED Test Preparation**

Onondaga Community College, in partnership with OCM BOCES, offers Fast Track GED® Test Prep classes for students interested in earning a GED®. For more information, please complete the inquiry form and a representative from OCM BOCES will contact you. The inquiry form can be found at [www.sunyocc.edu/community](http://www.sunyocc.edu/community).

**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 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.

**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) website: [www.uscis.gov](http://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 website:** [http://travel.state.gov/visa/temp/types/types\\_1268.html](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/wait\\_4638.html](http://travel.state.gov/visa/temp/wait/wait_4638.html)

### **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](http://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](http://www.sunyocc.edu) (no fee required). See below.

#### **1. Onondaga Community College Admission Application**

Applications can be obtained by going to [www.sunyocc.edu](http://www.sunyocc.edu) and printing the .pdf file (preferred) or by contacting the Office of Recruitment and Admission via email ([international@sunyocc.edu](mailto: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, therefore either the Test of English as a Foreign Language (TOEFL®) or the International English Language Testing System (IELTS) are required. For TOEFL® Test information, go to: [www.toefl.org](http://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

Minimum acceptable IELTS score is 5, go to [www.ielts.org](http://www.ielts.org) for more information.

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](mailto: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) website 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. Please refer to our website, [www.sunyocc.edu](http://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](http://www.evaluationservice.net)
- ii. World Education Services:  
[www.wes.org](http://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 and information see page 11.

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

#### 6. Request for On-Campus Housing in Residence Halls

Onondaga offers both suite residence halls equipped with a full kitchen, living room, bedrooms and two full bathrooms, traditional single and double rooms with shared common areas and pods of single, double and triple rooms with shared livingroom and two bathrooms. Due to the strong 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](http://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](mailto: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 36 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, spoken and listening skills, depending upon their educational background.

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

#### 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 7). 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, at least 24 of the academic credits for the degree/certificate must be completed at Onondaga Community College, subject to specific program restrictions. Certificate programs are calculated proportionally.

##### 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 Registrar's office. 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 Registrar's office 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 the Registrar's office.

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 the Registrar's office 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 the Registrar's office.

## Testing, Advising and Orientation, 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 Student Central. 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.)
- Advising and Orientation - upon completion of placement testing and proof of immunization, students will be notified of available advising and orientation sessions and will be invited to schedule a session that is convenient for them.

Classes fill quickly so students should attend orientation as early as possible.

- Registration - once students have satisfied the immunization requirement (when necessary), completed placement testing and met with an advisor at orientation, they will be able to register for courses. Students may register on the Web at [www.sunyocc.edu](http://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, advising and orientation, 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. Note: History of illness is NOT acceptable.

**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 2167 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.

Note: Students under the age of 18 who elect to decline meningitis vaccination must have the statement signed by a parent or legal guardian.

Before a student may register for classes, all required Proof of Immunization records and forms must be completed and received at Student Central, Gordon Student Center,

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

## Physical Requirements

Students are not required to have a physical exam unless they are enrolled in a health care curriculum (Nursing, Physical Therapist Assistant, Respiratory Care, Surgical Technology or Health Information Technology), or will be participating in intercollegiate athletics. Submission of physicals is dependent upon dates established by each department.

## Placement Testing

Starting with the correct courses is an important step in achieving your academic goals and potential. Onondaga uses ACCUPLACER (<http://accuplacer.collegeboard.org/students>) computerized placement testing that includes Sentence Skills, Reading Comprehension and Mathematics to determine placement into appropriate courses. Testing is a critical step in the enrollment process at Onondaga since your test results will help you and your advisor select the right courses for your curriculum and skill level. Placement testing is a required step for all students before scheduling initial courses and should be completed as soon as possible.

You should review basic skills in each of the subject areas prior to testing. Review sheets for Sentence Skills, Reading Comprehension and Mathematics are available online at [www.sunyocc.edu/testing](http://www.sunyocc.edu/testing) or at Student Central. A valid photo ID must be presented any time you take a placement test. Anyone who believes s/he may need testing accommodations due to a disability is encouraged to contact the Disability Services Office at (315) 498-2245 prior to testing.

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 SAT Critical Reading test or a 21 or higher on the ACT English test within the past 3 years are exempt from the placement exams 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. Students who graduated from high school within the last 3 years who score a 500 or above on SAT Math or 21 or above on the ACT-math section AND who have indicated a program of study that is NOT Science Technology Engineering or Math (STEM) related will be exempt from placement testing. All others will test. Please see the most current chart of programs that are eligible for the exemption at [www.sunyocc.edu/testing](http://www.sunyocc.edu/testing).

Note: Students who are exempt are expected to discuss their math placement at advising and if they want to take a higher level math than 112, 113, 114, placement testing would be required to determine eligibility.

You can test at the Gordon Student Center or the North Site during available hours. Students who live more than 60 miles from the Onondaga Community College campus can choose to complete placement testing off campus by finding a proctor to administer the test for them. Many colleges and universities have testing centers that allow students from other schools to take tests. Additional information regarding testing off campus can be found at [www.sunyocc.edu/testing](http://www.sunyocc.edu/testing). 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. If placement test results determine developmental course placement, those courses must be successfully completed prior to registering for any subsequent college level course(s).

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 course(s) they are registering for.

**For more information, including available testing hours, visit [www.sunyocc.edu/testing](http://www.sunyocc.edu/testing) or call (315) 498-2904.**

## 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, the student 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 the 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 & Fees

Please refer to the Onondaga Community College website at [www.students.sunyocc.edu](http://www.students.sunyocc.edu) for complete tuition and fee information. Click on the link for Student Central, then the link for Cost, Billing & Payment for complete details.

## Additional Fees

Additional general and program fees can be found by visiting the College's website at: [http://admission.sunyocc.edu/paying.aspx?menu=788&collside=475&coll\\_id=476](http://admission.sunyocc.edu/paying.aspx?menu=788&collside=475&coll_id=476)

## Payment of Tuition and Fees

Payment in full of tuition and fees for the semester is due no later than the Friday before the semester begins. For your convenience MasterCard, Visa and Discover payments may be made at <http://pay.sunyocc.edu>. Checks should be made payable to Onondaga Community College for the exact amount due with the student identification number written on the check. 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.

## 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. Enroll at <http://occweb.sunyocc.edu/payplan/>. There is a \$33 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 class sessions only. No credit is given for audited courses; however an audit designation (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. The tuition charge is the same for audit as it is for credit. Audited coursework is not eligible for financial aid.

## Tuition Refund Policy

Classes must be dropped before the first day of the semester in order to receive a 100% refund. Any student who has paid for a class(es) and subsequently drops the class(es) will be refunded in accordance with the refund schedule listed on the college's website at <http://admission.sunyocc.edu/paying.aspx?menu=788&id=2257>

Due to the large number of drop/add transactions during the refund period, refunds will not be processed until after the refund period has ended.

NOTE – Dropping classes may affect your financial aid. Contact the Financial Aid Office BEFORE dropping any classes.

## 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 4585 West Seneca Turnpike, Attention Office of Student Development, Syracuse, NY 13215. Requests/appeals must be well-documented and specific in order to be considered. For more information please call (315) 498-2228.

## 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 Health Insurance

Health insurance continues to be a subject of intense national interest. Institutionally, we too are concerned that our students have the insurance coverage necessary to ensure peace of mind. At Onondaga Community College we value the health and wellness of our students because we understand that physical and mental health problems can seriously hinder a student's path to success, not only while pursuing their degree here, but in all aspects of their lives.

If you live with your parents and are under age 26, 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.

Onondaga is not able to recommend student health insurance plans. However, those students wishing to inquire about health insurance, coverage and associated costs may do so using the following websites:

- Contact the Department of Health in NY State for Medicaid - [www.health.ny.gov/health\\_care/medicaid](http://www.health.ny.gov/health_care/medicaid)
- Contact the Department of Health in NY State for Family Health Plus - [www.health.ny.gov/health\\_care/family\\_health\\_plus](http://www.health.ny.gov/health_care/family_health_plus)
- Contact Healthy NY to see if their coverage is available - [www.dfs.ny.gov/healthny/index.html](http://www.dfs.ny.gov/healthny/index.html)
- Go to [www.ehealthinsurance.com](http://www.ehealthinsurance.com) to see what private insurance options are available in the area
- Contact the State Insurance Exchange (available in 2014)

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 on page 11.

Please note: Residence hall students and those that participate on Intercollegiate Athletic Teams must carry, maintain and provide evidence (including the name and policy number of the insurance carrier) of health insurance deemed satisfactory by the College.

If you are an international student attending Onondaga under an F1 VISA, please contact the coordinator of International Student Services, (315) 498-7216 for detailed health insurance related information.

## 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 20.
- 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.gov](http://www.fafsa.gov). To get started, download the fafsa-on-the-web worksheet from [www.fafsa.gov](http://www.fafsa.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 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 website after filling out the FAFSA online or by going directly to [www.tapweb.org](http://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 Part-Time TAP or 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 counseling session, Master Promissory Note (If needed) 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 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 and Master Promissory Note 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, 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 college has not yet 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 Bursar's office.

## Financial Aid Application Timelines/Tuition Deferrals

1. The Free Application for Federal Student Aid (FAFSA) is available January 1, 2013 for the 2013-14 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.gov](http://www.fafsa.gov). To get started, download the [fafsa-on-the-web](http://www.fafsa.gov) worksheet from [www.fafsa.gov](http://www.fafsa.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 2013-14 academic year:
  - Aid applications will be reviewed beginning March 1, 2013
  - 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 with 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 2012-13 costs and subject to change)\*

Tuition.....	\$4,050
Activity Fee.....	\$94
Technology Fee.....	\$300
Books + Supplies.....	\$1,230
Transportation.....	\$2,052
Home Maintenance.....	\$6,792
Personal Expense Allowance.....	\$700
Recreation Fee.....	\$190

Total Budget ..... \$15,408

Out-of-State with Double Tuition ..... \$19,458

Tuition.....	\$4,050
Activity Fee.....	\$94
Technology Fee.....	\$300
Books + Supplies.....	\$1,230
Transportation.....	\$2,052
Room + Board.....	\$9,300
Personal Expense Allowance.....	\$700
Recreation Fee.....	\$190

Total Budget ..... \$17,916

Out-of-State with Double Tuition ..... \$21,966

\* 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, 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 Certification and Records office.

Students who are academically dismissed 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, 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

**Note:** These standards effective July 1, 2011. Please refer to [sunyocc.edu](http://sunyocc.edu) for the most up-to-date information.

Federal regulations require Onondaga Community College to establish Satisfactory Academic Progress (SAP) standards for the continued receipt of Federal Title IV Financial Aid. The Title IV Financial Aid programs are the Federal Pell Grant, 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. Pace of Progress (Completion Rate)

Each semester, a student's academic progress will be measured by comparing the number of attempted credit hours with the credit hours (passed) earned. Attempted hours include any Onondaga Community College credit or equivalent credit (remedial credit) that a student registered for and passed, received an incomplete grade, failed or withdrew from. For federal aid (including student loans) a student must pass (earn) 67% of his/her registered credits each semester to remain eligible. The first time a student falls below this completion rate, s/he will be on Financial Aid Warning, but will remain eligible during the next semester s/he attends. During the next registered semester s/he must then pass 100% of his/her registered credits to continue to remain eligible. If s/he then falls below 100% completion, s/he will lose eligibility for all federal aid programs, including student loans.

### Per Semester Pace Chart

Percentage of registered credits student must pass each semester	Federal SAP Status	Result
67% and greater	Satisfactory	Federal aid continues.
Less than 67%	Financial Aid Warning	Federal aid continues for one semester only. During the next semester of attendance, the student must receive passing grades* in 100% of his registered credits to continue receiving aid.
Less than 100% while on Financial Aid Warning	Unsatisfactory	Federal aid eligibility is terminated.
Less than 100% while on Financial Aid Probation	No Progress	Financial aid eligibility is terminated.

### 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 is academically dismissed, the student will also be denied Federal Title IV aid, regardless of the completion rate calculation.

Please note, students are evaluated at the end of each semester for their federal SAP status and for their overall academic standing with the College. These are separate evaluations using separate criteria, which may result in different outcomes. For example, if a student's federal SAP status for financial aid is Unsatisfactory, and he has not been academically dismissed from the college, he can still take courses, but would be required to make payment without the use of any federal financial aid. If a student has been academically dismissed from the College, he is required to remain out of the college for at least one full semester or an entire academic year, in which Summer may not be included. After that time, he will be required to apply for reinstatement back to Onondaga Community College before he can be considered for matriculation into a degree program. Students should refer to the Academic Rules for more information about this policy. Students who are reinstated by the college may not automatically be eligible to receive Federal Aid and may need to meet the requirements outlined above in order to re-establish eligibility.

### 3. Maximum Time Frame

A student's eligibility for Federal Title IV aid will be terminated (and is not subject to appeal) once the student has attempted 150% more credits for his/her degree or certificate (as stated in this catalog). Aid is also terminated when 124 or more credit hours have been earned by the student. Attempted credits include all Onondaga credits (or equivalent credit, such as remedial) that the student passed, failed, received an incomplete or withdrew from, plus all transfer credits accepted from other colleges. 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 regardless of whether or not the credits count toward the student's current degree.

## Specific Information Pertaining to This Policy, Definitions, and Procedures

### Frequency of SAP Evaluations, Notification and Process

The SAP process is conducted at the end of each Fall, Spring, and Summer semesters (winter inter-session is not included) shortly after final grades for all students have been posted. Letters are mailed to those students who are deemed Unsatisfactory, No Progress or Financial Aid Warning. If a student is deemed Unsatisfactory or No Progress, federal aid will be denied for future enrollment periods. The student must meet the Completion Rate and GPA requirements to remain matriculated, and be within the Maximum Time Frame to remain Satisfactory. First-time students and Transfer students without prior academic history at OCC are considered to be making satisfactory 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.

### Repeats, Transfers and Remedial Coursework

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

- Repeated courses are included in the calculation of attempted and earned (passing) credits.
- Transfer credits are included in the determination of cumulative attempted credits.
- Remedial credits are included in the determination of attempted credits and earned (passing) credits.
- Withdrawals (W), Unearned Failures (UF), Incompletes (I), Failures (F), Unsatisfactories (U) and Non Masteries (NM) are not passing credits, but may be counted as attempted credits.

### SAP Categories and Definitions:

**Satisfactory:** To maintain satisfactory academic progress, a student must receive passing grades\* in at least 67% of his registered credits each semester. A Satisfactory student is academically eligible for Federal Financial Aid.

**Warning:** The first time a student fails to receive passing grades\* in at least 67% of his registered credits, he will be placed on Financial Aid Warning. A student on Financial Aid Warning is academically eligible for Federal Financial Aid during the next

semester he attends. This status is meant to inform the student of potential academic problems and provide time for corrective action so the student can stay on track for graduation within the maximum timeframe. Students on financial aid Warning are encouraged to meet with an academic advisor.

- A student on Financial Aid Warning must receive passing grades\* in 100% of his registered credits during the next semester he attends in order to remain eligible for financial aid for future semesters.
- If a student on Financial Aid Warning does not receive passing grades\* in 100% of his registered credits, he will become Unsatisfactory and lose eligibility for all federal aid programs, including student loans.

**Unsatisfactory:** If a student who is on Financial Aid Warning does not receive passing grades\* in 100% of his registered credits during his next semester of attendance, he will be deemed Unsatisfactory. A student with Unsatisfactory status is not academically eligible for Federal Financial Aid and is encouraged to meet with an Academic Counselor. A student who is deemed Unsatisfactory may appeal this decision based on mitigating circumstances by submitting a SAP Appeal Form along with documentation of the circumstances that hindered the student's academic performance. See *Appeal Procedure and Application for Waiver of Satisfactory Academic Progress Standards*.

**Probation:** If a student who is deemed Unsatisfactory is approved for a SAP appeal, the student will be placed on Financial Aid Probation. A student on Financial Aid Probation is academically eligible for Federal Financial Aid during the next semester he attends and must meet with an Academic Counselor to establish an academic plan. The academic plan will outline the required coursework and pace at which the student must progress in order to complete his program within the maximum timeframe.

- A student on Financial Aid Probation must receive passing grades\* in at least 100% of his registered credits during the next semester he attends in order to remain eligible for financial aid for future semesters.
- If a student on Financial Aid Probation does not receive passing grades\* in at least 100% of his registered credits, he will be assigned a status of No Progress and lose eligibility for all federal aid programs, including student loans.

**No Progress:** If a student who was placed on Financial Aid Probation does not receive passing grades\* in at least 100% of his registered credits during the next semester he attends, he will be assigned a status of No Progress. A student with a status of No Progress is not academically eligible for Federal Financial Aid during the next semester he attends.

- Students with a status of No Progress are encouraged to meet with an Academic Counselor.
- A student with a status of No Progress may not apply for a SAP appeal again.
- A student with a status of No Progress may regain eligibility for federal aid as outlined below under *Regaining Eligibility Through Successful Completion of Coursework*.

\*Passing grades are defined as A, B, C, D, S, SA, DA-, SB+, P, EM, M+, M OR M-.

### Regaining Eligibility Through Successful Completion of Coursework

A student who is deemed Unsatisfactory or No Progress can regain eligibility for federal financial aid by successfully passing at least 6 credits with a grade of “C” or better (together or in sequence). If the student registers for more than 6 credits at a time, he must successfully pass all of his registered credits AND at least 6 of those credits must have a grade of “C” or better. *For example:* If a student decides to register for 12 credits, he must earn a grade of “C” in at least 6 credits, and he must earn passing grades in the remaining 6 credits. Once a student completes 6 credits with a grade of C or better, he can submit a request to the Financial Aid Office to re-evaluate his future federal aid eligibility.

### Appeal Procedure and Application for Waiver of Satisfactory Academic Progress Standards

A student who has been deemed as Unsatisfactory may appeal this decision based on mitigating circumstances. A mitigating circumstance is defined as an exceptional or unusual event beyond the student’s control, which contributed or caused the academic difficulty. To apply, a student must submit documentation of the circumstance, along with a Federal and State Financial Aid Satisfactory Academic Progress (SAP) Appeal Form to the SAP Standards Committee, Student Central – Gordon Student Center. The determination for an appeal decision is made within 2 weeks of receipt with 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 appeal form is incomplete.

**Special note:** A SAP appeal approval 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.

## New York State Financial Aid Satisfactory Academic Progress Chart

This chart applies to students with a First Award Year (FAY) prior to 2010 and/or students defined as “Remedial” and/or EOP students.

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. Remedial coursework can be included. (Pursuit)	Cumulative Credits Earned at Onondaga cannot include remedials (Progress)	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.

**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 Financial Aid Satisfactory Academic Progress Chart

This chart applies to students with a First Award Year (FAY) prior to 2010 and/or students defined as “Remedial” and/or EOP students.

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. Remedial coursework can be included. (Pursuit)	Cumulative Credits Earned at Onondaga cannot include remedials (Progress)	Required Cumulative G.P.A. at Onondaga	Next New York State Award Payment To Be Earned
6	1	6	6	1.3	2
12	2	6	15	1.5	3
18	3	9	27	1.8	4
24	4	9	39	2.0	5
30	5	12	51	2.0	6
*36	6	12	66	2.0	7
**42	7	12	81	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.

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.

### 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)
- Child of Deceased or Disabled Police Officers or Firefighters
- Child of Veteran
- Veterans Tuition Awards

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. First Award Year (FAY) and Payment Points

The student's first award year (FAY) is the academic year when the student first received a NY State award. The first award year determines which SAP progress chart the student must follow in order to remain in satisfactory academic progress for NY State financial aid.

NY State has implemented two charts to measure academic progress. One chart measures progress for students with a FAY before 2010. This same chart is also used to measure progress for EOP students and students who are defined as “remedial” regardless of their FAY. Another chart is used to measure progress for students with a

FAY of 2010 or greater who are not defined as “remedial”

**Note:** “Remedial” students are students who were enrolled in at least six semester hours of non-credit remedial courses in the first term they received a TAP award

- 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.

#### 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 appeal. Students should give careful consideration to this option, since they are eligible to receive only one appeal as an undergraduate student, regardless of the college attended.

Students with serious hardship situations may submit an SAP appeal for State Financial Aid within two weeks from the date of their notification letter. It is important to note that filing an application for an appeal 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 \$605 to \$5645 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.gov](http://www.fafsa.gov).

#### 2. 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.gov](http://www.fafsa.gov).

### 3. 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.gov](http://www.fafsa.gov).

### 4. Veterans' Benefits

Applicants for VA education benefits are encouraged to complete the necessary application forms at the College's Office of Veterans' Affairs (Coulter Library, Room 103).

#### • 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.

- **Veterans Retraining Assistance Program**

VRAP offers 12 months of training assistance to veterans who: (1) Are at least 35 but no more than 60 years old; (2) Are unemployed on the

date of application; (3) Received an other than dishonorable discharge; (4) Are not eligible for any other VA education benefit programs; (5) Are enrolled in an academic program that provides training for a high demand occupation. Assistance under this benefit program ends on March 31, 2014.

### **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, 1607 and VRAP 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. In order to receive a NY State TAP award, a student must register for at least 12 credits by the start of the semester, including registration for any late-start courses. **A student cannot add late-start courses at a later date during the semester to achieve a full-time course load.** 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 website or by going to the TAP website at [www.tapweb.org](http://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.
- 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 (APTS)

**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, apply for New York State TAP online and submit a paper APTS application to the Financial Aid Office.

### 3. Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR)

**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 Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR), State Office Building, 333 East Washington Street, Syracuse, NY 13202; 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. 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), up to the amount of tuition.

For full-time study (12 or more credits/semester), up to the amount of tuition. 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 file the FAFSA and TAP application.

## 6. Additional Grants and Scholarships Provided by New York State

Specific program and application information is available at [www.hesc.ny.gov](http://www.hesc.ny.gov)

Flight 3407 Memorial Scholarship

Flight 587 Memorial Scholarship

Military Service Recognition Scholarship (MSRS)

NYS Memorial Scholarships for Families of Deceased Firefighters, Volunteer Firefighters, Police Officers, Peace Officers and Emergency Medical Service Workers

NYS Scholarships for Academic Excellence

NYS World Trade Center Memorial Scholarship

NYS Regents Awards for Children of Deceased and Disabled Veterans

Segal AmeriCorps Education Award

## 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 through the Federal Government.

**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 begins six months after ceasing to be at least a half-time student. Interest on unsubsidized loans can be paid while in school. Various repayment options are available; 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.gov](http://www.fafsa.gov). A loan request form and how to complete an entrance counseling

session and Master Promissory Note is sent with a student's financial aid award letter.

### Federal Direct Student Loans Standard Repayment Schedule (based on a ten year repayment term):

Total Indebtedness	Number of Payments	Monthly Payment	Interest Charges	Total Repaid
\$3,500	89	\$ 50	\$ 971	\$4,471
\$7,500	120	\$83	\$2,857	\$10,357

**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. This program offers the Federal PLUS loan based on credit approval.

**Amount per year:** Maximum PLUS Loan cannot exceed cost of attendance minus financial aid. Interest rates are variable, but will not exceed 10 percent. There is not grace period for the Direct PLUS Loan - the repayment period for each Direct PLUS Loan you receive begins 60 days after the school makes the last disbursement of the loan. You may be able to defer repayment while the student is enrolled at least half time.

**Where/how to apply:** Complete the Free Application for Federal Student Aid (FAFSA). A PLUS Loan Pre-Application form will be included in the student's financial aid award letter.

### Alternative Loans

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

**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:** Students can get more information regarding participating lenders at [www.finaid.org/loans/privatestudentloans.phtml](http://www.finaid.org/loans/privatestudentloans.phtml).

## EMPLOYMENT

### Federal Work-Study Program

Federal Work Study is a form of financial aid awarded to students who demonstrate financial need and meet certain eligibility requirements. The program allows students to work part-time on

campus to earn money to pay for college expenses. Unlike other financial aid awards, work-study is paid to students in the form of a paycheck for hours worked.

**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.gov](http://www.fafsa.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. A full listing of available scholarships is posted on the College website each year.

Criteria for scholarships vary so to determine if you qualify for an award, contact the Financial Aid Office at (315) 498-2291 or visit Student Central and ask to speak with a counselor. Most scholarships require a current FAFSA and early submission is recommended, so call or visit Student Central as soon as you register for classes.

Upon being awarded a scholarship, students are asked to write a brief thank you note to the donor(s) who made their scholarship possible. Scholarship donors truly enjoy hearing from you, and your gesture of thanks will help the Foundation secure funding for future awards as well.

The college recently launched a new scholarship program to address the College's evolving student population. Onondaga Community Scholars can cover up to 25% of tuition costs for students directly from high school, adults who have been in the workforce and wish to begin college, and former Onondaga students who did not complete a degree and are within 15 credits of completion. For more information, visit [www.sunyocc.edu](http://www.sunyocc.edu).

**If you need additional information on Foundation scholarships or other financial aid opportunities, please contact the Financial Aid office at (315) 498-2291. To learn more about how the OCC Foundation serves the College, visit [www.sunyocc.edu/giving](http://www.sunyocc.edu/giving).**

### Other Scholarship Information

In addition to the scholarships offered through the Onondaga Community College Foundation, a list of websites where you can search for third-party scholarships is provided at [sunyocc.edu/admissions](http://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](http://www.hesc.com). (Note: These websites 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.ny.gov](http://www.hesc.ny.gov)

\*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 Scholarship Tax Credit

A family may claim a tax credit up to \$2500 for each eligible dependent subject to a phase-out at \$160,000/\$180,000 for joint tax filers and \$80,000/\$90,000 for single filers. The Hope credit can be claimed for the first four years of postsecondary education.

## Helpful Resources

**[www.hesc.com](http://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.fafsa.gov](http://www.fafsa.gov)**

**[www.FederalStudentAid.ed.gov](http://www.FederalStudentAid.ed.gov)**

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

**[www.StudentLoans.gov](http://www.StudentLoans.gov)**

Learn more about federal student loans, complete loan entrance counseling and sign master promissory note.

**[www.pin.ed.gov](http://www.pin.ed.gov)**

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

**[www.fafsa4caster.gov](http://www.fafsa4caster.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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## Advising

The Center for Advising and First-Year Students, in conjunction with faculty advisors, coordinates the advising process for all matriculated and non-matriculated students. Faculty advisors are assigned to students during each matriculated student's first semester. Students may find their advisor's name and contact information through their WebAccess accounts. Advisors are available for consultation each semester during regularly scheduled office hours or by appointments. Students should contact their advisors directly. 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 advisors in the Advising Center either by appointment or during walk-in hours which are posted on the web.

## PowerStart

PowerStart New Student Advising is an advising approach grounded in strengths-based teaching and learning practices. In this approach, the advisor helps the student focus on the skills and knowledge s/he has that enables a successful transition to the first year of college. The student explores options, creates a first-semester course plan, and learns to seek out useful resources. Within the first semester, the student begins to work with a faculty advisor in the student's program of study. Together, they create an educational plan of advisor-approved coursework that leads to the goal of a career or of transfer to a four-year program.

The PowerStart one-credit seminar course, taken in the first semester, helps the student focus on the strategies used by high achieving first-year students. It provides a support structure for practicing success-oriented behaviors that help students get connected to the campus community and stay focused on their studies. Students learn tips and strategies for good study/time management, sound decision-making, effective health practices, and productive goal-setting techniques for education and career.

PowerStart orientation and first-year experiences help new students get connected to the College community. Successful students know that getting involved is not only fun; it also enhances and supports academic achievement. New students start with orientation, then look forward to the Week of Welcome (WOW!) events. The goal is that students will find a meaningful connection or two in their first semester that can lead to important professional networks that make the College experience more satisfying and productive.

## Transfer Counseling

Students who are interested in continuing their education at a four year institution or professional school may work with advisors to develop a transfer action plan. Please call the Center for Advising and First-Year Students for an appointment. (315) 498-2904.

## Counseling

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, visit us in Coulter Library room C230.

## 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 individual counseling appointments, 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.

## ULifeline

The College has partnered with ULifeline, developed by Duke University, to offer 24/7, 365-day/year online information and resources regarding mental health. By visiting <http://www.ulifeline.org> anyone can complete a quick mental health self-evaluation. The student can also learn more about mental health issues and the warning signs of emotional distress, and if desired speak with a mental health professional. Specialized assistance is provided to veterans facing challenges. Anyone in crisis anywhere can call 1-800-273-TALK for immediate help.

**The Trevor Project** - <http://www.thetrevorproject.org/>  
*The Trevor Project is the leading national organization focused on crisis and suicide prevention efforts among lesbian, gay, bisexual, transgender and questioning (LGBTQ) youth.*

## Study and Skills Assistance

### Content Tutoring Center

The Content Tutoring Center (CTC) 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 in the following areas:

- Accounting / Business
- Biology
- Chemistry
- Computer Information Systems
- Computer Science
- Modern Languages
- 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 second week 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.

All students who are in receipt of the CTC's services are responsible for attending the class of interest on a regular basis, arriving on time to meet with their assigned tutor, and completing assignments and preparing for both class and tutoring sessions.

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.

For additional information on tutorial support and help sessions, visit the Content Tutoring Center in Coulter Library, Room C342, call (315) 498-2573 or email us at [contenttutoring@sunyocc.edu](mailto:contenttutoring@sunyocc.edu)

### 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 instruction in 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 Nursing Program Office. Students may arrange to work with a tutor on a regular basis throughout the semester, or may stop in the Center to make an appointment or attend 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](mailto: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)

CSTEP is a New York state grant-funded support program. It provides comprehensive academic and counseling support services dedicated to increasing the number of historically underrepresented minorities and economically disadvantaged undergraduate students who complete pre-professional or professional education programs of study that lead to professional licensure and to careers in mathematics, science, technology, and health-related fields. Students who are interested in pursuing careers in Science, Technology, Engineering, Math, Human Services, Criminal Justice, Business, Architecture and other licensed professions are encouraged to apply. Students who participate in CSTEP are offered the following services to assist them in the pursuit of their educational goals:

- Paid summer research and internship opportunities
- One-on-one tutoring and group subject-related tutoring
- Individual and small group counseling
- Faculty mentoring and peer outreach
- Monster Diversity Leadership Program (Monster.com)
- Career and professional enrichment development
- Resume and cover letter support in partnership with the CAL Center
- Book Stipends for qualified students
- Apple Notebook lending program

Applying for the Collegiate Science and Technology Entry Program (CSTEP) is a very easy process. Students who have an interest in CSTEP should check the interest box on Onondaga Community College's admission application 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. You may also contact us at (315) 498-2352 and request an application packet be sent to you by mail. This application is also available online at <http://students.sunyocc.edu/home.aspx>

The CSTEP application packet includes a double-sided application, a double-sided questionnaire, a one-page essay about the student's career goals, and two letters of recommendation. In order to be considered for admission into this program, all ma-

terials must be completed. Application forms can be hand-delivered, mailed or faxed to (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 purpose 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 ULSAMP program, 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.

For more information about our applications for CSTEP or ULSAMP please call (315) 498-2352, or visit the CSTEP office in the Gordon Student Center, Room G130.

## Disability Services

The Disability Services Office (DSO) works to ensure that students with disabilities have full access to the college. Services and resources are made available to each student based on his or her specific needs during meetings between the DSO staff and Student. The DSO serves as liaison to community agencies such as the ACCESS-VR, the Adult Career and Continuing Education Services, a NY state agency, The NYS Commission for the Blind and many others. Students using these agencies are advised to plan EARLY. 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. Consult DSO if you feel the disability will affect your selection of classes. Each student that submits documentation of disability will meet with a DSO specialist to review the transition to Onondaga and determine appropriate services on the college level. Information provided to DSO is confidential.

Students may experience an illness or disability while attending Onondaga. DSO can assist with referrals for diagnosis and assistance in the community. Adjustment issues can be addressed through a variety of services. Accommodations provided under the federal ADAA and the Rehabilitation Act include time extension for tests; test taking in a quiet or private location, interpreter service, adjustment to disability consultation, career testing and consultation through the CAL Center, training 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 advising, counseling and content tutoring. Adaptive technology is found at several locations on the campus.

For information or to schedule an intake appointment, call the Disability Services Office at (315) 498-2445, TTY: (315) 469-3128, or visit DSO in the Gordon Student Center, room 130.

The intake form and other information is 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 or 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. 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 website, 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 G130, or call (315) 498-2507.

## 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. F-1 immigration regulation adjusting life and learning culture in the U.S. and Onondaga Community College academic related services and supporting resources are discussed during the orientation.

### Health Insurance:

Health insurance is highly recommended of all international students. 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 Coulter Library, Room C202. You may e-mail [chenh@sunyocc.edu](mailto:chenh@sunyocc.edu), or call (315) 498-7216.

### English for Speakers of Other Languages (ESOL)

Onondaga Community College offers several English language courses for students who are non-native speakers of English who are admitted to the college as English as a Second Language (ESL) students. These intermediate and advanced level courses, which include communication, reading, writing, and speaking and listening, are designed to enhance the student's ability to use English for academic purposes, so that they can succeed in college and their careers.

Prospective ESL students, including visa-holding students, are required to take a test that consists of a speaking interview, short essay, and reading comprehension exam. Students may take ESL or ESOL courses as non-matriculated students or for personal or professional growth. Students may supplement formal course work by working individually with professional tutors in the Writing Skills Center and the Study Skills Center. Students may also improve their oral communication competency by participating in the ESL Mentoring Service as well as English Conversation Group.

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

Students who test into Academic Speaking and Listening (ESL 114) as well as intermediate ESL reading and writing courses (see below) should complete a 12-hour block of courses in their first semester that include the Academic Speaking and Listening course and the Intermediate reading and writing courses. In other words, they should not register for courses that require advance reading and writing assignments. For these students, a typical first semester schedule may include any three of the following courses:

- ESL 114: Academic Speaking and Listening
- ESL 115: English as a Second Language II
- ESL 116: Composition for International Students
- FYS 195: First Year Seminar
- RDG 087: Intermediate Reading
- RDG 118: Reading & Vocabulary
- COM 101-99X: Interpersonal Communication
- COM 102-99X: Public Speaking

A complete listing of ESL and ESOL courses can be found in the course offerings of the Department of English, Reading and Communication.

\* An ESOL course is a Communication, English, FYS, or Reading course that has a 99X suffix after it (e.g. ENG 103-99X)

## 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 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, and an environment conducive to sharing of diverse cultural experiences.

For more information, stop by Diversity Services in the Whitney Applied Technology Center, Room W106.

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

## 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.

## 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 veterans and dependents who have submitted proof of eligibility for VA benefits, and who have not yet begun receiving monthly checks. In addition, the Office of Veterans' Affairs offers an Emergency Book Loan to veterans and dependents who qualify. This loan program provides veterans and veteran dependents the potential to obtain essential textbooks prior to the receipt of their VA education funds.

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 or VRAP 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 Coulter Library, Room 103 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.), Associate in Applied Science (A.A.S.), and Associate in Occupational Studies (A.O.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. A student must be matriculated in a degree/certificate program and meet all program and credit hour requirements.
2. Onondaga will automatically confer a degree or certificate upon the student's completion of all program requirements. However, students who wish to participate in the college's commencement ceremony must submit an Application for Graduation form three weeks prior to the start of the student's semester of intended graduation and no later than the end of the third week of the semester of intended graduation.
3. The student must achieve at least a 2.0 program GPA (GPA2).
4. All grades of Incomplete ("I") must be resolved before the degree/certificate is conferred.
5. All financial obligations to the College and other College requirements must be met.
6. At least twenty-four (24) of the academic credits for the degree/certificate must be completed at Onondaga Community College, subject to specific program restrictions. Certificate programs are calculated proportionally.

7. No more than 12 independent study credits may be taken at Onondaga Community College.

## 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.
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 253 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.

If you enter SUNY in fall of 2010 or later, to earn a SUNY bachelor's degree you must:

1. Earn 30 SUNY General Education Requirement (SUNY-GER) credits, which requires you to complete one or more courses in the following areas:

2 required areas \*

Basic Communication		
COM 102	ENG 103	

Math		
MAT 104	MAT 112	MAT 113
MAT 114	MAT 121	

At least 5 of these 8 areas \*

Natural Sciences		
BIO 105	BIO 106	BIO 110
BIO 121	BIO 131	BIO 151
BIO 205	BIO 220	CHE 103
CHE 151	GEO 103	GEO 104
GEO 105	GEO 106	PHY 103
PHY 105	SCI 100	SCI 103
SCI 111		

Social Science		
ANT 152*	ANT 154*	ANT 155
ANT 201	ECO 103	ECO 104
ECO 160	ECO 203	ECO 204
ECO 219	POS 100	PSY 103
PSY 207	SOC 103	

The Arts		
ARH/IND 110	ARH/IND 230*	ARH/IND 231*
ART 105*	ART 106*	ART 109
ART 219	ART 225	ENG 205
ENG 206	ENG 207	ENG 208
MUS 103*	MUS 104*	MUS 160
MUS 161	PHO 100	PHO 290*

Humanities		
ARH/IND 230*	ARH/IND 231*	ART 105*
ART 106	ENG 104	MUS 103*
MUS 104*	PHI 101	PHI 102
PHI 104	PHI 107	PHI 108
PHO 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	ITA 101
ITA 102	ITA 201	ITA 202
SPA 101	SPA 102	SPA 165
SPA 201	SPA 202	SPA 203
SPA 204	SPA 220	CHI 101
CHI 102		

American History		
HIS 105	HIS 106	HIS 107
HIS 125	HIS 209	HIS 223*
HIS 224*		

Western Civilization		
ENG 215	HIS 103	HIS 104
HIS 219	LCC 220	LCC 221
LCC 231	LCC 240	

Other World Civilizations		
ANT 152*	ANT 154*	ANT 201
HIS 207	HIS 208	HIS 223*
HIS 224*	MUS 166	LCC 245

\* Courses appear in more than one category  
 ~ 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

Community college students who have not completed the General Education requirement in two years are eligible to transfer to a four-year SUNY college or university. However, they are required to fulfill the General Education requirements while at the four-year school. They are advised to complete these requirements at the community college level to make room for academic major requirements at the four-year level.

## **Regional Higher Education Center (Bachelor's, Master's and Doctoral Degrees)**

You can take bachelor's, master's and doctoral 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.

*Participating colleges include:*

- Keuka College
- Northeastern Seminary
- St. John Fisher
- SUNY Delhi
- SUNY Empire State College

## **Transfer/Articulation Agreements**

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

Onondaga Community College has many agreements with public and private four year institutions. Generally, these agreements are from program to program, and they specify the courses the student should take at Onondaga Community College, along with the required grade average, to ensure junior status at the four-year institution.

Since these articulation agreements continue to increase in number and are constantly evolving to reflect changes in program requirements, it is imperative that students consult early with a transfer counselor in the Center for Advising and First Year Students to determine the terms and conditions of agreements that might be of interest. For further details visit the transfer information webpages via the Student Central site, [students.sunyocc.edu](http://students.sunyocc.edu)

# Programs of Study

*Onondaga Community College*

*offers nearly 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 40 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.

<b>Program</b>	<b>Code</b>	<b>Award</b>	<b>HEGIS*</b>	<b>SUNY Curriculum Code</b>
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 Forensics	CFS	AS	5505.00	1491
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
Human Services	HUM	CERT	5501.00	0949
Interior Design	IND	AAS	5012.00	0656
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
Liberal Arts & Sciences - General Studies	GEN	AA	5649.00	0250

<b>Program</b>	<b>Code</b>	<b>Award</b>	<b>HEGIS*</b>	<b>SUNY Curriculum Code</b>
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
Music	MUS	AAS	5610.00	0682
Nuclear Technology	NET	AAS	5316.00	2384
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
Surgical Technology	SGC	CERT	5211.00	0028
Web Technology	WEB	CERT	5101.00	1398

**Please Note:**

1. Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain aid awards.
2. Some students may be required to take one or more non-credit, developmental courses before taking courses required for their degree.
3. Certain courses and programs may require a minimum level of achievement in science and mathematics. Please refer to our website at [www.sunyocc.edu](http://www.sunyocc.edu) for the most up to date program requirements.

\*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.

### Program Learning Outcomes

1. Effectively communicate knowledge of selected content areas in accounting.
2. Demonstrate critical-thinking skills by understanding, evaluating, and synthesizing accounting information
3. Analyze and interpret quantitative information, and draw meaningful conclusions.
4. Apply various accounting procedures culminating in the preparation of financial statements

First Year	Credits
ENG 103-104 Freshman Composition and Literature I and II	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
<b>Total Credits:</b>	<b>30</b>
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 <sup>1</sup>	3
BUS 203 Electronic Spreadsheets in Accounting (Fall only)	3
<i>Choose either:</i>	3
BUS 205 Income Tax Accounting I	
BUS 207 Cost Accounting	
Lab Science electives	4
Health elective	1
<b>Total Credits:</b>	<b>31</b>
<b>Total Program Credits:</b>	<b>61</b>

### 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.

### Program Learning Outcomes:

1. Comprehend and communicate written, verbal, and visual information as it relates to the construction process.
2. Develop mathematical knowledge and skills, with particular emphasis on problem solving, data analysis and critical reasoning.
3. Demonstrate the ability to work effectively as a team member with various construction trades and personnel.
4. Demonstrate an understanding of how interpersonal communication affects personal and professional relationships.
5. Demonstrate an understanding of the relationship between supervisory and labor positions in the construction industry.
6. Describe effectively the construction process.
7. Describe the various roles and responsibilities inherent in a successful construction project.
8. Solve practical problems that arise out of professional conflicts within the construction process.
9. Apply practical construction skills in a particular trade area. (Note: this LO is related to the successful completion of the student's apprenticeship and will be measured by receipt of a Journeyman Certificate. We award credit for the Certificate)

	Credits
ENG 103-104 Freshman Composition and Literature I and II	6
Social Science electives	6
Mathematics/Science electives <sup>1</sup>	6
Liberal Arts elective	3
Journeyman Certificate	0-30
Technical electives <sup>2</sup>	8-38
Health elective	1
Physical Education Activity	1
<b>Total Program Credits:</b>	<b>31-91</b>

**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 <sup>1</sup> for Apprenticeship Training	20
ENG 103-104 Freshman Composition and Literature I and II	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 <sup>2</sup>	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
<b>Total Program Credits:</b>	<b>63</b>

**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 and 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, ARH 110, ARH 170), students 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.

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

### Program Learning Outcomes

1. Demonstrate the ability to graphically communicate design ideas and concepts.
2. Demonstrate the ability to produce competent construction documents for residential building project utilizing manual and digital drafting techniques.
3. Demonstrate the ability to produce a set of competent construction documents for commercial building projects, utilizing digital software to produce written and graphic components.
4. Understand and apply integrated design & sustainable construction knowledge

First Semester	Credits
ARH 101 Design and the Built Environment	3
ARH 110 Foundation Studio 1	4
ARH 170 Technology: Design and Production	3
MAT elective <sup>1</sup>	4
ENG 103 Freshman Composition and Literature I	3
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
Total Credits:	15-16

Third Semester	Credits
ARH 121 Drafting Studio 2: Masonry	3
ARH 142 Commercial Construction I (1st 8 weeks)	2
ARH 143 Commercial Construction II (2nd 8 weeks)	2
Professional electives	4
Mathematics/Science elective	4
Total Credits:	15

Fourth Semester	Credits
Professional electives	14-15
Social Science elective	3
Total Credits:	17-18
Total Program Credits:	65

### 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.

### Program Learning Outcomes

1. Demonstrate the ability to develop conceptual thoughts into original visual communication forms.
2. Demonstrate an appropriate level of technical competence in the production of his/her artwork.
3. Demonstrate a competence in the craftsmanship, execution and presentation of his/her artwork.

4. Exhibit use of verbal and written artisan vocabulary to communicate content of his/her/other visual compositions and processes.
5. Demonstrate a preliminary working knowledge of art history and its social relevance.

	Credits
ENG 103-104 Freshman Composition and Literature I and II	6
Social Science electives	6
Mathematics/Science elective	6-8
General elective	3
Health elective	1
Physical Education Activities	2
<b>Art - first Year Courses: (24 credits required)</b>	
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
<b>Art - Second Year Courses: (select one specialization)</b>	
<b>1. Studio Arts: Painting/Drawing</b>	
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
<b>2. Studio Arts: Fine Craft</b>	
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
<b>3. Graphic Design</b>	
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
<b>4. Multimedia Design</b>	
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@SUNYOCC.EDU

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. Students do not have to have tool sets for course work in the Automotive Technology program. Consult the department for additional information.

### Program Learning Outcomes

1. Demonstrate the ability to service all automotive systems.
2. Demonstrate the ability to find all related system diagnostic/repair information within auto service publications.
3. Demonstrate familiarity with diagnostic service procedures; and ability to apply methodical problem-solving to understand vehicle systems.
4. Demonstrate working knowledge of automotive safety procedures while conducting service activities.

First Semester	Credits
ATC 115 Automotive Electrical Systems	4
ATC 103 Automotive Fundamentals	4
ENG 103 Freshman Composition and Literature I	3
MAT 114 Intermediate Algebra <sup>1</sup>	4
Total Credits:	15

Second Semester	Credits
ATC 142 Fuel and Ignition Controls	4
ATC 116 Automotive Electronics	4
MAT 143 Pre-Calculus With Trigonometry <sup>1</sup>	4
ENG 104 Freshman Composition and Literature II	3
Total Credits:	15

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

Third Semester	Credits
ATC 207 Chassis Fundamentals	5
ATC 243 Advanced Engine Performance	4
SCI 111 Intro to Physics and Chemistry <sup>2</sup>	4
Total Credits:	13

Fourth Semester	Credits
ATC 222 Drivelines and Geartrains	5
ATC 271 Climate Control Systems	3
Liberal Arts elective	3
General elective	3
Total Credits:	14
Total Program Credits:	63

**Notes:**

- Higher level Mathematics course may be substituted, subject to advisor approval.
- Higher level Physics courses such as PHY 101 or PHY 103 may be substituted, subject to advisor approval.

## 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.

## Program Learning Outcomes

- Analyze quantitative information and draw meaningful conclusions for a business environment.
- Identify, analyze and apply accounting principles and practices.
- Demonstrate an understanding of general legal concepts in contracts, negotiable instruments and sales.

First Year	Credits
ENG 103 -104 Freshman Composition and Literature I and II	6
MAT 115 Modeling for Decision Making <sup>1</sup>	3
MAT 116 Decision-Making with Calculus <sup>1</sup>	3
BUS 243 Business Law I	3
BUS elective <sup>2</sup>	3
Health elective	1
Liberal Arts electives	12
Total Credits:	31

## 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 <sup>2</sup>	3
ENG elective (200 Level)	3
Liberal Arts electives	6
Laboratory Science elective	4
Total Credits:	31
Total Program Credits:	62

**Notes:**

- Students should take either MAT 115 and MAT 116 OR MAT 143 and MAT 161. Consult with your advisor.
- 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.

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.

## Program Learning Outcomes

- Identify, analyze and apply accounting principles and practices.
- Effectively communicate knowledge of the business environment by verbal and/or written means.

First Year	Credits
ENG 103-104 Freshman Composition and Literature I and II	6
CIS 100 Principles of Information Systems or CIS 120 Advanced Principles of Information Systems	3
BUS 101 Contemporary Business	3
BUS 102 Mathematics of Business and Finance	3
BUS 243 Business Law I or BUS 244 Business Law 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
Health elective	1
<b>Total Credits:</b>	<b>31</b>
Second Year	Credits
ECO 203 Macroeconomics or ECO 204 Microeconomics	3
BUS 212 Business Correspondence	3
Business electives (4)	12
Liberal Arts electives (2)	6
Science elective	3
General elective	3
<b>Total Credits:</b>	<b>30</b>
<b>Total Program Credits:</b>	<b>61</b>

### Computer Forensics (A.S.)

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

The Computer Forensic Science A.S. degree program at Onondaga Community College combines computer science, computer forensics, and criminal justice courses to provide students with the necessary background to transfer to a baccalaureate program in Computer Forensics or Information Security.

#### Program Learning Outcomes

1. Demonstrate an understanding of the security system's development life cycle.
2. Demonstrate an understanding of how to implement information security in an organization.
3. Demonstrate an understanding of the underlying technology involved in information security.
4. Demonstrate critical thinking in the understanding, evaluation and application of technology solutions to a variety of real life situations.
5. Articulate legal, ethical, and professional standards as they apply to the use of secure systems and computer-based data.
6. Understand the key elements in the forensic examination computer media.
7. Strategize for the inclusion and integration of computer forensic media examination with financial investigations and litigation.

### Admission Requirements

The following are requirements that must be met before application to the CFS Program can be considered:

1. High School Diploma or its equivalent;
2. Completion of two years of high school mathematics 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;
4. A grade of C (73%) or higher in required courses used to meet the prerequisites;
5. A cumulative average of 2.5 (from most recent college experience), or 75% or C+ (from most recent high school experience);
6. Before registering for CFS courses, the student must have completed Onondaga placement tests and demonstrated competency, placing into MAT 118 or MAT 143, ENG 103, and RDG 153 levels.

Admission into CFS will begin the Fall 2011 semester and will be accepted both Fall and Spring semesters thereafter.

#### 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. If a student met the admission requirements and prerequisites at a previous admission cycle but the program was full, the student will be given priority for next admission cycle

Application deadlines for prerequisites complete with supporting documentation;

#### Fall Admission:

- a. By March 1st or the 6th week of previous Spring semester for first review
- b. By the last faculty on-hand day of previous Spring semester for second review

#### Spring Admission:

- a. By the 6th week of previous Fall semester for first review
- b. By the last faculty on-hand day of previous Fall semester for second review

First Semester	Credits
ENG 103 Freshman Composition and Literature I	3
Liberal Arts elective	3
SOC 103 Introductory Sociology	3
CRJ 101 Justice System	3
CFS 130 Foundations of the Internet	3
<b>Total Credits:</b>	<b>15</b>

<b>Second Semester</b>	<b>Credits</b>
ENG 104 Freshman Composition and Literature II	3
MAT 118 Statistics: An Empirical Intro	3
PSY 103 General Psychology	3
CSC 110 Program Design and Development	4
CFS 140 Intro to Computer Forensics	3
Total Credits:	16

<b>Third Semester</b>	
Liberal Art elective	3
Lab Science elective	4
CRJ 201 Criminology	3
CSC 211 Computer System Organization	4
Health elective	1
Physical Education elective	1
Total Credits:	16

<b>Fourth Semester</b>	
Lab Science elective	4
CRJ 215 Criminal Law	3
CIS 271 Internetworking I	4
CFS 210 Terrorism and the Criminal Justice System	3
Physical Education elective	1
Total Credits:	15
Total Program Credits:	63

## Computer Information Systems (A.A.S.)

OFFICE: WHITNEY APPLIED TECHNOLOGY CENTER, ROOM 230  
PHONE: (315) 498-2427  
EMAIL: OCCINFO@SUNY OCC.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: Networking, Information Technology Support, Web Technology, and Programming. Graduates with an A.A.S. degree in Computer Information Systems are prepared to work as beginning computer 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.

### Program Learning Outcomes

1. Demonstrate an understanding of the components of a computer information system, including application and system software, communication protocols, and networking hardware and software.
2. Demonstrate a deeper knowledge of at least one area of computing, such as programming, networking, technical support or web technology, enabling the student to gain employment in the computing field.
3. Demonstrate critical thinking in the understanding, evaluation and application of technology solutions to a real life situation.
4. Articulate ethical and professional standards as they apply to the use of computer systems and computer based data.

### Graduation Requirements

All students must earn a minimum grade of C in all required CIS/CSC courses to earn the AAS degree.

All required CIS/CSC courses must be taken within 7 years of graduation, due to the changes in technology and curriculum content.

<b>First Semester</b>	<b>Credits</b>
ENG 103 Freshman Composition and Literature I	3
Liberal Arts elective	3
CIS 125 Principles of Information Systems II	3
CIS 130 Foundations of the Internet	3
CIS 170 Network Fundamentals	3
Total Credits:	15

<b>Second Semester</b>	
ENG 104 Freshman Composition and Literature II	3
MAT 143 or higher	4
CSC 110 Program Design and Development	4
<OR>	
CSC 162 Visual Basic I Programming	4
CIS/CSC Specialization <sup>2</sup>	3-4
Health or Physical Education elective	1
Total Credits:	15-16

**Third Semester** **Credits**

ENG 227 Writing for Emerging Technologies <OR>	3
ENG 259 Report and Technical Writing	3
Social Science/Humanities elective	4
CIS/CSC Specialization <sup>2</sup>	4
CIS/CSC Specialization <sup>2</sup>	1
Health or Physical Education elective	
<b>Total Credits:</b>	<b>15</b>

**Fourth Semester**

Social Science/Humanities elective	3
CIS/CSC Specialization <sup>2</sup>	3-4
CIS/CSC Specialization <sup>2</sup>	3-4
CIS 286 Systems Analysis and Data Base Design	3
General elective	3
<b>Total Credits:</b>	<b>15-17</b>
<b>Total Program Credits:</b>	<b>60-63</b>

**Notes:**

- MAT 143 or higher (excluding Linear Algebra)
- Specialization Courses must be selected from the following:

<b>Networking</b>	<b>Credits</b>
CIS 271 Internetworking I	4
CIS 272 Internetworking II	3
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 Website and Server Management	4
CIS 231 Advanced Web Servers	3
CSC 250 Client/Server Operations	3
CIS 106 Intro to Digital Media	3
Web Technology elective*	3-4

- \* Choose from ART 142, ART 224, ART 244, BUS 121, CIS 151, CIS 271, CSC 111, and CSC 264.

**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.

**Program Learning Outcomes**

- Demonstrate an understanding of the software engineering process, including algorithm development, coding, and testing.
- Demonstrate an understanding of sophisticated data structures and how those structures are utilized in modern software engineering.
- Demonstrate an understanding of the underlying technology of the computer architecture as it affects software engineering.
- Demonstrate critical thinking in the understanding, evaluation and application of technology solutions to a variety of real life situations.
- Articulate ethical and professional standards as they apply to the use of computer systems and computer based data.

**First Semester** **Credits**

ENG 103 Freshman Composition and Literature I	3
MAT 161 Calculus I <sup>1</sup>	4
PHI 107 Logic	3
CSC 109 Algorithm Development	1
CSC 111 Fundamentals of Computing I	4
<b>Total Credits:</b>	<b>15</b>

**Second Semester**

ENG 104 Freshman Composition and Literature II	3
MAT 162 or MAT 251 Discrete Mathematics <sup>1</sup>	3-4
CSC 112 Fundamentals of Computing II	4
Liberal Arts elective <sup>1</sup>	3
Liberal Arts elective <sup>1</sup>	3
<b>Total Credits:</b>	<b>16-17</b>

**Third Semester**

Liberal Arts elective	3
CSC 211 Computer System Organization	4
Sequential Laboratory Science I	4
CSC Curriculum elective <sup>3</sup>	3-4
HEA/PEH elective	1
<b>Total Credits:</b>	<b>15-16</b>

Fourth Semester	Credits
Liberal Arts elective	3
Sequential Laboratory Science II	4
CSC programming elective (200-level) <sup>2</sup>	4
General elective	4
<b>Total Credits:</b>	<b>15</b>
<b>Total Program Credits:</b>	<b>61-63</b>

**Notes:**

1. The mathematics requirement is fulfilled by completion of MAT-161 and either MAT-162 or MAT-251. All three courses are recommended and additional mathematics courses may be applied to the liberal arts electives.
2. A 200-level programming elective must be completed from the following list: CSC-222, CSC-263, CSC-264, CSC-265, or CSC 280.
3. CSC 110 will be allowed as a curriculum elective only if taken prior to students successfully completing CSC 111.
4. Eight (8) credits of a laboratory science sequence must be completed. PHY-105 and PHY-205 is recommended for transfer. Eight (8) credits of sequential laboratory science from one of the disciplines listed below will fulfill degree requirements, but may not transfer.  
 Biology: BIO-151 & BIO-152 / BIO-171 & BIO-172  
 Geology: GEO-103 & GEO-104  
 Physics: PHY-103 & PHY-104 / PHY-105 & PHY-205  
 Chemistry: CHE-103 & CHE-104

**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 104.

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 in 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 Learning Outcomes:**

1. Demonstrate knowledge of core content areas within the field.
2. Demonstrate critical-thinking skills by evaluating and synthesizing primary theories and concepts underlying the criminal justice field.
3. Articulate ethical issues and describe appropriate responses for practitioners or criminal justices in a diverse society.
4. Demonstrate information literacy by preparing research reports using electronic databases and online academic sources.

**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
MAT 118 Statistics: An Empirical Intro <sup>1</sup>	3
ENG 103 Freshman Composition and Literature I	3
SOC 103 Introductory Sociology	3
Physical Education Activity	1
<b>Total Credits:</b>	<b>16</b>
Second Semester	Credits
CRJ 226 Law Enforcement Process	3
ENG 104 Freshman Composition and Literature II	3
Criminal Justice elective	3
PSY 103 General Psychology	3
PHI 108 Ethics <sup>2</sup>	3
Physical Education Activity	1
<b>Total Program Credits:</b>	<b>16</b>
Third Semester	Credits
CRJ 220 Corrections Process	3
English elective (200-level)	3
Science elective (must include Laboratory)	4
General electives <sup>3</sup>	6
<b>Total Credits:</b>	<b>16</b>
Fourth Semester	Credits
Criminal Justice elective	3
Health elective	1
Mathematics or Science elective	3-4
General electives <sup>3</sup>	6
<b>Total Credits:</b>	<b>14</b>
<b>Total Program Credits:</b>	<b>62</b>

#### Notes:

- MAT-143, 151, 161, or 162 will also satisfy the math requirement.
- For students who opt for CRJ 202 Ethics in Police Work rather than PHI 108 Ethics, SOC 204 Social Problems or SOC 207 Deviance will be required as their second Social Science requirement.

- 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
Mathematics/Science elective	3
ENG 103 Freshman Composition and Literature I	3
SOC 103 Introductory Sociology	3
Physical Education Activity	1
<b>Total Credits:</b>	<b>16</b>
Second Semester	Credits
CRJ 226 Law Enforcement Process	3
ENG 104 Freshman Composition and Literature II	3
PSY 103 General Psychology	3
PHI 108 Ethics <OR> CRJ 202 Ethics in Police Work <sup>1</sup>	3
Criminal Justice elective	3
Physical Education Activity	1
<b>Total Program Credits:</b>	<b>16</b>
Third Semester	Credits
CRJ 220 Corrections Process	3
CRJ 102 Introduction to Criminal Law	3
CRJ 142 Criminal Investigation	3
Criminal Justice elective	3
Health elective	1
General elective <sup>2</sup>	3
<b>Total Credits:</b>	<b>16</b>
Fourth Semester	Credits
Criminal Justice electives	9
Mathematics/Science elective	3
General elective <sup>2</sup>	3
<b>Total Credits:</b>	<b>15</b>
<b>Total Program Credits:</b>	<b>63</b>

#### Notes:

- For students who opt for CRJ 202 Ethics in Police Work rather than PHI 108 Ethics, SOC 204 Social Problems or SOC 207 Deviance will be required as their second Social Science requirement.
- 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@SUNYOCC.EDU

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, plan developmentally appropriate activities and practice 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.

### Program Learning Outcomes

1. Students will demonstrate knowledge base theory specific to the early childhood discipline.
2. Students will apply knowledge base theory to practice.
3. Students will demonstrate awareness of the NAEYC Code of Ethical Conduct.
4. Students will demonstrate cultural and diversity awareness, and sensitivity to social justice.

### 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 Credits

ENG 103 Freshman Composition and Literature I	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

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 143  
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, and 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 will 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.

### Program Learning Outcomes

1. Demonstrate the ability to analyze electrical circuit diagrams and systems to solve for appropriate electrical data and specifications.
2. Demonstrate the ability to construct (real and computer stimulated) electrical circuits from schematic diagrams, and to analyze the circuits for faults using the appropriate measurement techniques and equipment.
3. Demonstrate the ability to design electrical circuits and systems from given data and specifications.
4. Demonstrate the ability to use the computer and design and analyze electrical circuits and systems.
5. Demonstrate the ability to create the appropriate supporting design and analysis documentation for lab journals and technical reports.

**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 iv.

First Semester	Credits
ENG 103 Freshman Composition and Literature I	3
CMT 101 Introduction to Computers and Applications	4
ELT 141 Circuits I	4
MAT 143 Pre-Calculus	4
<b>Total Credits:</b>	<b>15</b>

Second Semester	Credits
MAT 151 Statistics or MAT 161 Calculus I	4
CMT 171 Digital Electronics	4
ELT 142 Circuits II	4
ELT 161 Electronics I	4
<b>Total Credits:</b>	<b>16</b>

Third Semester	Credits
ELT 261 Electronic Circuits II	4
CMT 190 Microprocessors	4
PHY 103 General Physics I <sup>3</sup>	4
ENG 104 Freshman Composition and Literature II	3
<b>Total Credits:</b>	<b>15</b>

Fourth Semester	Credits
Social Science elective	3
ELT 265 Communication Systems	4
ELT 120 Ethics in Engineering and Technology	3
Electrical Engineering Technology elective	4
Career-related elective <sup>5</sup>	3
<b>Total Credits:</b>	<b>17</b>
<b>Total Program Credits:</b>	<b>63</b>

### 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.

**Program Learning Outcomes:**

1. Demonstrate knowledge of the historical, legal, and ethical aspects of media creative/business practices.
2. Demonstrate oral and written communication, critical-thinking, visual and aural literacy, and ability to meet deadlines.
3. Demonstrate technical proficiency and problem-solving skills in the audio and video production environment.
4. Demonstrate the ability to function effectively in a team work environment.
5. Demonstrate qualities of professional conduct that include attitude, work ethic, and dependability.

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

<b>First Semester</b>	<b>Credits</b>
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	3
Mathematics/Science elective	3-4
Total Credits:	16-17

<b>Second Semester</b>	
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/COM 157 Electronic Media Writing	3
Total Credits:	16

<b>Third Semester</b>	
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
Total Credits:	17

<b>Fourth Semester</b>	
EMC 286 DVD Authoring	4
ART 224 Design for Multimedia	3
Social Science elective	3
General elective	3
Total Credits:	13
Total Program Credits:	62-63

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

<b>First Semester</b>	<b>Credits</b>
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	3
COM 102 Public Speaking	3
Total Credits:	16

<b>Second Semester</b>	
EMC 155 Digital Audio Production	3
EMC 160 Radio Station: An Introduction	3
EMC elective	3-4
ENG/COM 157 Electronic Media Writing	3
Social Science elective	3
Total Credits:	15-16

<b>Third Semester</b>	
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
Total Credits:	15-17

<b>Fourth Semester</b>	
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:	62-65

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

<b>First Semester</b>	<b>Credits</b>
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	3
COM 102 Public Speaking	3
Total Credits:	16

<b>Second Semester</b>	
EMC 155 Digital Audio Production	3
EMC 159 TV Studio Video Production	4
EMC 169 Video Field Production	3
Social Science elective	3
ENG/COM 157 Electronic Media Writing	3
Total Credits:	16

<b>Third Semester</b>	
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
Total Credits:	16-18

Fourth Semester	Credits
EMC 269 TV News Production	4
EMC 289 TV Producing and Directing	4
Social Science elective	3
General elective (2)	6
Total Credits:	17
Total Program Credits:	65-67

## Engineering Science (A.S.)

OFFICE: FERRANTE HALL, ROOM 378  
PHONE: (315) 498-2439  
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.

### Program Learning Outcomes:

1. Show proficiency in mathematics - including basic theory and the ability to apply that theory to engineering problems.
2. Demonstrate an ability to apply the basic principles of engineering through the use of science and mathematics combined with a logical and methodical thought process.
3. Show proficiency in the sciences - including chemistry & physics; and the ability to apply the theoretical concepts/laboratory experience to solve engineering problems.

First Semester	Credits
ENG 103 Freshman Composition and Literature I	3
MAT 161 Calculus I	4
CHE 103 Chemistry I	4
PHY 105 Physics I	4
Total Credits:	15

Second Semester	Credits
ENG 104 Freshman Composition and Literature II	3
MAT 162 Calculus II	4
PHY 205 Physics II	4
Technical elective <sup>1</sup>	3-4
Total Credits:	14-15

### Third Semester

MAT 263 Calculus III	4
PHY 206 Physics III	4
ENS 207 Engineering Mechanics I (Statics)	3
General Education elective <sup>2</sup>	3
Technical elective <sup>1</sup>	3-5
Total Credits:	17-19

### Fourth Semester

MAT 264 Differential Equations	4
ENS 208 Engineering Mechanics II (Dynamics)	3
Higher Programming Language <sup>3</sup>	3
General Education elective <sup>2</sup>	3
Technical elective <sup>1</sup>	3-5
Total Credits:	16-18
Total Program Credits:	62-67

### Notes:

1. Technical electives:  
MAT 241 Linear Algebra  
ENS 201 Digital Logic Design/CMT 171 Digital Electronics  
ENS 210 Electrical Circuit Analysis  
ENS 212 Mechanics of Materials  
MET 261 Introduction to CAD  
CHE 104 General Chemistry II  
CHE 205 Organic Chemistry I  
CHE 206 Organic Chemistry II
2. Consult the SUNY General Education list of courses for course selection. General Education electives should be selected in consultation with advisor.
3. Higher Programming Language - CSC-110 Program Design and Development (recommended).

## Environmental Technology (A.A.S.)

OFFICE: FERRANTE HALL, ROOM 369  
PHONE: (315) 498-2722  
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.

### Program Learning Outcomes

1. Learn proper field techniques for collecting and analyzing environmental data. This includes the collection, logging and monitoring of field samples (various media); the drilling and logging of soil-boring(s); the collection stream flow data; and may include other hydrological data. Proficiency of these techniques supports primarily the employment goal for this program, however, many 4-year environmental programs require some proficiency of field techniques.
2. Acquire skills for working with other investigators through experiential learning activities. Proficiency in working with other individuals supports the employment goal of this program.
3. Demonstrate basic GIS skills, these should include the ability to acquire raster images for maps, create and edit geographic data on a map, and collect & process GPS data, and add labels to a map. Proficiency in GIS mapping supports both of the goals of this program (this is further explained under relevant associations).
4. Obtain receipt of federal OSHA HazWoper certification, involving training under OSHA workplace hazard communication standard for workers at hazardous waste sites (Hazardous Waste Operations & Emergency Response - HazWoper). Certification supports the employment goal of this program, however, it also supports students obtaining useful internships while as a student here at Onondaga).
5. Students graduating from the program should be able to analyze scientific data and demonstrate this by preparing a laboratory report. This outcome also demonstrates skills in mathematics, graphical analysis, contaminant transport analysis, critical thinking, and technical writing. Proficiency with these skills supports primarily the ability of students to transfer to 4-year environmental, geoscience and/or biotechnology programs.
6. Complete 40-hour internship allows students engage in non-classroom learning activities. Proficiency in this outcome supports both the employment goal for this

program and the transfer to a 4-year program goal for the program. For students interested in employment, this allows contact with one or more possible employers in the outside community. For students interested in transferring to a 4-year institution, this allows students to pursue college-level research that can help support their transfer applications.

### Geoscience Specialization

First Semester	Credits
ENG 103 Freshman Composition and Literature I	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
<b>Total Credits:</b>	<b>16</b>

### Winter Intersession

ENV 165 Hazardous Waste Operations and Emergency Response	2
<b>Total Credits:</b>	<b>2</b>

### 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
<b>Total Credits:</b>	<b>14-15</b>

### 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
<b>Total Credits:</b>	<b>14-15</b>

### 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 <sup>1</sup>	3-5
Physical Education Activity	1
<b>Total Credits:</b>	<b>17-19</b>
<b>Total Program Credits:</b>	<b>63-67</b>

#### 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	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
<b>Winter Intersession</b>	
ENV 165 Hazardous Waste Operations and Emergency Response	2
Total Credits:	2
<b>Second Semester</b>	
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
<b>Third Semester</b>	
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
<b>Fourth Semester</b>	
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 Specialization elective <sup>1</sup>	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: MULROY HALL, ROOM 125  
PHONE: (315) 498-6046  
EMAIL: OCCINFO@SUNYOCC.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.

## Program Learning Outcomes

1. Demonstrate efficient and effective oral, written, and mobile data communication skills.
2. Apply safety principles and practices to both emergency and non-emergency situations
3. Recall selected standards on which fire service practices are based.
4. Demonstrate critical skills necessary to demonstrate a comprehensive understanding of the field.
5. Recall facts and concepts necessary to demonstrate a comprehensive understanding of the field

Liberal Arts Component	Credits
ENG 103-104 Freshman Composition and Literature I and II	6
Mathematics elective <sup>1</sup>	3
SOC 103 Introduction to Sociology	3
POS elective (POS 102 recommended)	3
PSY 103 General Psychology	3
General elective	3
<b>Total Credits:</b>	<b>21</b>

## Science Component<sup>2</sup>

FPT 158-159 Chemistry for Fire and Chemistry for Hazardous Materials	6
FPT 160 Physics for Fire	3
<b>Total Credits:</b>	<b>9</b>

## Fire Protection Technology Component<sup>2</sup>

FPT 150 Introduction to Fire Protection <sup>3</sup>	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
<b>Total Credits:</b>	<b>30<sup>2</sup></b>
<b>Total Program Credits:</b>	<b>60</b>

### Notes:

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

## Fire Protection Technology (Certificate)

OFFICE: MULROY HALL, ROOM 125  
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	3
Social Science electives	6
Fire Protection Technology or Safety electives	18
General elective <sup>1</sup>	3
<b>Total Program Credits:</b>	<b>30</b>

### Notes:

1. 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.

### Program Learning Outcomes

1. Students will successfully complete supervised professional practice assignments.

First Semester	Credits
ENG 103 Freshman Composition and Literature I	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
Total Credits:	16

### Second Semester

ENG 104 Freshman Composition and Literature 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
Total Credits:	16

### 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
Health elective	1
Total Credits:	14
Total Program Credits:	63

## Homeland Security and Disaster Preparedness (A.A.S.)

OFFICE: MULROY HALL, ROOM 125  
 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.

### Program Learning Outcomes

1. Communicate effectively a knowledge of emergency management content areas to include preparation, response, recovery and planning.
2. Present emergency public information in a crisis situation using skills developed in public information officer class.
3. Exhibit an increase in understanding the key elements of courses based on before and after survey questions.
4. Demonstrate critical thinking, communication and management skills necessary to create hazard analysis and develop an emergency operations plan.

First Semester	Credits
COM 101 Interpersonal Communication	3
ENG 103 Freshman Composition and Literature I	3
EMG 150 Principles of Emergency Management	3
EMG 155 Intro to Public Safety Response	3
Social Science elective	3
Physical Education Activity	1
<b>Total Credits:</b>	<b>16</b>

Second Semester	Credits
ENG 104 Freshman Composition and Literature II	3
POS 102 State/Local Politics	3
EMG 178 Emergency Response Planning	3
Emergency Management elective / Curriculum-related elective <sup>2</sup>	3
Science elective <sup>1</sup>	3-4
<b>Total Credits:</b>	<b>15-16</b>

Third Semester	Credits
CIS 100 Principles of Information Systems	3
EMG 252 Disaster Response and Recovery	3
Emergency Management electives / Curriculum-related electives <sup>2</sup>	6
Health elective	1
Mathematics elective <sup>3</sup>	3
<b>Total Credits:</b>	<b>16</b>

Fourth Semester	Credits
EMG 280 Emergency Exercise Program Management	3
EMG 283 Practical Applications of Incident Management	3
Emergency Management electives / Curriculum-related electives <sup>2</sup>	6
Physical Education Activity	1
<b>Total Credits:</b>	<b>13</b>
<b>Total Program Credits:</b>	<b>60-61</b>

### 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.)

OFFICE: GORDON STUDENT CENTER, ROOM 107A  
 PHONE: (315) 498-2231  
 EMAIL: OCCINFO@SUNYOCC.EDU

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 spring.

Many of the Hospitality faculty are members of the American Culinary Federation (ACF) and involve students in numerous ACF activities. Our student's classroom education is further enhanced by off campus field trips to local beef and produce farms as well as tours of area restaurants, hotels and other Hospitality Industry operations.

### Program Learning Outcomes

1. Hospitality Management Core: Demonstrate the ability to accurately produce a food production plan; prepare food items; garnish and display items; garnish and display items for small and large volume food production.
2. Required for Culinary Management, Restaurant Management and Food Service/ Institutional Management specialization: Demonstrate the knowledge of food and beverage products, including product identification and specifications.
3. Hospitality Management core: demonstrate the understanding and knowledge of essential nutrients, appropriate combinations of food for individual meals as well as full scale menus and be able to write a nutritional well-balanced diet which has customer appeal.
4. Hospitality Management core: Understand and apply management theory in order to operate a hospitality-related operation.
5. Required for Culinary Management, Restaurant Management and Food Service/ Institutional Management specialization: Explain and apply cost control techniques for hospitality operations.
6. Required for Culinary Management, Restaurant Management and Food Service/ Institutional Management specialization: Develop a menu and select/design the appropriate equipment and facility layout to produce that menu.
7. Required for Food Service/Institutional Management specialization: Demonstrate the knowledge of meal planning and nutrient density and therapeutic diets.
8. Required for Hotel Management specialization: Demonstrate the knowledge of front office operations of the major types of lodging properties.  
This course is taught by adjunct access to test materials will not be available until the Fall semester.
9. Required for Hotel Management specialization: Demonstrate the knowledge of services provided in a lodging operation including events planning.
10. Required for Culinary Management specialization: Demonstrate advanced level culinary skills through the presentation of a final product at the conclusion of each course taken.

### Specialization: Culinary Management

If a fast pace is your pace, and you have never been in a kitchen that was too hot, than consider a career as a commercial cook, caterer or kitchen manager. Your passion for cooking and your creative edge will be sharpened by course work in commercial cooking and advanced culinary skills. Courses such as Artisanal Bread Baking, Pastries, Tortes, Chocolate Work, Advanced Plating or International Cuisines, are just some of the courses we offer. Course work in cost controls, menu planning, human resource management and purchasing prepares you to not only cook but be in charge of a commercial kitchen.

### 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 guests' 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 Year	Credits
ENG 103-104 Freshman Composition and Literature I and II	6
CIS 100 Principles of Information Systems	3
FSA 100 Food Service Sanitation	2
NTR 102 Basic Nutrition	3
FSA 103 Basic Food Preparation	4
FSA 104 Restaurant Operations	4
FSA Specialization elective(s) <sup>1</sup>	2
Liberal Arts elective	3
BUS 102 Mathematics of Business and Finance	3
Physical Education elective	1
<b>Total Credits:</b>	<b>31</b>

<b>Second Year</b>	<b>Credits</b>
FSA 201 Hospitality Management	3
FSA 202 Food Service Cost Controls	3
FSA 204 Purchasing, Storage and Handling	3
FSA 207 Menu Planning and Equipment Selection	3
FSA 210 Catering and Advanced Culinary Arts	4
FSA Specialization elective <sup>1</sup>	1
BUS 105 Financial Accounting	3
Science elective	3
Liberal Arts electives	6
General elective	3
<b>Total Credits:</b>	<b>32-33</b>
<b>Total Program Credits:</b>	<b>63-64</b>

**Notes:**

1. Culinary Management electives may be chosen from the following for a total of 3 credits: FSA 112, 114, 116, 217, 218, 219, 220

**Food Service/Institutional Management (A.A.S.)**

<b>First Year</b>	<b>Credits</b>
ENG 103-104 Freshman Composition and Literature I and II	6
CIS 100 Principles of Information Systems	3
FSA 100 Food Service Sanitation	2
NTR 102 Basic Nutrition	3
FSA 103 Basic Food Preparation	4
FSA 104 Restaurant Operations	4
Specialization elective <sup>1</sup>	3-4
BUS 102 Mathematics of Business and Finance	3
Liberal Arts elective	3
Physical Education elective	1
<b>Total Credits:</b>	<b>32-33</b>

**Second Year**

FSA 201 Hospitality Management	3
FSA 202 Food Service Cost Controls	3
FSA 204 Purchasing, Storage and Handling	3
NTR 206 Diet Therapy	3
FSA 207 Menu Planning and Equipment Selection	3
BUS 105 Financial Accounting	3
Liberal Arts electives	6
Science elective	3-4
General elective	3
<b>Total Credits:</b>	<b>30-31</b>
<b>Total Program Credits:</b>	<b>63-64</b>

**Notes:**

1. Food Service / Institutional Management electives may be chosen from the following: BUS 243, FSA 210, HTL 234, any Modern Language, any 200 level Psychology, any 200 level Sociology.

**Hotel Management (A.A.S.)**

<b>First Year</b>	<b>Credits</b>
ENG 103-104 Freshman Composition and Literature I and II	6
CIS 100 Principles of Information Systems	3
FSA 100 Food Service Sanitation	2
NTR 102 Basic Nutrition	3
FSA 103 Basic Food Preparation	4
FSA 104 Restaurant Operations	4
HTL 230 Housekeeping and Properties Management	3
BUS 102 Mathematics of Business and Finance	3
Liberal Arts elective	3
Physical Education elective	1
<b>Total Credits:</b>	<b>32</b>

**Second Year**

FSA 201 Hospitality Management	3
HTL 232 Front Office Management	3
HTL 234 Meeting Management Planning	3
Specialization elective <sup>1</sup>	3-4
BUS 105 Financial Accounting	3
BUS 106 Managerial Accounting	3
Liberal Arts electives	6
Science elective	3-4
General elective	3
<b>Total Credits:</b>	<b>30-32</b>
<b>Total Program Credits:</b>	<b>62-64</b>

**Notes:**

1. Hotel Management electives may be chosen from: BUS 121, BUS 203, BUS 212, BUS 243, FSA 210, any Modern Language, any 200 level Psychology, any 200 level Sociology.

**Restaurant Management (A.A.S.)**

<b>First Year</b>	<b>Credits</b>
ENG 103-104 Freshman Composition and Literature I and II	6
CIS 100 Principles of Information Systems	3
FSA 100 Food Service Sanitation	2
NTR 102 Basic Nutrition	3
FSA 103 Basic Food Preparation	4
FSA 104 Restaurant Operations	4
Specialization elective <sup>1</sup>	3
BUS 102 Mathematics of Business and Finance	3
Liberal Arts elective	3
Physical Education elective	1
<b>Total Credits:</b>	<b>32</b>

**Second Year**

FSA 201 Hospitality Management	3
FSA 202 Food Service Cost Controls	3
FSA 204 Purchasing, Storage and Handling	3
FSA 207 Menu Planning and Equipment Selection	3
FSA 210 Catering and Advanced Culinary Arts	4
BUS 105 Financial Accounting	3
Liberal Arts elective	6
Science elective	6
<b>Total Credits:</b>	<b>31</b>
<b>Total Program Credits:</b>	<b>63</b>

## Notes:

1. Restaurant Management electives may be chosen from: BUS 121, BUS 243, FSA 112\*, 114\*, 116\*, 217\*, 218\*, 219\*, 220\*, HTL 234, any Modern Language, any 200 level Psychology, any 200 level Sociology (\* 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, 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. Your academic and professional competence will be periodically reviewed by the faculty. Enrollment and continuation in the Human Services program are subject to faculty approval. You must earn a grade of C or better in ASA, EDU or HUM courses and have a GPA of 2.0 to take fieldwork courses or to graduate from the program.

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 initial level professional employment as a 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 2, 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. The Human Services A.S. Early Childhood Educational specialization is accredited by the National Association for the Education of Young Children (NAEYC).

### Program Learning Outcomes

1. Students will demonstrate knowledge base theory specific to the early childhood discipline.
2. Students will apply knowledge base theory to practice.

3. Students will demonstrate awareness of the NAEYC Code of Ethical Conduct.
4. Students will demonstrate cultural and diversity awareness, and sensitivity to social justice.

**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.

<b>First Year</b>	<b>Credits</b>
ENG 103-104 Freshman Composition and Literature I and II	6
English, Reading or Communication elective	3
Social Science electives <sup>1</sup>	6
Mathematics elective	3-4
<b>Alcohol and Substance Abuse Counseling Specialization</b>	
HUM 150 Human Services Theory, Skills and Resources	3
ASA 159 Chemical Dependencies	3
ASA 268 Social Work with Alcohol Substance Abuse	3
Human Services Alcohol Substance Abuse Counseling ASA elective	3
<OR>	
<b>Social Work Specialization</b>	
HUM 150 Human Services Theory, Skills and Resources	3
Human Services Theory course	3
Human Services electives	6
<OR>	

<b>Inclusive Special Education Specialization</b>	
EDU 182 Child Growth and Development	3
EDU/HUM 230 Human Services with Diverse Populations	3
Education electives	6
<OR>	
<b>Early Childhood Specialization</b>	
EDU 180 Introduction to Early Childhood Education	3
EDU 182 Child Growth and Development	3
Education electives	6
Total Credits:	30-31

<b>Second Year</b>	
General electives	6
Economics/History/Political Science electives <sup>1</sup>	6
Science elective <sup>1</sup>	3-4
Liberal Arts electives <sup>1</sup>	6

<b>Alcohol and Substance Abuse Counseling Specialization</b>	
HUM 164 Human Services Field Instruction and Seminar I	3
Human Services electives	6
<OR>	

<b>Social Work Specialization</b>	
HUM 164 Human Services Field Instruction and Seminar I	3
Human Services electives	6
<OR>	

<b>Inclusive Special Education Specialization</b>	
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>	

<b>Early Childhood Specialization</b>	
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:	30-31
Total Program Credits:	60-62

**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.

## Human Services (Certificate)

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

If your goal is to work in a Human Services program in the future or if you are currently employed in an agency, the one-year Human Services Certificate may be of interest to you. The Human Services Certificate prepares students for entry-level positions in Human Services programs and/or matriculation into the Social Work or Alcohol and Substance Abuse Counseling options in the Human Services Associate Degree Program. The program introduces students to Human Services or Alcohol and Substance Abuse Counseling theories and to the integration of theory and practice.

All of the credits earned in the Human Services Certificate program may be applied to the Human Services A.S. program.

### Program Learning Outcomes

1. Demonstrate knowledge base theory specific to social work; or alcohol and substance abuse counseling.
2. Apply knowledge base theory to practice.
3. Demonstrate awareness of the code of ethics (social work or alcohol/substance abuse counseling) in professional behavior and decision-making.

### Essential Skills and Dispositions

The following skills and dispositions, with or without reasonable accommodations, are expected of all students enrolled in Human Services - Social Work and Alcohol and Substance Abuse Counseling (HUM) and Early Childhood - Early Childhood and Teacher Assistant (EDU).

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.

	<b>Credits</b>
ENG 103 Freshman Composition and Literature I	3
COM 101 Interpersonal Communication	3
PSY 103 Intro to Psychology	3
Liberal Arts Elective	3
HUM 150 Human Services Theory, Skills & Resources	3
HUM Applied Theory Elective	3
<OR>	
ASA 159 Chemical Dependencies	3
ASA 268 Social Work with Alcohol & Substance Abuse	3
HUM 164 Human Services Field Instruction and Seminar	3
HUM or ASA Electives	9
<b>Total Program Credits:</b>	<b>30</b>

## 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. 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 architects, designers, 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 Education Department 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, 110 and 170), students will be required to provide their 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.

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

**Program Learning Outcomes**

1. Understand and apply design process and design principles in order to solve abstract and real interior design problems.
2. Demonstrate the ability to graphically communicate design ideas and concepts.
3. Demonstrate the ability to produce competent construction documents for residential building project utilizing manual and digital drafting techniques.
4. Understand, apply, and orally and graphically present methods and materials of interior finishes and furnishings for commercial interior design projects.
5. Understand, apply, and orally and graphically present methods and materials of interior finishes and furnishings for residential interior design projects.

<b>First Semester</b>	<b>Credits</b>
IND 101 Design and the Built Environment	3
IND 110 Foundation Studio 1	4
IND 170 Technology: Design and Production	3
ENG 103 Freshman Composition and Literature I	3
Mathematics elective <sup>1</sup>	3
<b>Total Credits:</b>	<b>16</b>

<b>Second Semester</b>	<b>Credits</b>
IND 111 Design Studio 2	4
IND 120 Drafting Studio 1: Wood Frame	3
IND 140 Wood Frame Construction	3
Professional elective	3
ENG 104 Freshman Composition and Literature II	3
<b>Total Credits:</b>	<b>16</b>

<b>Third Semester</b>	<b>Credits</b>
IND 215 Design Studio: Commercial	4
IND 246 Interior Finish Systems and Furnishings	3
IND 256 Graphic Communications	3
Liberal Arts elective	3
Professional elective	3
<b>Total Credits:</b>	<b>16</b>

<b>Fourth Semester</b>	<b>Credits</b>
IND 216 Design Studio: Residential	4
IND 231 History of Architecture and Interiors 2	3
IND 247 Kitchen and Bath Fundamentals	3
Social Science elective	3
Mathematics I/Science elective	3
<b>Total Credits:</b>	<b>16</b>
<b>Total Program Credits:</b>	<b>64</b>

**Notes:**

1. Minimum 3-4 credits of 100-level MAT. More advanced courses may be substituted with permission of the student's advisor.

**Law Enforcement Certificate**

OFFICE: MULROY HALL, ROOM 125  
 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 1 training.

The Public Safety Training Center at Onondaga Community College is a nationally recognized leader among educational providers in first responder education and training.

**Program Learning Outcomes**

1. Demonstrate efficient and effective oral, written, and mobile data communication skills.
2. Apply safety principles and practices to both emergency and non-emergency situations.
3. Recall selected standards on which Police service practices are based.
4. Demonstrate critical skills necessary to demonstrate a comprehensive understanding of the field.
5. Recall facts and concepts necessary to demonstrate a comprehensive understanding of the field.

**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.

<b>First Semester</b>	<b>Credits</b>
LEC 103 Principles of Law for Law Enforcement Officers	7
LEC 105 Law Enforcement Procedures	8
ENG 103 Freshman Composition and Literature I	3
<b>Total Credits:</b>	<b>18</b>

<b>Second Semester</b>	
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
<b>Total Credits:</b>	<b>14</b>
<b>Total Program Credits</b>	<b>32</b>

**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 com-

plete SUNY General Education requirements and 12 credits of a major concentration required by four-year teaching degree institutions. Students should consult Teacher Education advisor to select a major concentration 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. Please call a Teacher Education advisor in the Human Services and Teacher Education department for more information.

Please Note: Students can graduate from the Liberal Arts and Sciences: Adolescence Education (Teacher Education Transfer) program with a 2.0 GPA. However, a higher GPA may be required for transfer to a SUNY four-year teacher preparation program. Students should meet with SUNY four-year advisors to determine the admission requirement for the desired program.

**Program Learning Outcomes**

1. Demonstrate a knowledge base of theory specific to adolescence (7-12th grade) education.
2. Identify their philosophy of teaching.
3. Apply the knowledge base of theory to practice through thoughtful reflections on classroom observations.
4. Demonstrate cultural and diversity awareness, and sensitivity to social justice.
5. Demonstrate awareness of the NEA/NAEYC Code of Ethics in professional behavior and decision-making.

**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.

<b>First Semester</b>	<b>Credits</b>
ENG 103 Freshman Composition and Literature I	3
Mathematics elective <sup>1</sup>	3-4
HIS 105 OR 106 OR 107 American History	3
PSY 103 General Psychology	3
Foreign Language <sup>2</sup>	3
<b>Total Credits:</b>	<b>15-16</b>

Second Semester	Credits
ENG 104 Freshman Composition and Literature II	3
Specialization elective <sup>3</sup>	3
HIS 103 or 104 Western Civilization	3
PSY 207 Adolescent Psychology	3
Foreign Language <sup>2</sup>	3
Total Credits:	15

Third Semester	Credits
Liberal Arts/Humanities Elective <sup>2</sup>	3
EDU 275 Cultural Foundations of Education	3
Laboratory Science elective <sup>2</sup>	4
Specialization elective <sup>3</sup>	6
Total Credits:	16

Fourth Semester	Credits
Liberal Arts/Humanities Elective <sup>2</sup>	3
Specialization <sup>3</sup>	3-4
Science Elective <sup>2</sup>	3-4
General Elective(s) <sup>2,3</sup> (to bring total to 60 credits)	3-5
Total Credits:	12-14
Total Program Credits:	60

**Notes:**

- MAT 118 or higher recommended.
- See advisor for selection of appropriate SUNY General Education courses.
- In consultation with advisor, students select liberal arts electives towards completing major/specialization required by the 4-yr institution.

## 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 SUNY General Education requirements and 12 credits of a major concentration required by four-year teaching degree institutions. Students should consult Teacher Education advisor to select a major concentration 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. Please call a Teacher Education advisor in the Human Services and Teacher Education department for more information.

Please Note: Students can graduate from the Liberal Arts and Sciences: Childhood Education (Teacher Education Transfer) program with a 2.0

GPA. However, a higher GPA may be required for transfer to a SUNY four-year teacher preparation program. Students should meet with SUNY four-year advisors to determine the admission requirement for the desired program.

**Program Learning Outcomes**

- Demonstrate a knowledge base of theory specific to childhood (1st-6th grade) education.
- Identify their philosophy of teaching.
- Apply the knowledge base of theory to practice through thoughtful reflections on classroom observations.
- Demonstrate cultural and diversity awareness, and sensitivity to social justice.
- Demonstrate awareness of the NEA/NAEYC Code of Ethics in professional behavior and decision-making.

**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).

- Emotional stability and psychological health to work with children, families, colleagues and college personnel.
- Interpersonal skills sufficient to establish a professional relationship with individuals, children and families from a variety of cultural, social, emotional, and intellectual backgrounds.
- Effective written and oral communication skills.
- Critical thinking for assessment and decision making in classrooms.
- Character dispositions such as honesty, integrity, caring and empathy.

First Semester	Credits
ENG 103 Freshman Composition and Literature I	3
MAT 121 Math Elem Teachers I	4
HIS 105 OR 106 OR 107 American History	3
PSY 103 General Psychology	3
Foreign Language <sup>1</sup>	3
Total Credits:	16

Second Semester	Credits
ENG 104 Freshman Composition and Literature II	3
MAT 122 Math Elem Teachers II	4
HIS 103 OR 104 Western Civilization	3
PSY 204 Child Psychology	3
<OR>	
EDU 182 Child Growth and Development	3
Foreign Language <sup>1</sup>	3
Total Credits:	16

Third Semester	Credits
Liberal Arts/Humanities elective <sup>1</sup>	3
EDU 180 Intro to Early Childhood Education <OR>	3
EDU 275 Cultural Foundations of Education	3
Laboratory Science elective <sup>1</sup>	4
Specialization elective <sup>2</sup>	9
<b>Total Credits:</b>	<b>13</b>
Fourth Semester	Credits
Specialization elective <sup>2</sup>	3
Science elective <sup>1</sup>	3-4
General elective <sup>1, 2</sup>	3
<b>Total Credits:</b>	<b>15-16</b>
<b>Total Program Credits:</b>	<b>60-61</b>

**Notes:**

1. See advisor for selection of appropriate SUNY General Education courses.
2. In consultation with advisor, students select liberal arts electives towards completing major/specialization required by the 4-yr institution.

**Liberal Arts & Sciences:  
General Studies (A.A.)**

OFFICE: MAWHINNEY HALL, ROOM 280  
PHONE: (315) 498-2333  
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 102 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.

**Program Learning Outcomes:**

1. Demonstrate how information about personal values, skills and aptitudes are used to make decisions about career interests and options.
2. Demonstrate knowledge and understanding of the skills needed to adjust and succeed in life.
3. Demonstrate critical thinking by comparing, contrasting and drawing meaningful conclusions.

First Year	Credits
ENG 103-104 Freshman Composition and Literature I and II	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 <sup>1</sup>	3
Social Science electives <sup>2</sup>	6
Mathematics/Science electives <sup>3</sup>	6-8
Physical Education activity	1
<b>Total Credits:</b>	<b>31-32</b>
Second Year	Credits
English electives <sup>2</sup>	6
Social Science electives <sup>3</sup>	6
Humanities elective	3
Mathematics/Science elective <sup>3</sup>	3-4
General electives <sup>5</sup>	7-8
Health elective	1
<b>Total Credits:</b>	<b>29-30</b>
<b>Total Program Credits:</b>	<b>61</b>

**Notes:**

1. The three-credit Reading requirement will be waived for students who score 95 or above on the Reading Placement Test.
2. Social Science electives must include 6 credits of History.
3. Three courses of Science, or two courses of Science and one course of Mathematics.
4. English electives are to be chosen from 200-level ENG courses.
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 61.

## 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 of 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 102 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 are 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.

### Program Learning Outcomes:

1. Use critical thinking skills including analytic, research an interpretative abilities, and problem solving techniques.
2. Demonstrate effective communication.
3. Demonstrate awareness of diverse cultures.
4. Demonstrate understanding of human behavior, institutions and societies.
5. Demonstrate historical understanding of human behavior, institutions and societies.
6. Make and defend judgments about literature.

First Year	Credits
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ENG 103-104 Freshman Composition and Literature I and II	6
Language sequence	6
Mathematics elective	3
Social Science electives <sup>1</sup>	6
Science elective (with Laboratory)	4
Humanities elective	3
General elective	3
Physical Education elective	1
<b>Total Credits:</b>	<b>32</b>

Second Year	Credits
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English elective <sup>2</sup>	3
Social Science electives <sup>1</sup>	6
Science elective (without Laboratory)	3
Philosophy elective	3
Fine Arts elective	3
Global Awareness: Multicultural/ International Perspective elective <sup>3</sup>	3
General electives <sup>4</sup>	7
Physical Education elective	1
Health elective	1
<b>Total Credits:</b>	<b>30</b>

<b>Total Program Credits:</b>	<b>62</b>
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#### Notes:

1. Social Science electives must include 6 credits of History.
2. English electives are to be chosen from 200 level literature courses (ENG 203, 204, 209, 210, 213, 217, 221, 222, 223, 224, 225, 226, 230, 241, and 245). 200 level selected topic literature courses may also apply with permission of the department.
3. See Global Awareness (GLAD) courses list on page 42.
4. The exact number of general elective credits will vary according to course choices, requiring no more than 7, but enough to bring the Total Program Credits to 62.

### Liberal Arts & Sciences: Mathematics and Science (A.A. or A.S.)

OFFICE: MAWHINNEY HALL, ROOM 210  
PHONE: (315) 498-2328  
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 courses 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	6
History electives	6
MAT 143 Precalculus Algebra <sup>1</sup>	4
MAT 161 Calculus <sup>1</sup>	4
Sequential Laboratory Science <sup>2</sup>	8
Physical Education Activities	2
Health elective	1
<b>Total Credits:</b>	<b>31</b>
Second Year	
Language and/or Philosophy and/or English <sup>3</sup>	6
Social Sciences electives	6
MAT 162 Calculus II or MAT 151 Statistics I	3-4
Mathematics/Science electives <sup>4</sup>	6-8
General electives <sup>5</sup>	8-11
<b>Total Credits:</b>	<b>29-35</b>
<b>Total Program Credits:</b>	<b>60-66</b>

#### Notes:

- <sup>1</sup> 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.
- <sup>2</sup> 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.
- <sup>3</sup> 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.

- 4 Mathematics/Science elective must be chosen from outside the discipline selected for the laboratory science sequence and 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, 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
- 5 See your advisor for appropriate electives. Mathematics courses used as general electives must be chosen from MAT 112, 113, 121, 122 and any MAT course numbered 140 and higher.

- c) CHE: 103, 104, 153, 203, 204, 205, 206
- d) GEO: 103, 104, 105, 105L, 106, 106L and courses numbered 200 or higher
- e) PHY: 103, 104, 105 and courses numbered 200 or higher. (Degree credit cannot be awarded for both PHY 103 and PHY 105.)
- f) SCI: 100, 100L, 103, 103L
- g) CSC: 106, 111, 112

4 See your advisor for appropriate electives. Mathematics courses used as general electives must be chosen from MAT 112, 113, 121, 122 and any MAT course numbered 140 and higher..

## Mathematics and Science Program A.S.

### First Semester

	<b>Credits</b>
ENG 103 Freshman Composition and Literature I	3
Social Sciences or Humanities elective	3
MAT 161 Calculus I <sup>1</sup>	4
First Sequential Laboratory Science I <sup>2</sup>	4
Physical Education Activity	1
<b>Total Credits:</b>	<b>15</b>

### Second Semester

ENG 104 Freshman Composition and Literature II	3
MAT 162 Calculus II	4
First Sequential Laboratory Science II	4
Second Sequential Laboratory Science I <sup>2</sup>	4
Health elective	1
<b>Total Credits:</b>	<b>16</b>

### Third Semester

Social Sciences or Humanities electives	6
Mathematics/Science/Computer elective <sup>3</sup>	4
Second Sequential Laboratory Science II	4
General elective <sup>4</sup>	3
<b>Total Credits:</b>	<b>17</b>

### Fourth Semester

Social Sciences or Humanities elective	3
Mathematics/Science/Computer electives <sup>3</sup>	8
General elective <sup>4</sup>	3
Physical Education Activity	1
<b>Total Credits:</b>	<b>15</b>
<b>Total Program Credits:</b>	<b>63</b>

#### Notes:

1. Students who are required to complete MAT 143, precalculus-algebra, may use these 4 credits in the general elective category.
2. Laboratory science sequences must be completed in two of the disciplines listed below. Choose only one sequence from any particular discipline.
  - a) BIO 151-152
  - b) CHE 103-104
  - c) GEO 103-104
  - d) PHY 103-104, PHY 105-205, PHY 105-206, PHY 205-206
3. Mathematics/Science/Computer elective must be selected from the following:
  - a) MAT: Courses numbered 151 or higher
  - b) BIO: Courses numbered 101 or higher. BIO 105, 106, and 121 are not applicable.

## 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.

### Program Learning Outcomes

1. Perform electric construction and maintenance in an elevated position for overhead electric power distribution systems.
2. Work in a safe manner and follow OSHA requirements.
3. Identify, analyze, troubleshoot, and repair electrical equipment used in the power distribution system.
4. Accurately interpret schematic diagrams.
5. Describe how electricity is generated from alternative energy sources, and transmitted and distributed to users

### First Semester

	<b>Credits</b>
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
<b>Total Credits:</b>	<b>15</b>

### Second Semester

ENG 103 Freshman Composition and Literature I	3
ELT 161 Electronic Circuits I	4
ELT 201 Power Technology	4
ELT 285 Power Systems I	4
<b>Total Credits:</b>	<b>15</b>
<b>Total Program Credits:</b>	<b>30</b>

## Mechanical Technology (A.A.S.)

OFFICE: WHITNEY APPLIED TECHNOLOGY CENTER, ROOM 143  
 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.

### Program Learning Outcomes

1. Demonstrate understanding of the principles and theory of manufacturing processes
2. Demonstrate knowledge of the basic operation of machine tools
3. Apply knowledge of metrology in an industrial setting
4. Create and interpret technical drawings and models utilizing current state of the art Computer Aided Design software
5. Analyze, set up, and solve statics and strength of material problems
6. Demonstrate knowledge of material science as utilized in an industrial setting

### First Semester Credits

ENG 103 Freshman Composition and Literature I	3
MET 151 Machine Tools I	3
MET 171 Manufacturing Processes	3
MET 161 Engineering Drawing	3
MAT 114 Intermediate Algebra	4
Total Credits:	16

### Second Semester

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

MET 251 Statistics and Strength of Materials	4
PHY 103 General Physics I	4
MET 270 Solid Modeling	4
Liberal Arts elective	3
Total Credits:	15

## Fourth Semester

## Credits

General elective	3
MET 153 Introduction to Modern Manufacturing	3
ELT 141 Circuits I	4
MET 252 Metallurgy	3
Mechanical elective <sup>1</sup>	3
Total Credits:	16
Total Program Credits:	63

### Notes:

1. Any MET course with advisor approval.

## 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.

#### Program Learning Outcomes:

1. Demonstrate proficiency on their instrument or voice in the areas of tone- production, technique and musicality.
2. Understand how to recognize, distinguish and interpret various musical styles and performance practices.
3. Analyze musical works and demonstrate an understanding of the compositional techniques endemic to the style of music studied.
4. Demonstrate keyboard and aural skills, including sight-singing and rhythmic reading.

#### 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 Semester <sup>1</sup>	Credits
MUS 101T Music Theory	3
MUS 101R Music Reading (Solfeggio)	1
MUS 101K Keyboard Harmony	1
MUS 105 Survey of Western Music History I	3
MUS 111 Applied Music Instruction	2
MUS 113 Piano Minor <sup>1</sup>	1
MUS 121 Applied Major Repertory	1
ENG 103 Freshman Composition and Literature I	3
Total Credits:	15

#### Second Semester<sup>1</sup>

MUS 102T Music Theory	3
MUS 102R Music Reading (Solfeggio)	1
MUS 102K Keyboard Harmony	1
MUS 106 Survey of Western Music History II	3
MUS 112 Applied Music Instruction	2
MUS 114 Piano Minor <sup>1</sup>	1
MUS 122 Applied Major Repertory	1
ENG 104 Freshman Composition and Literature II	3
Social Science elective <sup>2</sup>	3
Total Credits:	18

#### Third Semester<sup>4</sup>

MUS 201T Music Theory	3
MUS 201R Music Reading (Solfeggio)	1
MUS 201K Keyboard Harmony II	1
MUS 211 Music Instruction	2
MUS 115 Piano Minor <sup>1</sup>	1
MUS 221 Applied Major Repertory	1
Humanities elective <sup>3</sup>	3
Mathematics/Science elective	3
Total Credits:	15

#### Fourth Semester<sup>4</sup>

MUS 202T Music Theory	3
MUS 202R Music Reading (Solfeggio)	1
MUS 202K Keyboard Harmony II	1
MUS 212 Music Instruction	2
MUS 116 Piano Minor <sup>1</sup>	1
MUS 222 Applied Major Repertory	1
Liberal Arts elective <sup>4</sup>	3
General elective <sup>5</sup>	3
Total Credits:	15
Total Program Credits:	63

**Notes:**

1. Piano majors must take the MUS 185, MUS 186, MUS 187, MUS 188 sequence.
2. American History, World History, Psychology, or Sociology recommended for transfer.
3. MUS101D Diction for Singers partly fulfills Humanities requirement for voice majors only. Otherwise, Music courses do not fulfill Humanities requirements.
4. Music courses do not fulfill Liberal Arts requirements.
5. General elective must be approved by the student's advisor. Three (3) credits required from any college course. Please note the following exceptions: Only MUS-166, 170, 182, 190, 203 and/or any music special topics may be applied as an elective.

**Nuclear Technology (A.A.S.)**

OFFICE: WHITNEY APPLIED TECHNOLOGY CENTER, ROOM 143  
 PHONE: (315) 498-2451  
 EMAIL: OCCINFO@SUNYOCC.EDU

The Nuclear Technology A.A.S. degree program at Onondaga Community College prepares graduates for entry-level positions as technicians for the nuclear power industry. Based on the Uniform Curriculum Guide for Nuclear Power Plant Technicians, the program's classroom and laboratory coursework will emphasize the instrumentation and control systems applicable to the nuclear industry. Additional "hands-on" experiences may be gained through a summer internship at Constellation Energy Nuclear Group's power plants. Upon successful completion of the program, graduates are eligible to take the license examination administered by the Nuclear Regulatory Commission.

**Admission Requirements**

1. High school diploma or equivalent
2. Placement in ENG 103 and RDG 153
3. Demonstrated competency of MAT 114 or higher

**Graduation Requirements:**

Successful completion of all ACAD-08-006 required courses (NET, ELT, PHY, and MAT) with a grade of C+ or higher.

**Program Learning Outcomes**

1. Demonstrate an understanding of nuclear systems and operations.
2. Demonstrate an understanding of radiological safety and radiation protection procedures.
3. Verbalize the applicable rules and regulations as they pertain to maintenance and control in the operations and quality assurance.
4. Accurately solve problems using foundation mathematics, physical sciences, and nuclear technology.
5. Interpret laboratory analyses that measure nuclear and radiation processes.
6. Implement operational procedures associated with start-up and shut-down activities.
7. Conduct, analyze, and interpret laboratory experiments.

8. Demonstrate effective oral and written communication skills.

First Semester	Credits
MAT 119 Mathematics for Technical Disciplines I	4
PHY 103 General Physics I	4
NET 111 NET Mechanical Concepts	1
ELT 141 Circuits I	4
NET 101 Power Plants Fundamentals I	3
<b>Total Credits:</b>	<b>16</b>

Second Semester	Credits
ENG 103 Freshman Composition and Literature I	3
MAT 120 Mathematics for Technical Disciplines II	3
NET 112 NET Chemistry Concepts	3
ELT 161 Electronic Circuits I	4
NET 102 Power Plants Fundamentals II	4
<b>Total Credits:</b>	<b>17</b>

Third Semester	Credits
ENG 104 Freshman Composition and Literature II	3
ELT 215 Programmable Logic Controllers	4
ELT 258 Advanced Electronics	4
NET 201 Power Plants Fundamentals III	4
<b>Total Credits:</b>	<b>15</b>

Fourth Semester	Credits
SS Elective Social Science Elective	3
ELT 285 Power Systems I	4
NET 202 Power Plants Fundamentals IV	4
NET 240 Process Controls and Communications	4
<b>Total Credits:</b>	<b>15</b>
<b>Total Program Credits:</b>	<b>63</b>

**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 (preferred), 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 10 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.

It is highly recommended that BIO 171 and 172 Anatomy and Physiology I and II, are completed prior to starting the Nursing Program.

## Transfer Student Advanced Standing

A favorable letter of recommendation from the Chair of Nursing of a 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.

It is highly recommended that BIO 171 and 172 Anatomy and Physiology I and II, are completed prior to starting the Nursing Program.

## 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 24 credits. (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 lectures and 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 insurance<sup>1</sup> and other fees<sup>2</sup>, nursing students are required to have the following:

- Annual physical examination<sup>3</sup>
- Annual CPR certification<sup>4</sup>
- 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 with the College 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. CPR recertification required yearly.

### 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.

### Program Learning Outcomes

1. Graduates will demonstrate ability to use critical thinking to assess and analyze information resources for clinical decision making.
2. Graduates will demonstrate communication ability by effective, accurate and congruent transfer of information between individuals and groups.
3. Graduates will demonstrate use of technology by the ability to utilize tools (computers, computer programs, the internet, simulation manikins, and equipment) to advance knowledge and expertise.

- Graduates will demonstrate diversity awareness by understanding the uniqueness of each individual despite differences in race, ethnicity, gender, sexual orientation, age, religious beliefs or disability.

### Completion Requirements

Arts and Sciences	Credits
English <sup>1</sup>	6
Sociology	3
General or Introductory Psychology	3
Science <sup>2</sup>	12
<b>Total Credits:</b>	<b>24</b>
Nursing	
Level 1 Theory (NUR 180-185)	6
Level 1 Clinical (NUR 191-192)	4
Level 2 Theory (NUR 220, 222-224, 243)	5
Level 2 Clinical (NUR 231-232)	4
Level 3 Theory (NUR 240, 245-248, 266-267)	7
Level 3 Clinical (NUR 255-258) <sup>3</sup>	4
Level 4 Theory (NUR 260-265)	6
Level 4 Clinical (NUR 271, 291, 295-298) <sup>3</sup>	6
<b>Total Credits:</b>	<b>42</b>
<b>Total Program Credits:</b>	<b>66</b>

#### Notes:

- Developmental/Tutorial English courses, English as a Second Language, and English for Foreign students do not satisfy the English requirement.
- 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.
- 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 Nursing theory course after a failing grade has been earned. A student who has demonstrated a failing grade in a NUR clinical course during clinical week #3 or after will not be allowed to withdraw from that clinical course.

#### 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\*

- All requirements outlined for the A.A.S. degree in this catalog.
- A grade of M (Mastery) or B or better in all required Nursing (NUR) courses.
- A grade of C or better in all required Liberal Arts and Sciences courses except BIO courses.
- A grade of C+ or better in BIO 171, 172, and 205.
- Consistent demonstration of:
  - entry-level clinical skills
  - safe professional judgment
  - 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. It is highly recommended that students take BIO-171 Anatomy and Physiology and a required 3 credit liberal arts course prior to taking their first nursing class.

Summer Session <sup>1</sup>	Credits
BIO 171 Anatomy & Physiology I	4
PSY 103 General Psychology	3
<b>Total Credits:</b>	<b>7</b>

### First Semester

BIO 172 Anatomy & Physiology II	4
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
<b>Total Credits:</b>	<b>14</b>

### Second Semester

ENG 103 Freshman Composition and Literature I	3
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 243 Safety & Security Needs III: Pharm	1
NUR 231 Nursing Process Clinical I	2
NUR 232 Nursing Process Clinical II	2
<b>Total Credits:</b>	<b>12</b>

### Summer Session<sup>1</sup>

BIO 205 General Microbiology	4
SOC 103 Introductory Sociology	3
<b>Total Credits:</b>	<b>7</b>

### Third Semester

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
ENG 104 Freshman Composition and Literature II <OR>	
COM 102 Public Speaking	3
<b>Total Credits:</b>	<b>14</b>

### Fourth Semester

### Credits

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
<b>Total Credits:</b>	<b>12</b>
<b>Total Program Credits:</b>	<b>66</b>

### 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.

### Program Learning Outcomes

1. Demonstrate the ability to develop conceptual thoughts into original visual communication.
2. Demonstrate an appropriate level of technical competence in the production of his/her work.
3. Demonstrate a competence in the craftsmanship, execution and presentation of his/her artwork.
4. Employ the use of written and spoken vocabulary to communicate the contents of their own and others visual compositions and processes.
5. Show a preliminary working knowledge of the history of art and its social relevance.

First Semester	Credits
ENG 103 Freshman Composition and Literature I	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
<b>Total Credits:</b>	<b>16</b>
Second Semester	Credits
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
<b>Total Credits:</b>	<b>16</b>

Third Semester	Credits
PHO 170 Studio and Lighting Techniques I	3
Mathematics/Science elective <sup>1</sup>	3-4
Social Science elective	3
General elective (Western Civilization suggested)	3
ART 152 Color Concept Development	3
Health elective	1
<b>Total Credits:</b>	<b>16-17</b>

Fourth Semester	Credits
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
<b>Total Credits:</b>	<b>15-16</b>
<b>Total Program Credits:</b>	<b>63-65</b>

**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: ALLYN HALL, 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

## Program Learning Outcomes

1. Demonstrate competency in skills and knowledge within the physical education core courses.
2. Articulate career choices in the fields of physical education, exercise science, and related disciplines.
3. Communicate introductory professional knowledge of the basic concepts and trends as well as current issues within the physical education field.
4. Conduct basic fitness and wellness assessments for diverse populations.

First Semester	Credits
ENG 103 Freshman Composition and Literature I	3
PED 101 Introduction to Physical Education, Sport, and Kinesiology	3
PEH 100 Lifetime Wellness	1
PSY 103 General Psychology	3
General elective	3
History (Western Civilization) elective <sup>1</sup>	3
<b>Total Credits:</b>	<b>16</b>

## 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 <sup>2</sup>	3
<b>Total Credits:</b>	<b>17</b>

## Third Semester

BIO 172 Anatomy and Physiology II	4
REC 102 Activity Planning I	3
PSL 210 Team Sports: Teaching and Officiating	2
Humanities elective <sup>3</sup>	3
Mathematics elective <sup>4</sup>	3
<b>Total Credits:</b>	<b>15</b>

## Fourth Semester

PED 201 Fundamentals of Exercise Science (EXR 200)	3
HFA 203 Standard First Aid and Personal Safety	2
HFA 204 Cardiopulmonary Resuscitation	1
Arts elective <sup>4</sup>	3
Foreign Language elective <sup>3</sup>	3
Other World Civilizations elective <sup>3</sup>	3
<b>Total Credits:</b>	<b>15</b>
<b>Total Program Credits:</b>	<b>63</b>

**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.

4. Any MAT class at the level of 112 or above is acceptable.

## 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

In an effort to meet the future needs of the health care community, it is the mission of the Physical Therapist Assistant Program to educate, train and cultivate Physical Therapist Assistants who have entry-level competencies as defined by the State of New York and according to guidelines of the American Physical Therapy Association. It is our

purpose to provide the highest quality academic education in the classroom, lab and variety of clinical experiences to enable graduates to meet the psychological, social and physical needs of patients, and develop skills in problem-solving, diversity and lifelong learning.

### 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. The completion of one year of high school biology, or BIO 121, 151, 152 or equivalent, must be within 7 years prior to application in the PTA program. A hands-on laboratory is a required component of these courses;
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.
8. Students will be required to earn CPR certification for the healthcare professional from the American Heart Association before/during the first semester of the program..

**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 are due by March 1st.

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 20 credits of general education courses and 42 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

- carry out stretching exercises, range of motion and exercise programs such as PNF techniques
- adjust crutches/canes and walkers
- carry out manual massage and bandaging techniques
- set up exercise machines such as traction, Cybex, mechanical lifts, electrical modalities

## 6. Unilateral Dexterity

- adjust and fine tune controls on electrical and heat modalities
- demonstrate fine motor skills such as activities of daily living and exercise to patients

## 7. Balance

- maintain balance during guarding of unstable patients on flat surfaces, inclines or stairs
- maintain balance during lifting, transferring and guarding of unstable patients

## 8. Observational and Sensory Skills

- 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
- detect and interpret calibrations on modalities, sphygmomanometers, computers, and measurement instruments (goniometers, dynamometers)
- interpret and respond appropriately to equipment used to monitor patients
- judge distance, surface and depth changes for ambulating patients on all surfaces
- recognize patient call systems, including timers and emergency signals
- 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:

- All requirements written in this College catalog for an A.A.S. degree;
- All required PTA, BIO 171, and BIO 172 courses completed with a grade of C or higher (CR for clinical courses)
  - A student will be allowed to repeat PTA, BIO 171, and BIO 172 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.
  - BIO 171 and BIO 172 must have been completed within seven years of matriculation into the program.

- Successful completion of clinical assignments demonstrating to the faculty safe, proficient entry level skills, professional judgment and integrity.

## Program Learning Outcomes

- Students will demonstrate cognitive (knowledge/problem-solving) behaviors appropriate to function as an entry-level PTA.
- Students will demonstrate adequate psychomotor skills required to function as an entry-level PTA.
- Students will demonstrate appropriate affective (response, value, organization) behaviors required to function as an entry-level PTA.

First Semester	Credits
BIO 171 Anatomy and Physiology I	4
PTA 107 Applied Physics for the Physical Therapist Assistant	2
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:	14

## 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	3
PSY 103 General Psychology	3
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:	13

## Fourth Semester

ENG 104 Freshman Composition and Literature II	3
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:	14

## Summer Session

PTA 205 Advanced Clinical Training I <sup>1</sup>	3
PTA 206 Advanced Clinical Training II	3
Total Program Credits:	62

## Notes:

- 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.

### Program Learning Outcomes

1. Demonstrate effective oral and written skills.
2. Demonstrate an understanding of how interpersonal communication affects personal and professional relationships.
3. Demonstrate critical thinking skills as they are applied in public speaking and business venues.
4. Demonstrate an understanding of diversity/global awareness in communication situations.

First Semester	Credits
ENG 103 Freshman Composition and Literature I	3
COM 101 Interpersonal Communication	3
BUS 101 Introduction to Business	3
CIS elective (CIS 100 or CIS 120)	3
General elective	3
<b>Total credits:</b>	<b>15</b>

Second Semester	Credits
ENG 104 Freshman Composition and Literature II	3
COM 102 Public Speaking	3
Social Science elective	3
General elective	3
Communication elective	3
<b>Total credits:</b>	<b>15</b>

Third Semester	Credits
Mathematics/Science elective	3-4
Global Awareness elective <sup>1</sup>	3
HUM 270 Assertiveness Training	1
General elective	3
Communication elective	3
Physical Education Activities	2
<b>Total credits:</b>	<b>15-16</b>

Fourth Semester	Credits
Communication elective	3
BUS 212 Business Correspondence	3
Business elective	3
General elective	3
Labor Studies elective <sup>2</sup>	3
English elective <sup>3</sup>	3
<b>Total Credits:</b>	<b>18</b>
<b>Total Program Credits</b>	<b>63-64</b>

### 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, ENG 227, ENG 251, ENG 252, or ENG 259.

### Completion Requirements by department

#### English (9 credits)

ENG 103\* Freshman Composition I  
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\* 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	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**	2
<b>Total Program Credits:</b>	<b>63-64</b>

**Notes:**

\* Indicates online option. It may be possible to do all four of your general elective classes online with proper advisement.

\*\* Students over the age of thirty may waive the physical education requirement.

## 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 11 credit hours of hands-on culinary arts laboratories, 12 credits of business-related courses and 400 hours of acceptable work experience within the hospitality industry. This work experience must be earned while matriculated in the Professional Cooking program. Additional expenses will be incurred for an approved uniform and shoes, and an optional trip to the International Hotel/Motel and Restaurant trade show in New York City.

Many of the Hospitality faculty are members of the American Culinary Federation (ACF) and involve students in numerous ACF activities. Our student's classroom education is further enhanced by off campus field trips to local beef and produce farms as well as tours of area restaurants, hotels and other Hospitality Industry operations.

If you are interested in more information about Hospitality Management or any business program and would like to speak to someone, stop by the Hospitality Management office located in the Gordon Student Center, Room 107A, (315) 498-2232, or the Business Administration office located in the Whitney Applied Technology Center, Room 324, (315) 498-2435.

More interesting information about the Hospitality Industry and the Walt Disney World College Program can be found at the following sites:

[www.acfchefs.org](http://www.acfchefs.org)

[www.disneycollegeprogram.com](http://www.disneycollegeprogram.com)

### Graduation requirement:

All students in the Professional Cooking program must have a minimum G.P.A. of 2.0 in discipline courses in order to graduate.

### Program Learning Outcomes

1. Demonstrate the ability to accurately produce a food production plan, prepare food items, garnish and display items, garnish and display items for small and large volume food production.
2. Demonstrate the knowledge of food and beverage products, including product identification and specifications

3. Develop a menu and select/design the appropriate equipment and facility layout to produce that menu.
4. Demonstrate advanced level culinary skill by reciting the terminology and techniques and be able to produce 3 different types of end products (examples, brioche braid, chocolate decor, decorated cake, restaurant quality plated meal, plated torte or pastry).

First Semester	Credits
ENG 103 Freshman Composition and Literature I	3
FSA 100 Food Service Sanitation	2
NTR 102 Basic Nutrition	3
FSA 103 Basic Food Preparation	4
BUS 102 Mathematics of Business and Finance	3
Total Credits:	15
Second Semester	Credits
FSA 104 Restaurant Operations	
<OR>	
FSA 210 Catering and Advanced Culinary Arts	4
FSA 204 Purchasing, Storage and Handling	3
FSA 207 Meal Planning and Equipment Selection	3
BUS 138 Supervision and Management	3
Advance Skills culinary arts elective <sup>1</sup>	3
Total Credits:	16
Total Program Credits:	31

### Notes:

1. Choose any of the following courses for a total of 3 credits  
FSA 112,114, 116, 213, 217, 218, 219,

## Respiratory Care (A.A.S.)

OFFICE: FERRANTE HALL, ROOM 267  
PHONE: (315) 498-2458  
EMAIL: OCCINFO@SUNYOCC.EDU

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.

Clinical experiences will include neonatal, pediatric, geriatric, diagnostic and intensive care rotations. Students provide patient care under close supervision during these rotations. 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.

Graduates are eligible to sit for entry-level and advanced practitioner exams administered by The National Board for Respiratory Care. ([www.nbrc.org](http://www.nbrc.org)) Successful completion of one or more of these exams is required for professional licensure in most states.

The program is nationally accredited by:

Commission on Accreditation for Respiratory Care  
1248 Harwood Road  
Bedford, Texas 76021  
Phone: 817-283-2835

Program outcomes for all accredited programs in the U.S. can be found on the CoARC website: [www.coarc.com](http://www.coarc.com)

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](mailto:rtbd@mail.nysed.gov)

### Admission Requirements

In addition to Onondaga Community College's general admission requirements, the student must meet the following prerequisites:

1. Biology: High school biology with a grade of "C+" (77%) or higher or college biology (BIO 121 or equivalent) with a grade of "C+" or higher.
2. Chemistry: High school chemistry with a grade of "C+" (77%) or higher or college level Chemistry (CHE 151, general chemistry or equivalent) with a grade of "C+" or higher.
3. Biology and Chemistry must be within seven years prior to application.
4. Successful completion of Onondaga Mathematics, Reading and English placement tests. Students must place into credit bearing Math, Reading, and English courses.
5. Cumulative grade point average of 2.5 (75%) for most recent academic transcript (high school or college)
6. All students participating in clinical or laboratory courses must be able to perform the "Essential Skills for Respiratory Care Practitioners" as outlined below.
7. Students will be required to earn CPR certification prior to beginning clinical rotations.

**Admissions Process:** A competitive process is used for admission to the Respiratory Care Program, with points assigned to specific criteria. The student must satisfy all pre-requisites to be considered for admission. Admission will be offered to qualified students in ranked order from highest to lowest, beginning at the review deadlines until all spaces are full. Current Onondaga Community College students must apply at Student Central. New students can apply using the online, SUNY or paper application for admission to the college.

### Ranking points will be awarded for:

1. Most recent cumulative grade point average.
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. (The student must reapply to the program for each new admission cycle.)

\*Application deadlines for prerequisites complete with supporting documentation for fall admission: March 1st -.

(\*All applicants must maintain the required GPA between the time of acceptance into the program and the start of the program in the fall.)

### 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 English 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 in English.

For example:

- i. write progress notes in the patient's 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

In addition to college graduation requirements the individual student must earn a grade of "C" or higher in all Respiratory Care (RET) and science (BIO and CHE) courses. Students admitted to the program are allowed two attempts for successful completion of RET and science courses. Program faculty reserve the right to evaluate the student's cognitive, psychomotor, and behavioral skills at any time prior to graduation.

### Program Learning Outcomes

1. The student will demonstrate cognitive (knowledge/critical thinking) behaviors appropriate to function as an entry-level respiratory therapist.
2. The student will demonstrate adequate psychomotor skills required to function as an entry-level respiratory therapist.
3. The student will demonstrate appropriate affective behaviors required to function as an entry-level respiratory therapist.

First Semester	Credits
BIO 171 and BIO 171L Anatomy and Physiology I	4
CHE 151 Chemistry for Health Professions	3
RET 103 Respiratory Physiology	3
RET 105 Respiratory Care Practice I	3
RET 118 Clinical Internship I	3
Total Credits:	16

Second Semester	Credits
BIO 172 and BIO 172L Anatomy and Physiology II	4
ENG 103 Freshman Composition and Literature I	3
RET 102 Mechanics of Disease	3
RET 125 Respiratory Care Practice II	3
RET 128 Clinical Internship II	3
Total Credits:	16

Third Semester	Credits
ENG 104 Freshman Composition and Literature II	3
RET 203 Respiratory Care Practice III	3
RET 205 Cardiovascular Physiology	3
RET 213 Clinical Internship III	4
RET 234 Respiratory Disease	3
Total Credits:	16

Fourth Semester	Credits
RET 204 Respiratory Practice IV	3
RET 206 Acid-Base Physiology	3
RET 207 Diagnostic Techniques	3
RET 214 Clinical Internship IV	4
Social Science Elective	3
Total Credits:	16
Total Program Credits:	64

## 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 2.6, 77, or C+ or higher from the student's most recent high school or college experience;
2. A high school diploma or equivalent;
3. Successful completion of one year of high school mathematics (Math A or Algebra is recommended) or equivalent.
4. Successful completion of one year of high school chemistry, or CHE 151 (preferred with no lab required) at Onondaga or General

Chemistry equivalent within seven years prior to matriculation in Surgical Technology.

5. Successful Completion of one year of high school biology, or BIO 151 or BIO 152 or BIO 121 (preferred) at Onondaga within seven years prior to matriculation in Surgical Technology.
6. A grade of 77 or C+ or better in high school or college courses used to meet prerequisites.
7. Successful completion of placement tests demonstrating placement into MAT 114, this must be done at Onondaga within two years prior to matriculation into the Surgical Technology curriculum as determined by Onondaga mathematics placement test or equivalent coursework. Must also place Into 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. March 1st ; first review;
- b. May 1st ; second 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. Give, receive, understand and be understood regarding relevant verbal English and nonverbal feedback.
- d. Accurately and efficiently follow directions
- e. 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 and 205 (if being used as substitution for BIO 111) 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.

### Program Learning Outcomes

1. The student will demonstrate cognitive (knowledge/critical thinking) behaviors appropriate to function as an entry-level surgical technologist.
2. The student will demonstrate adequate psychomotor skills required to function as an entry-level surgical technologist.
3. The student will demonstrate appropriate affective behaviors required to function as an entry-level surgical technologist.

<b>First Semester</b>	<b>Credits</b>
BIO 171 Anatomy and Physiology I	4
BIO 111 Microbiology for Surgical Technology	1
ENG 103 Freshman Composition and Literature I	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
<b>Second Semester</b>	
BIO 172 Anatomy and Physiology II	4
SGT 111 Surgical Procedures	5
SGT 105 Clinical Practice I	5
Total Credits:	14
<b>Summer Session</b>	
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.

### Program Learning Outcomes

1. Create a method of procedure (MOP) for the installation, commissioning, and testing of a network system based on vendor equipment documentation and telecommunication industry service orders.
2. Create, document, and communicate data network designs based on user requirements and performance specifications.
3. Select the appropriate equipment and techniques to collect data from telecommunications systems and subsystems.
4. Research, document, and communicate facts pertaining to a specific emerging telecommunications technology.

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	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

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	Credits
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) 498-2427  
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.

### Program Learning Outcomes

1. Demonstrate an understanding of the components of a computer information networked system, including application and system software, communication protocols, and networking hardware and software.
2. Create, install and update sophisticated websites.
3. Install and manage server software and other server side tools.
4. Demonstrate critical thinking in the understanding, evaluation and application of technology solutions to a variety of real life situations.
5. Articulate ethical and professional standards as they apply to the use of the computer systems and computer based data.

<b>First Semester</b>	<b>Credits</b>
English elective <sup>1</sup>	3
CIS 130 Foundations of the Internet	4
CSC 110 Program Design and Development	
<OR>	
CSC 162 Visual Basic I Programming	4
Curriculum elective <sup>2</sup>	3-4
Total Credits:	14-15

### **Second Semester**

CIS 230 Website Design and Development	4
CIS 231 Advanced Web Servers	4
Curriculum elective <sup>2</sup>	3-4
Curriculum elective <sup>2</sup>	3-4
Total Credits:	14-16
Total Program Credits:	28-31

#### **Notes:**

1. Students may choose from one of the following: ENG/JRN 121, ENG 227, or ENG 259. Please note that students with no previous college experience will be required to complete ENG 103 and ENG 104.
2. Courses which are applicable are ART 142, ART 224, ART 244, BUS 121, CIS 106, CIS 125, CIS 151, CIS 271, CIS 286 and CSC-250.



# 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 (or more)*

*of the following.*

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# Minors

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. (Course-work can be utilized for both program requirements and minor requirements.)

## 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 Communication Seminar  
BUS 212 Business Correspondence  
BUS 293 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
<b>First Semester</b>	
MAT 143 Precalculus with Trigonometry*	4
<b>Second Semester</b>	
CSC 111 Fundamentals of Computing I	4
<b>Third Semester</b>	
CSC 112 Fundamentals of Computing II	4
<b>Fourth Semester</b>	
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: 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 two letters of recommendation, ideally from teachers familiar with your academic abilities. 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 two 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.

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, Ferrante Hall, Room 262, (315) 498-2490. Application and recommendation forms may be downloaded from the College website 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:

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/Global Studies

The International/Global 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/Global 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 12-15 credit hours of coursework in one of the two options as outlined below. 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 Studies (12-15 credits)

##### 2 Required Courses (6 credits) from list below

GEG 101: Introduction To Geography  
HIS 213: British Imperialism Since 1900  
POS 201: Comparative Politics

##### 2 Elective Courses (6 credits)

See Global Awareness (GLAD) courses list on page 42. Courses must be selected from the "International" designation.

#### 1 Foreign Language Proficiency Requirements

A language course is required for the International option beyond the language requirements for the A.A. in Liberal Arts & Sciences: Humanities & Social Sciences.

#### Option 2: Global Studies (12 credits)

##### 2 Required Courses (6 credits) from list below

ANT 152: Intro. To Cultural Anthropology  
HIS 102: World History II  
SOC 214/POS 214: Contemporary Global Issues

##### 2 Elective Courses (6 credits)

See Global Awareness (GLAD) courses list on page 42. Courses must be selected from the "Global" designation.

## 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/COM 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

The Journalism minor is designed for students interested in exploring the field of journalism and related careers in the media. The courses in the minor are cross-listed as both Communication and English courses as they have a strong emphasis on writing. Courses with either prefix will qualify for completion of the minor, although students intending to transfer to a four-year journalism program should take the course as a Communication course, with the COM prefix. This may make transferring into a four-year communication or journalism program easier.

Students enrolled in the Communication or the Humanities and Social Sciences A.A. programs may qualify for the associate of arts degree with the Journalism minor by completing a minimum of 12 credit hours in journalism courses as part of the regular sequence. Students enrolled in a curriculum other than Communication or Humanities may also meet the requirements of the Journalism minor while meeting the requirements of their own curriculum.

All students enrolled in the minor are required to take ENG/COM 121 (News Literacy, 3 credits) and ENG/COM 122 (Introduction to Journalism, 3 credits). The additional six credits may be selected from among the following three-credit courses:

ENG/COM 157 Writing for Electronic Media  
ENG/COM 227 Writing for Emerging Technologies  
ENG/COM 251 News Writing  
ENG/COM 252 Feature Writing and Literary Journalism

In addition, journalism students are strongly encouraged to become involved with the student-run news organization, The Overview. Students can earn academic credit and get hands-on experience both reporting and editing by attending staff meetings and enrolling in the associated courses:

ENG/COM 123 Student Media Reporting (1 credit)  
ENG/COM 253-- Student Media Editing (2 credits)

## **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 221 Mayas and Aztecs

HIS 240 The Plains Indians

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)

ANT 201 Anthropology of Marriage and the Family

COM 203 Gender and Communication

CRJ 107 Women and Crime

HIS 210 History of Women and Medicine in America

HIS 214 Global History of Sexuality

HIS 219 History of European Women

HIS 230 Families in American History

HUM 265 Aging and the Family

HUM 267 Families in Crisis

POS 230 Women and Politics

PSY 212 Psychology of Women

SOC 203 Sociology of Gender Roles

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.

## MINOR: World Languages

The Minor in World Languages is intended for those students whose interest in the study of languages and cultures taught at OCC other than their native language exceeds the requirements of their program. It is open to all students.

Students who wish to pursue this minor must complete the following requirements:

### I. Required language proficiency (min. 6 credits taken at OCC).

Students must be able to demonstrate a minimum proficiency in two languages other than the student's native one (only languages taught at OCC apply\*) as follows:

- Intermediate II (202) level in one World language
- Elementary II (102) level in an additional World language

\* Languages taught at OCC are:  
American Sign Language, Chinese, English as a Second Language, French, German, Italian and Spanish.

### II. Required courses other than language:

Any LCC (Literatures, Cultures and Civilizations) course - 3 credits

### III. Electives\*\* - Choose one additional (3 credit) course from the following list:

Any additional LCC (Literatures, Cultures and Civilizations) course.

COM 201 - Intercultural Communication

EDU 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

\*\* Other courses need the approval of the Modern Languages Department.

# Course Descriptions

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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.

**ANT 202 Cult Archaeology** (3) Why does archaeology inspire endless theories about ancient aliens, lost civilizations, apocalyptic predictions, and mysterious technologies? This course seeks to answer this question and introduce students to the realities of archaeology by exploring the weird world of "cult archaeology," also known as pseudoarchaeology. We will investigate the origins of so-called alternative archaeological theories; look at the types of "evidence" used to create them; and examine the reasons and rationales that lead people to invent, disseminate, and believe them. From the lost city of Atlantis and ancient alien astronauts to Bigfoot and pre-Columbian voyagers to the Americas, we will explore the many different forms of pseudoarchaeology and their impact on modern societies.

## Architectural Technology

FOR MORE INFORMATION, CONTACT THE ARCHITECTURE + INTERIOR DESIGN DEPARTMENT IN THE WHITNEY APPLIED TECHNOLOGY CENTER, ROOM W352, (315) 498-2687

### ARH 101 Exploring Sustainability, Design,

**and The Built Environment** (3) This course is an exploration of global built environments, with a focus on explaining significant design styles, movements, and trends within the context of the arts, politics, technology, business, the sciences, the social sciences, and an emphasis on sustainability. Using an interdisciplinary approach, the course discusses the recent history of design in the built environment - what has impacted it and why. It is part of the three-course foundation for all Architecture and Interior Design students and is also a Liberal Arts elective. Prerequisite: ARH/IND major or placement in ENG 103.

**ARH 110 Foundation Studio 1** (4) This foundation studio will be used to explore design principles. Freehand, manual drafting 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 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, 110, and 170; co-requisites: ARH/IND 120 and 140.

### 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, including sustainability and the latest building science. The characteristics, properties, performance and application of 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 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 110.

**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 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 (3)** This is 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 110 or Permission of Department.

**ARH 261 Professional Practice (3)** A detailed survey of important aspects of professional practice with emphasis on the architect's role in society, ethics, licensing, legal instruments, specifications, and contract administration. Prerequisite: ARH or IND major and sophomore standing, or Permission of Department.

**ARH 262 Building Codes (3)** A detailed analysis of the New York State Building Code.

**ARH 263 Green Building Rating Systems (3)** This course acquaints the student with rating systems that seek to define and measure sustainable, high-performing "green" buildings. Focus is on the U.S. Green Building Council's LEED(R) Green Building Rating System portfolio of rating products and the major LEED(R) credit categories including sustainable sites, water efficiency, energy and atmosphere, materials and resources, indoor environmental quality, regional priorities, and innovative design. Course content includes an introduction to sustainability; core concepts; the integrated design approach; the LEED(R) certification process; and credit intents, requirements, and strategies. Other significant rating systems will be discussed and comparisons made with the LEED(R) system. Aspiring candidates for the GBCI LEED(R) Green Associate examination will find the course useful. Prerequisite: ARH/IND 140 or Permission of Department.

**ARH 266 Independent Project (1)** 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, paleo-anthropology, 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*).

**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 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 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 or PHO major 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 into 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. This course examines industry standard software applications for page layout, illustration, and photo manipulation. Requirement for Graphic Design majors. Prerequisite: ART or PHO major 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 or PHO 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 and 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 website 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 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.

## Alcohol and Substance Abuse

FOR MORE INFORMATION CONTACT THE HUMAN SERVICES AND TEACHER EDUCATION DEPARTMENT IN MAWHINNEY HALL ROOM M280, (315) 498-2341.

**ASA 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.

**ASA 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: ASA 159 or Permission of Instructor.

**ASA 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: ASA 159 or Permission of Instructor.

**ASA 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: ASA 159 or Permission of Instructor.

**ASA 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: ASA 159 or Permission of Instructor.

**ASA 268 Social Work With Alcohol and Substance Abuse (3)** This course is an inter-disciplinary 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: ASA 159.

## American Sign Language

FOR MORE INFORMATION, CONTACT THE MODERN LANGUAGES DEPARTMENT IN MAWHINNEY HALL, ROOM M308, (315) 498-2305

**ASL 100 Elementary American Sign Language (6)** This course includes basic linguistic features, cultural protocols, and core vocabulary to enable students to communicate in basic American Sign Language (ASL) conversations within an authentic cultural context. It includes ASL grammar for asking and answering questions; exchanging personal information; talking about family, friends, and surroundings; discussing hobbies, interests, and health; describing people; making requests; giving directions; and attributing qualities to others. This learner-centered course is designed for students with little or no previous knowledge of ASL. Upon successful completion of ASL 100, students may enroll in ASL 200. Students may not receive credit for both this course and ASL 101 and 102.

**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 200 Intermediate American Sign Language (6)** This course, the second in a series of four American Sign Language (ASL) courses, 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 focuses on the ASL features of time, classifi-

ers, space, non-manual markers, and fingerspelling (including numbers and loan signs). In addition, specialized vocabulary, ASL semantics, syntax, and features of ASL discourse will be introduced. Upon successful completion (C+ or better) of ASL 200, students may enroll in ASL 203. Students may not receive credit for both this course and ASL 201 and 202. Prerequisites: ASL 100 (or equivalent) 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.

**ASL 203 Advanced American Sign Language I (3)** This intermediate-high level course is a sequel to American Sign Language IV (ASL 202). It expands upon complex grammatical and lexical structures for improved communication. This course gives emphasis to semantics and focuses on various structures of ASL discourse. Students will continue to learn and use vocabulary, fingerspelling, numbers, and grammatical features of ASL. It is conducted entirely in ASL and provides a solid foundation for advanced study. This course also fulfills the Global Awareness requirement at Onondaga. Prerequisite: ASL 202 or Permission of Instructor.

**ASL 204 Advanced American Sign Language II (3)** This course is a sequel to American Sign Language V (ASL 203). It incorporates intermediate-high American Sign Language (ASL), vocabulary, grammatical features, and sophisticated discourse features as they relate to narratives of ASL. It expands upon complex grammatical and lexical structures learned in previous courses. This course gives emphasis to semantics and English idioms for expressing concepts in ASL. Information based on cultural issues in the Deaf community will continue to be examined. This course is conducted entirely in ASL and provides a solid foundation for

advanced study. This course also fulfills the Global Awareness requirement at Onondaga. Prerequisite: ASL 203 or Permission of Instructor.

**ASL 206 Processing Skills Development (3)** This course is an introduction to the mental processing skills (pre-interpreting skills) of consecutive and simultaneous interpretation. It includes an overview of the theoretical models of interpretation, provides skill development activities for isolated interpreting sub-tasks and practice activities for the integration of these tasks in translation and consecutive interpreting activities. Course content includes interpreting theory, message analysis, and text analysis. The subskills addressed in this course include visualization, listening comprehension, shadowing, paraphrasing, dual task training, and structuring. Prerequisite: ASL 203 or Permission of Instructor.

**ASL 210 Introduction to the Field of Interpreting (3)** This course introduces students to the profession of sign language interpreting. It covers the history of interpreting as a field of professional practice, and introduces students to the Code of Professional Conduct and terminology related to the field. Theoretical models of interpreting, employment options in regard to various settings, function of assessing as part of the interpreting process, impact of legislation on the field, and cumulative trauma disorders (CTDs) are explored. Additional topics include the phenomena of cross-cultural dynamics, oppression of minority groups, and the role of an interpreter as cultural mediator. Prerequisite: ASL 200 or 202 or Permission of Instructor.

**ASL 211 Fingerspelling and Numbers Skill Development (3)** This course is designed to develop intermediate receptive and expressive fingerspelling and number skills. This course provides an avenue to improved fingerspelled word and number recognition by providing theoretical information; practice in specific skills that underlie the fingerspelled whole word and phrase recognition process; identification of fingerspelled words and numbers in context; management strategies to request repetition of fingerspelled words and numbers; and production of short narratives that include fingerspelling, lexicalized fingerspelling, and numbers. Expressive skills focus on the development of speed, clarity, and fluency. Prerequisite: ASL 202 or Permission of Instructor.

**ASL 212 Deafhood: Moving Beyond Deaf Culture (3)** At the intermediate-high level, this course provides students with a new, deeper perspective on Deaf people who use American Sign Language (ASL) and their culture. Deafhood is a recent term coined by Paddy Ladd to encompass the “brotherhood” that is evident in many Deaf cultures around the world, including American Deaf culture. The course is based on a cultural model as an alternative to the pathological model, and analyzes the history of the Deaf community in historical terms of colonialism and anthropological terms of language, culture, education, arts, social

rules, and values. Class is conducted entirely in American Sign Language. Prerequisite: ASL 202 or equivalent, or Permission of Instructor.

**ASL 215 American Sign Language Literature and Film (3)** Students will explore selected works of American Sign Language literature and film, and analyze and critique them in terms of the historical, social, cultural, and artistic journey of the American Deaf community and the individuals within the community. Various ASL literature genres will be studied, including but not limited to poems, jokes, and stories. Students will apply knowledge of ASL, storytelling techniques, and literary techniques to decode works of ASL literature and film. Additionally, students will create poems and stories in ASL using appropriate techniques and language skills. Prerequisite: ASL 202 or Permission of Instructor.

**ASL 247 Linguistics of American Sign Language (3)** This course is an introduction to the basic grammatical and linguistic structures of American Sign Language. Students will examine the basic linguistic features of ASL phonology, morphology, syntax, semantics, and the use of language. Language variation, discourse, bilingualism, and language contact will also be included. Prerequisite: ASL 102 or equivalent, 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 CO: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 CO: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

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FOR MORE INFORMATION, CONTACT THE BIOLOGY DEPARTMENT IN FERRANTE HALL, ROOM F252, (315) 498-2411.

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**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, DNA technology, inheritance, and reproduction. 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 majors and those pursuing careers in nursing, respiratory care, or surgical technology, or as physical therapist assistants. Does not fulfill the science elective but can fulfill a general education requirement for students in the Math/Science program who intend to pursue 4-year degrees. Three class hours and two laboratory hours per week.

**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 explores the molecular and cellular basis of life. Topics covered include the biochemical make-up of cells, membrane transport, cellular respiration, photosynthesis, protein synthesis, cellular division, inheritance, and evolution. Plant structure and reproduction are also introduced. This course is intended for Math/Science majors, and is the prerequisite for BIO 152. Three class hours and two laboratory hours (hands-on, in presence of a mentoring instructor) per week. Successful completion of both high school biology and chemistry is strongly recommended. Prerequisite: ENG, RDG, and MAT placement must be at the college level.

**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 hands-on dissection of preserved animal specimens in a classroom setting, under the supervision of a mentoring instructor. 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 181 Principles of Biological Research** (2) This interdisciplinary course introduces basic skills important for success in a scientific research environment. Topics will include the following: the nature of scientific inquiry; an introduction to principles of statistics, data management, analysis and graphing using Excel; finding, accessing, reading, and presenting scientific research articles;

and the ethics of scientific research. Students will also review the following: chemical concentrations and dilutions, pipetting and micropipetting, calculation of moles and molarity, construction of a standard curve, and spectrophotometry. This course is intended for Math/Science students preparing to conduct an extensive research project or internship in a biological discipline. Students will use Excel, PowerPoint, and a web browser in this course; familiarity with these tools and/or prior completion of CIS 100 is recommended. Prior completion of CHE-103 and/or BIO-151 is recommended, but not required. Prerequisite: Permission of Department.

**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 (4)** 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 and maintain general ledger master files, process transactions, and prepare financial statements and informational reports. Prerequisite/co-requisite: BUS-105. Fall semesters only.

**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 293.

**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, receivables, 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 204 Electronic Spreadsheets for Business II (3)** This course builds on the skills learned in Electronic Spreadsheets for Business I. Students will create, edit, and manage worksheets and workbooks to analyze and communicate data relevant to a variety of business applications. Topics include a variety of advanced functions, formulas, and analysis tools. Prerequisite: BUS-203.

**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 293.

**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 218 Disney Corporate Analysis (3)** This course provides an organizational exploration of the Walt Disney Company and covers a variety of topics, including its corporate history, structure, governance, performance, and culture. In addition, students will learn more about the company's concepts about innovation and technology, globalization, history and heritage, corporate social responsibility, and diversity and inclusion. Class content is delivered through lectures, group discussions, learning activities, and situational studies. Prerequisites: full- or part-time status and minimum 2.0 G.P.A.; co-requisite: BUS 293.

**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: two-sample analysis, linear and multiple regression, correlation, analysis of variance, non-parametric statistics, and Chi-square 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.

**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 creativity 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 293.

**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 applica-

ble to their career fields. Not open to students who have completed BUS 231. Co-requisite: BUS 293.

### **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 293.

### **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 277 Disney Marketing You: Personal and Career Development Strategies (3)**

This course uses directed discussion and cooperative learning experiences to both define a personal brand for career marketing and to focus students who do not have clear career objectives. The course is designed to maximize the Disney College Program Internship experience, as well as all prior/subsequent work experience, utilizing the transferable skills noted in the Secretary of Labor's SCANS (Secretary's Commission of Achieving Necessary Skills 1991) report. The student will learn how to market the SCANS report skills of communication, customer service, problem solving, conflict resolution, decision-making, self-management, and creative thinking. Key elements of the course include the development of a career focus and a marketing plan. The marketing plan allows a student to develop a personal brand, 30-second commercial, resume, and networking strategy. The student will also learn interviewing and negotiation techniques. Prerequisites: full- or part-time status and minimum of 2.0 G.P.A.; co-requisite: BUS 293. Cannot be substituted for GEN 154 or CNL 175.

### **BUS 290 CO: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 293 CO: Disney Co-Operative Internship**

**(9)** The Disney Co-Operative Internship 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. Students must register for one of the following courses at Onondaga and Disney: Corporate Analysis, Corporate Communication, Advanced Studies in Hospitality Management, Creativity and Innovation, Marketing You: Personal and Career Development Strategies, Human Resource Management, or Organizational Leadership. Students must have full- or part-time status with a minimum G.P.A. of 2.0. Students are responsible for all transportation costs 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 the same semester they participate in the Disney experience. This course cannot be taken concurrently with BUS 290. Prerequisites: full- or part-time status and minimum G.P.A. of 2.0; co-requisite: BUS 178, 210, 218, 240, 247, 248, or 277.

**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.

## **Computer Forensic Science**

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FOR MORE INFORMATION CONTACT EITHER THE COMPUTER STUDIES DEPARTMENT IN THE WHITNEY APPLIED TECHNOLOGY CENTER, ROOM W230, (315) 498-2427 OR THE CRIMINAL JUSTICE DEPARTMENT IN MAWHINNEY HALL, ROOM M280, (315) 498-2341.

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**CFS 130 Foundations of the Internet (3)** In this first course in the Web Technology sequence of courses, students will be introduced to Web development concepts and principles. Foundation topics include protocols, Linux commands, file management, remote access, and file transfer. Additionally, students will learn current industry-standard html/xhtml,cascading style sheets, image editing for web optimization, and the use of various editors. Students will be provided with a Web server account for their use. Additionally, Web accessibility will be discussed and incorporated.

**CFS 140 Introduction to Computer Forensics (3)**

This course is an introduction to the principles of information assurance and security. Topics include security investigation, analysis, implementation, maintenance, and design.

**CFS 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.

## 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.

**CHI 201 Intermediate Chinese I (3)** This dynamic course draws upon previously acquired knowledge. Students will develop skills to be able to communicate in real-life situations with commonly used vocabulary and grammatical structures, and to prepare for the advanced level. The course will integrate culture to enhance the understanding of how culture influences language. Prerequisite: CHI 102 or Permission of Instructor.

## Cinema

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FOR MORE INFORMATION, CONTACT THE ENGLISH DEPARTMENT IN MAWHINNEY HALL, ROOM M310, (315) 498-2313/2266.

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**CIN 210 Study of Short Film (3)** From early “one-reelers” to current offerings on dedicated websites, 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 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 assignments 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

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FOR MORE INFORMATION, CONTACT THE COMPUTER STUDIES DEPARTMENT IN THE WHITNEY APPLIED TECHNOLOGY CENTER, ROOM W230, (315) 498-2427.

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**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 Onondaga's 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 websites 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 Fundamentals of Computer Information Systems (3)** This is the first course for CIS majors or any student interested in exploring the professional field of Computer Information Systems. The course covers the concepts of computing principles and advanced data use. Topics include software and hardware management tools and techniques, file management, presentation software, database applications and concepts, and current issues in computing and information systems having an impact on today's society. The lessons will be presented using traditional classroom lessons and hands-on computer projects. A collaborative project integrating concepts and techniques will be performed by all students.

**CIS 130 Foundations of the Internet (3)** In this first course in the Web Technology sequence of courses, students will be introduced to Web development concepts and principles. Foundation topics include protocols, Linux commands, file management, remote access, and file transfer. Additionally, students will learn current industry-standard html/xhtml, cascading style sheets, image editing for web optimization, and the use of various editors. Students will be provided with a Web server account for their use. Additionally, Web accessibility will be discussed and incorporated.

**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 170 Network Fundamentals (3)** This course introduces the architecture, structure, functions, components, and models of computer networks. It uses the OSI and TCP layered models to examine the protocols and services used in networking. Students will be introduced to structured IP addressing and Ethernet.

**CIS 230 Website 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 websites, 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 websites 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)** This course expands upon Network Fundamentals advances into Routing and Switching. Students will explore the architecture, components, and operation of Cisco routers, and learn the principles of routing and the routing protocols RIP, EIGRP, and OSPF. They will learn the technologies and protocols needed to design and implement a converged switched network, including virtual LANs, VTP, inter-VLAN routing, and Spanning Tree Protocol. Prerequisite: CIS 170. 3 lecture hours and 2 laboratory hours.

**CIS 272 Internetworking II (3)** This is an advanced course in networking that explores WAN technologies and integrating network services. Students learn how to implement and configure data link protocols and how to apply WAN security concepts, principles of traffic, access control, and addressing services. A focus on detecting, troubleshooting, and correcting common network implementation issues will be covered to prepare students for the CCNA examination. Prerequisite: CIS 271.

**CIS 281 Computer Information Systems Internship (1)** This course is designed to provide work experience directly related to the student's area of study in Computer Information Systems. Internships are available throughout the local community. A learning contract containing specific educational objectives that relate both to the work

experience and the field of study will be developed between the student and the Faculty Internship Coordinator. Course requirements include a minimum of 60 work-hours for 1 credit. Each student must maintain a Work/Research Journal to record hours worked and duties performed. A summary reflection presentation/paper/project will be prepared and delivered by the student at the completion of the Internship. The student's performance will be evaluated by the Faculty Internship Coordinator based on accomplishment of the objectives in the learning contract and satisfactory evaluations by the employer/site supervisor. No experiential credit will be given for previous work or research experience. Prerequisites: minimum GPA of 3.0, sophomore standing, and approval of the Faculty Internship Coordinator.

**CIS 282 Computer Information Systems Internship (2)** This course is designed to provide work experience directly related to the student's area of study in Computer Information Systems. Internships are available throughout the local community. A learning contract containing specific educational objectives that relate both to the work experience and the field of study will be developed between the student and the Faculty Internship Coordinator. Course requirements include a minimum of 120 work-hours for 2 credits. Each student must maintain a Work/Research Journal to record hours worked and duties performed. A summary reflection presentation/paper/project will be prepared and delivered by the student at the completion of the Internship. The student's performance will be evaluated by the Faculty Internship Coordinator based on accomplishment of the objectives in the learning contract and satisfactory evaluations by the employer/site supervisor. No experiential credit will be given for previous work or research experience. Prerequisites: minimum GPA of 3.0, sophomore standing, and approval of the Faculty Internship Coordinator.

**CIS 283 Computer Information Systems Internship (3)** This course is designed to provide work experience directly related to the student's area of study in Computer Information Systems. Internships are available throughout the local community. A learning contract containing specific educational objectives that relate both to the work experience and the field of study will be developed between the student and the Faculty Internship Coordinator. Course requirements include a minimum of 180 work-hours for 3 credits. Each student must maintain a Work/Research Journal to record hours worked and duties performed. A summary reflection presentation/paper/project will be prepared and delivered by the student at the completion of the Internship. The student's performance will be evaluated by the Faculty Internship Coordinator based on accomplishment of the objectives in the learning contract and satisfactory evaluations by the employer/site supervisor. No experiential credit will be given for previous work or research experience. Prerequisites: minimum

GPA of 3.0, sophomore standing, and approval of the Faculty Internship Coordinator.

**CIS 286 Systems Analysis and Design (3)** This course is the capstone course for Computer Information Systems majors, requiring students to integrate techniques and concepts learned from their other coursework. The course will focus on the phases of the Systems Development Life Cycle (SDLC), and the roles and responsibilities that a systems analyst performs throughout the SDLC process. Students will be expected to work in collaborative, self-directed teams to produce comprehensive projects, culminating in a thorough, concise study of a simulated environment that will be used to research and create a system design. Students will also be expected to present their projects in a professional manner, demonstrating the ability to deliver technical information to a non-technical audience. 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 examination 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 087/088 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 micro processor 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, SCL, 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 troubleshooting, 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 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 100 Introduction to Communication (3)

This survey course introduces students to the general field of communication and rhetorical studies. The concepts, principles, and practices of Interpersonal Communication, Public Speaking, and Small Group Communication will be the focus.

### 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 nonpro-

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 121 News Literacy (3)** This course is a survey of the ongoing changes in mass media with a focus on news literacy. Students will be introduced to the skills required to make critical evaluations of news and information sources across the spectrum of traditional and new media, assessing the content for such factors as diversity, accuracy, and bias. Prerequisite: English and reading placement at college level. Students may not receive credit for both ENG 121 and COM 121. Web-enhanced course; online assignments are required.

**COM 122 Introduction to Journalism (3)** This course will be a survey of the background and importance of journalism in society, including its role in democracy, key stories that shaped history, standard-bearers across news platforms, and the principles and responsibilities essential for fair and credible news reporting. Prerequisite: English and Reading placement at college level. Web enhanced course; online assignments are required.

**COM 123 Student Media Reporting (1)** This course provides academic credit to students who contribute to student-run college media. Submissions can range from small pieces, such as calendar items and captions, to longer pieces, such as news stories, features, and reviews, for those with more interest and experience in news writing. Students may not receive credit for both ENG 123 and COM 123. Prerequisite: English and reading placement at college level. Web enhanced course; online assignments are required.

**COM 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. Students may not receive credit for both ENG 157 and COM 157. Prerequisite: ENG 103.

**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 210 Public Speaking (3)** Public Speaking is a course designed to acquaint the student with the basic theories and 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, and critical analysis of discourse. Word study, effective language use, effective non-verbal skills and critical listening skills are also stressed.

**COM 220 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, assertiveness, awareness of the self as communicator, interpersonal problem-solving, and relational communication. Emphasis is placed on class discussion as a tool for learning and practicing the skills presented in class.

**COM 225 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 analyze small group/teamwork issues such as decision-making, problem-solving, 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: COM-100 or COM-210 or COM-220 or Permission of Instructor.

**COM 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. Students may not receive credit for both ENG 227 and COM 227. Prerequisite: ENG 103.

**COM 233 Introduction to Public Relations (3)** This course is a survey of the foundational elements of public relations. The class discussions will draw on communication theory to introduce students to the core principles of public relations. Topics covered will include the history and future of public relations, audience analysis and the development of communication strategies for a range of different publics, campaign planning, various types of public relations agencies and their communication styles, social media, social responsibility, and ethics.

**COM 240 Persuasion in Everyday Life (3)** This course is an investigation of the various communication theories of persuasion as applied to the devising of persuasive messages, the presentation of persuasive messages, and the critical analysis 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 245 Communication @ Work (3)** This course is an introduction to the theory and practice of communication in the workplace. The focus of the course is on analyzing and improving 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.

**COM 251 News Writing (3)** An introductory course in the basics of news reporting and writing, focusing on gathering information, story and sentence structure, accuracy, Associated Press style, and meeting deadlines. Students will write a variety of publication-ready news stories, including college-related events and student public interest stories. Students may not receive credit for both ENG 251 and COM 251. Prerequisite: ENG 103.

**COM 252 Feature Writing and Literary Journalism (3)** Students will analyze and evaluate feature stories and writing in the genre of literary journalism. Drawing on techniques from the New Journalism, current models of literary journalism, and sound reporting practices, students will write a variety of publication-ready features, including profiles, critiques, and human interest stories. Students may not receive credit for both ENG 252 and COM 252. Prerequisite: ENG 103.

**COM 253 Student Media Editing (2)** This course provides academic credit to students who serve in editorial roles for student-run college media. Tasks can include assignment and placement of stories; feedback to student reporters; and copyediting, proofreading, and editing of final stories. Students may not receive credit for both ENG 253 and COM 253. Prerequisite: ENG/COM 123 or Permission of Instructor. Web enhanced course; online assignments are required.

**COM 272 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: COM-100 or COM-210 or COM-220 or Permission of Instructor.

**COM 282 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, the process of cultural adjustment, methods for overcoming these barriers, perception stereotyping, and racism. Students will learn to integrate theory with practice and real-life examples.

**COM 284 Communication and Gender (3)** This course seeks to acquaint students with the unique ways men and women tend to communicate. The focus of this discussion-oriented class is on how gender influences verbal and nonverbal communication, identity formation, 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.

**COM 285 Communication Ethics: truth and Deception (3)** This course analyzes the principles and practices of ethical communication, truth and deception as speech acts, and theories and techniques of verbal and nonverbal deception detection as applied to a variety of interpersonal, public, and professional contexts. We all face ethical dilemmas

related to communication situations in our educational, personal, and professional lives on a daily basis. This course seeks to explore the complexity of those situations and to help develop critical thinking and analytical skills through a communication perspective. Prerequisite: C or better in any 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

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FOR MORE INFORMATION, CONTACT THE CRIMINAL JUSTICE DEPARTMENT IN MAWHINNEY HALL, ROOM M280, (315) 498-2341.

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**CRJ 101 Justice System (3)** This introductory course is designed to acquaint students with the collection and analysis of crime data, the activities of the components of the criminal justice system, and key criminological theories. Special attention is paid to the interrelationship among law enforcement, courts, and corrections as they work toward balancing public order and individual rights in an increasingly diverse society. 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 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 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)** This course examines the nature, function, and causes of crime. Tracing the evolution of crime theory from the 18th Century to the present, focus is placed on the application of theory within the context of contemporary crime control policy, victimization and offender treatment within the criminal justice system. 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 202 Ethics and Criminal Justice (3)** This course will explore the ethical issues that confront modern practitioners in the various criminal justice settings. Emphasis will be placed on recognizing and analyzing moral dilemmas confronting criminal justice professionals, both on an organizational and individual level, as well as determining responses to those complex and controversial dilemmas through an understanding of ethical theories, the development of ethical reasoning skills, and the application of appropriate standards and codes of conduct. Approaches to solving ethical dilemmas are applied to the reality of careers in a variety of criminal justice fields such

as law enforcement and punishment and corrections, to the role of the prosecutor, defense counsel and judiciary in the administration of justice.

Prerequisite: CRJ-101.

**CRJ 203 Juvenile Delinquency (3)** This course examines the justice system's practice of treating juveniles and adults differently. It addresses the physical, emotional, and social issues faced by juveniles in an increasingly diverse society. Students will study the major theories proposed as explanations of deviant and delinquent behavior, and will explore the use of theory as a foundation for policy and research. 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 Sexual Violence and the Criminal Justice System (3)** This course will explore the criminal justice system's response to crimes of sexual violence against both adults and juveniles, including the crimes of child sexual exploitation and the global sex trade industry. The various types of offenders and rehabilitative efforts will be discussed as will the role of law enforcement in all aspects of the investigation and the specific problems that arise in the process of adjudication. 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 220 Corrections Process** (3) This course focuses 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. Students are taught to perceive and articulate ethical issues in corrections. Prerequisite: CRJ-101; ENG and RDG placement must be at college level or Permission of Instructor.

**CRJ 226 Law Enforcement Process (3)** This course covers 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 process of justice and constitutional limitations on law enforcement; organization and jurisdiction of local, state, and federal agencies; and a survey of professional career opportunities. Students are taught to employ ethical perspectives and judgments in applying this knowledge to related problems and changing fact situations. Prerequisite: CRJ-101; ENG and RDG placement must be at college level 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 240 Capstone Course in Criminal Justice (1)** This capstone course is the culmination of the criminal justice student's academic experience. It serves to synthesize the knowledge gained from each course taken within the criminal justice curriculum and better prepare the graduate to continue on to upper-division studies in the discipline or for entry-level career positions in the criminal justice system. Among other requirements, the student will develop and prepare a research project that will result in an end of semester presentation to the class. Prerequisites: Criminal Justice matriculation, Permission of Instructor and completion of 42 credits hours including all required Criminal Justice courses, ENG 103, ENG 104, and a Communication requirement.

**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 Evidence Analysis (3)** This course covers the advanced microscopic and chemical methods of crime detection: DNA, drugs, explosives, poisons, ultraviolet and infrared examinations, advanced optical and instrumental methods of analysis. Special problems and topics of interest in criminalistics are also covered. Prerequisite: CRJ-101; 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 109 Algorithm Development (1)** This course teaches Computer Science students to develop solutions for simple and complex problems through top-down algorithm and pseudo-code design. Topics will include general program flow structures including linear processing, selection, and iteration. Students will learn the procedures to break problems into smaller pieces in order to develop, refine, and test their algorithms. Co-requisite: CSC 110 or 111, the student's first programming course.

**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 abstrac-

tion applied to date 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 advantage 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 and 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 development 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 154 Fostering Creativity Through the Arts (3)** This course introduces students to the development of creativity through expressive arts, music, movement, and dramatic play. Concepts related to creativity, curriculum development, and awareness of cultural diversity in the arts will be explored through developmentally appropriate practice. Prerequisite: EDU 180 or Permission of Instructor.

**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 156 Guidance of Young Children (1)** Methods of fostering pro-social behaviors using a child-centered, problem-solving approach will be studied. Useful for parents as well as teachers. Not open to students who have completed HUM 184.

**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/caregiver, each student develops 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 and Child Abuse Central Register clearance are required. Prerequisite: 2.0 overall G.P.A., and EDU 180 and 182 (or PSY 204), 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 200 Intentional Teaching, Observation, Assessment, and Curriculum Planning for Young Children (1)** This is a specialized course in observation and assessment that focuses on intentionally connecting classroom observations with specific developmental child outcomes. Various strategies will be introduced to guide students to purposeful documentation and use of observation data to plan meaningful curriculum. Prerequisite: English and reading placement at college level.

**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 255 Mathematics, Science, and Technology for Young Children (3)** This course investigates the standards, principles, and practices of teaching mathematics, science, and technology to young children. Emphasis is placed on designing integrated math and science activities, and the use of technology, that utilize developmentally appropriate content, processes, environment, and materials. Prerequisite: EDU 281 or Permission of Instructor.

**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 preschool to eight) is studied, as well as methods for planning, supervising, and evaluating these experiences. Prerequisites: 2.0 overall G.P.A., and either 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 W143, (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 trouble shooting 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 distribu-

tion 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)** 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 Mass Media Communications: An Introduction (3)** This course presents an overview of mass media as public communication and traces the histories and technological developments of print, film, radio and television broadcasting, cable and satellite communications, the Internet, and interactive media. Topics covered include laws and regulations, news and commerce, media management and business practices, journalistic ethics, international electronic media, content delivery, and ratings and audience feedback, with special emphasis on the role of mass media in society.

**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 DVD's and websites. 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 stu-

dents 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 website. 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 prin-

ciples 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.

## Emergency Management

FOR MORE INFORMATION CONTACT THE PUBLIC SAFETY TRAINING CENTER IN MULROY HALL, ROOM R125, 315-498-6046.

### EMG 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.

### EMG 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: EMG major or Permission of Instructor.

### **EMG 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 EMG 155 cannot also receive credit for EMG 152, EMG 182, or EMG 184.

### **EMG 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's Incident Command System. Prerequisite: EMG major or Permission of Instructor.

### **EMG 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.

### **EMG 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: EMG major or Permission of Instructor.

### **EMG 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.

### **EMG 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: EMG 150.

### **EMG 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.

### **EMG 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: EMG 152.

**EMG 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: EMG major or Permission of Instructor.

**EMG 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.

**EMG 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: EMG 182.

**EMG 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.

**EMG 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. Prerequisite: EMG major or Permission of Instructor.

**EMG 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: EMG 150.

**EMG 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 this course and HSD 160.

**EMG 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.

**EMG 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 an 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.

## 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 a 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. Students who have taken the Level of English Proficiency (LOEP) as part of their placement examination may not register for ENG 099. They must register for ESL 115, ESL 116, or ENG 103, as specified on their placement test summary.

**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 News Literacy (3)** This course is a survey of the ongoing changes in mass media with a focus on news literacy. Students will be introduced to the skills required to make critical evaluations of news and information sources across the spectrum of traditional and new media, assessing the content for such factors as diversity, accuracy, and bias. Prerequisite: English and reading placement at college level. Students may not receive credit for both ENG 121 and COM 121. Web-enhanced course; online assignments are required.

**ENG 122 Introduction to Journalism (3)** This course will be a survey of the background and importance of journalism in society, including its role in democracy, key stories that shaped history, standard-bearers across news platforms, and the principles and responsibilities essential for fair and credible news reporting. Prerequisite: English and Reading placement at college level. Web enhanced course; online assignments are required.

**ENG 123 Student Media Reporting (1)** This course provides academic credit to students who contribute to student-run college media.

Submissions can range from small pieces, such as calendar items and captions, to longer pieces, such as news stories, features, and reviews, for those with more interest and experience in news writing. Students may not receive credit for both ENG 123 and COM 123. Prerequisite: English and reading placement at college level. Web enhanced course; online assignments are required.

**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. Students may not receive credit for both ENG 157 and COM 157. 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 and 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 and ENG 104.

**ENG 205 Creative Writing-Nonfiction (3)** This course will allow students to explore, write, and revise original non-fiction. Topics covered will include autobiographical and biographical writing, personal essays, memoirs, literary journalism, nature and/or science writing, historical writing, magazine writing, and reviews. Students will consider and use structure, characterization, unity and rhythm, and voice and tone, along with other literary devices, in their own writing. They may also be required to attend readings of non-fiction outside of scheduled class times. Prerequisite: ENG 104 or Permission of Instructor.

**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 screenwriters. 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 and 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 and 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. Prerequisites: ENG 103 and 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 and 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 and 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 and 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 and 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 (1750's) to the modern renaissance of Afro-American literature (1950's). 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 1960's 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. Prerequisites: ENG 103 and 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 and 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 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 ENG 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 News Writing (3)** An introductory course in the basics of news reporting and writing, focusing on gathering information, story and sentence structure, accuracy, Associated Press style, and meeting deadlines. Students will write a variety of publication-ready news stories, including college-related events and student public interest stories. Students may not receive credit for both ENG 251 and COM 251. Prerequisite: ENG 103.

**ENG 252 Feature Writing and Literary**

**Journalism (3)** Students will analyze and evaluate feature stories and writing in the genre of literary journalism. Drawing on techniques from the New Journalism, current models of literary journalism, and sound reporting practices, students will write a variety of publication-ready features, including profiles, critiques, and human interest stories. Students may not receive credit for both ENG 252 and COM 252. Prerequisite: ENG 103.

**ENG 253 Student Media Editing (2)** This course provides academic credit to students who serve in editorial roles for student-run college media. Tasks can include assignment and placement of stories; feedback to student reporters; and copyediting, proofreading, and editing of final stories. Students may not receive credit for both ENG 253 and COM 253. Prerequisite: ENG/COM 123 or Permission of Instructor. Web enhanced course; online assignments are required.

**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 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 fric-

tion 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, volt-ampere 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.

**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.

**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

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FOR MORE INFORMATION, CONTACT THE ENGLISH DEPARTMENT IN MAWHINNEY HALL, ROOM M310, (315) 498-2313/2266.

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**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 114 Academic Listening and Speaking (3)** For ESL students only. This course develops the oral and listening skills necessary for communicating effectively in an academic environment. Focus is on improving pronunciation, stress and intonation while speaking, as well as enhancing vocabulary and acquiring deeper understandings of syntactical and semantic functions of oral English. The course also teaches the skills students will need to enhance their abilities to listen for content, take notes and participate in classroom discussions.

**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.

## Fire Protection Technology

FOR MORE INFORMATION CONTACT THE PUBLIC SAFETY TRAINING CENTER IN MULROY HALL, ROOM R125, 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. Prerequisite: Permission of Instructor.

**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 Incident 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 Occupational Safety and Health (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.

**FPT 254 New York State Code Compliance (4)** This course introduces the practices necessary for students to know to become New York State Code Compliance Technicians. Course content includes all material offered through the NYS Code courses 9A, 9B, and 9C. Major topics include administration and enforcement, principles of fire-safe design, and inspection of existing buildings and facilities. Students who successfully complete the course, including 100% participation, will be eligible to take the NYS Certification examination for Code Compliance Technician.

## French

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FOR MORE INFORMATION OR ASSISTANCE WITH PLACEMENT INTO APPROPRIATE COURSE-LEVEL, CONTACT THE MODERN LANGUAGES DEPARTMENT IN MAWHINNEY HALL, ROOM M308, (315) 498-2305.

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**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 interme-

diate-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 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 Restaurant Operations (4)** Designed to elaborate on the techniques of food preparation and dining room service in a restaurant. 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 and FSA 103, or Permission of Instructor. Approved uniform required.

**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, saute', 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 preferences. 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 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 and a quantity food preparation/restaurant operations 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, 103, and 104. Approved uniform required. 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 show-pieces 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.

**FSA 220 International Cuisine (2)** This course is a study of the terminology, cooking techniques, and menu planning of foods from around the world. Asian, Mediterranean, South American, North American, and European cuisines are explored. In each class session, students will be introduced to a

topic and have the opportunity to practice international cuisine. Prerequisite: FSA 103, or advanced culinary pastry skills with Permission of Instructor. Approved uniform required.

## **First Year Seminar**

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FOR MORE INFORMATION, CONTACT THE INTERDISCIPLINARY STUDIES DEPARTMENT IN WHITNEY HALL, ROOM W233, (315) 498-2326

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### **FYS 101 Credit, Set, Go! First Year Seminar (1)**

Credit, Set, Go! is designed to facilitate a successful Onondaga Community College experience and to prepare students to live productively and joyfully throughout their lives, particularly through their college careers. The course focuses on giving first-year students the resources and support needed to successfully navigate their college and career paths. Furthermore, the course will enhance success by addressing topics such as communication skills, interpersonal relationship building, resource identification, and goal setting. This course is for first-year students only.

## **Geography**

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FOR MORE INFORMATION, CONTACT THE SOCIAL SCIENCES DEPARTMENT IN MAWHINNEY HALL, ROOM M380, (315) 498-2301.

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**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 engi-

neering 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. Formally numbered as HEA 206.

**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 New York State teacher certification or for those in related fields. In addition to studying the health and wellness topics of Nutrition, Physical Activity, Stress

Management, and Drug Use, successful students will earn their NYS mandated certificates in Project S.A.V.E. (Schools Against Violence Education) and in mandatory Child Abuse Recognition and Reporting. This course is for Human Services (Early Childhood Education and Inclusive Special Education specializations), Childhood Education, or Adolescent Education majors only.

**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**

(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 217 History of Work in America**

(3) This course examines labor in the United States from the early 1600s to the present, with special emphasis upon the working class and organized labor after 1830. We will explore major themes in the changing nature of work including conditions, experiences, outlooks, and conduct of workers. Topics include the history of strikes, organizing, and unionism; pink collar work; slave labor and indentured servitude; the effects of war on labor conditions; and gender and race in the workplace.

**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)** 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 student to record-keeping practices in hospitals and physician offices. Emphasis will be placed on information management functions, including both manual and electronic record systems. Students will also study the history of the profession and professional ethics. Hospital and medical staff organization, patient record content, forms control and design, and regulatory and accrediting standards will also be covered. Students are expected to possess some basic computer skills. Three hours lecture and one hour laboratory.

### **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 will introduce students to information systems in various facilities other than hospitals. Health information requirements and functions in both manual and electronic systems will be covered. The course will also address documentation and processes for reimbursement, regulations, and accrediting standards. Prerequisite: HIT 101 or Permission of Instructor; co-requisites: HIT 102 and 223.

### **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, APG's, 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 the management functions of planning, organizing, directing, and controlling. Human resource management and work flow will also be covered. In addition to health information management services, the functions of quality and utilization management, as well as organizational compliance, will be addressed. Prerequisites: HIT 102, 201, and 210.

### **HIT 205 Computer Applications in Health Information Management (3)**

This course is designed to familiarize the student with computer applications use in health information. Emphasis will be placed on the development, use, and maintenance of electronic health records. Other topics covered include the various applications used in health information management. Importance and methods for confidentiality and security systems will also be addressed. Prerequisites: HIT 201 and 210.

### **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 DRG's, 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 212 ICD-10-CM/PCS (4)** This course focuses on the ICD-10-CM and ICD-10-PCS classification systems. The course will introduce students to the professional standards for coding and reporting of diagnostic inpatient and outpatient services and inpatient procedure services. Coding characteristics, conventions, and guidelines will be applied in identifying and accurately assigning codes to dis-

eases, conditions, and procedures. Health records, manual and computerized coding methods, and coding references will be utilized in the coding process. Class consists of three hours of lecture and two laboratory hours. Prerequisite: BIO-171, BIO-172. Co-requisite: BIO-221.

**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 and 205.

**HIT 229 Professional Practice Experience II (3)** Students in the Health Information Technology program are required to complete a professional practice experience within a healthcare setting. The main purpose of this experience is to integrate the didactic (lecture) component with the clinical (practice) component. 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 hours) in a healthcare facility. The student is responsible for the arrangement and costs of transportation to and from the clinical site, parking, and proper work attire. Prerequisite: HIT-101, HIT-102, HIT-110, HIT-201, HIT-205, HIT-212. Co-requisite: HIT-202.

**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.

## 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 152 Human Services: Beginning Skills And Competencies (3)** This course introduces students to the skills and competencies necessary for professional and ethical conduct appropriate to career fields in Human Services. The course addresses the emotional and psychological stamina needed to work in the Human Services field; examines the importance of empathy when assisting individuals, children, families and people with disabilities in Human Services settings; and provides students with the tools to communicate effectively with clients and other Human Service professionals. Students will develop critical thinking and problem-solving skills using case study examples, and receive training in stress management and coping techniques to promote wellness. Teaching approaches include lecture, discussion, modeling, role play, and large and small group activities. Prerequisite: HUM 150 or Permission of Instructor.

**HUM 162 Introduction to Social Work Practice (3)** The student is introduced to generic social work methods; aspects of practice; the concepts 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: 2.0 overall G.P.A., HUM 150, and one of the following theory courses: 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 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 257 Crisis Intervention Counseling (3)** This course is intended as an introduction to crisis intervention theories, models, and specific interventional therapeutic techniques. The course focuses on intervention, theories, and concepts in situational and developmental crises and is

designed to assist students to acquire basic helping skills in crisis intervention counseling. Prerequisite: HUM 162, 165, 260, or 268, or Permission of Instructor; PSY 103 is recommended.

**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 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 Exploring Sustainability, Design, and The Built Environment (3)** This course is an exploration of global built environments, with a focus on explaining significant design styles, movements, and trends within the context of the arts, politics, technology, business, the sciences, the social sciences, and an emphasis on sustainability. Using an interdisciplinary approach, the course discusses the recent history of design in the built environment - what has impacted it and why. It is part of the three-course foundation for all Architecture and Interior Design students and is also a Liberal Arts elective. Prerequisite: ARH/IND major or placement in ENG 103.

**IND 110 Foundation Studio 1 (4)** This foundation studio will be used to explore design principles. Freehand, manual drafting 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 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, 110, and 170; co-requisites: ARH/IND 120 and 140.

**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, includ-

ing sustainability and the latest building science. The characteristics, properties, performance and application of materials and systems used in wood frame construction will be discussed.

**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 110.

**IND 215 Design Studio: Commercial (4)** Students are expected to apply their knowledge of basic design principles, concepts, and design process to analyze and solve commercial interior design problems. Students study and apply principles of programming, concept getting, space planning, and elements of design, including material and finish selections, to create functional, attractive, accessible and sustainable commercial interiors. This design studio course focuses on specific user groups and commercial project types such as institutional, corporate, and retail. Oral presentation and manual and digital graphic 2D and 3D techniques are utilized to communicate project solutions. This class meets for six hours per week. Prerequisite: IND 111; co-requisites: IND 246 and 256. Fall semesters only.

**IND 216 Design Studio: Residential (4)** Students are expected to apply their knowledge of basic design principles, concepts, and design process to analyze and solve residential interior design problems. Students study and apply principles of programming, space planning, and elements of design to create functional, attractive, accessible, and sustainable residential interiors. Special emphasis is placed on kitchen and bath design, and on National Kitchen and Bath Association (NKBA) guidelines and standards. Oral presentation, and manual and digital graphic 2-dimensional and 3-dimensional techniques are utilized to communicate project solutions. This class meets 6 hours per week. Prerequisite: ARH/IND 111; co-requisite: IND 247. Spring semesters only.

**IND 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.

**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, sociologi-

cal 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 elements, approaches, sustainable environments and materials, furniture and decorating styles, fabrics, window treatments, accessories, and business practice. Prerequisites: ARH/IND 101, 110 and 170, or Permission of Department.

**IND 246 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; co-requisite: IND-215.

**IND 247 Kitchen and Bath Fundamentals (3)**

This course is an introduction to the fundamentals of residential kitchen and bath design and construction. The course focuses on three main areas: product knowledge, mechanical/electrical systems, and project/business management. National Kitchen and Bath Association (NKBA) guidelines and standards form the basis of instruction. Non-interior design students with the appropriate background may take this course with permission of the department. Co-requisite: IND 216. Spring semesters only.

**IND 256 Graphic Communications (3)**

This is 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 taking Design Studio II are encouraged to take this course concurrently and to use their design solutions as a base for required rendering projects in IND 256. Prerequisite: IND 110 or Permission of Department.

**IND 266 Independent Study (1)**

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, paleo-anthropology, 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*).

**IND 290 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 the Career and Applied Learning Center. 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 per credit, 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, and sophomore standing.

**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.

**IND 292 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 the Career and Applied Learning Center. 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 per credit, 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, and sophomore standing.

**IND 293 Internship in Interior Design (2)** 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 the Career and Applied Learning Center. 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 120 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, and sophomore standing.

**IND 294 Internship in Interior Design (3)** 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 the Career and Applied Learning Center. 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 180 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, and 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 knowl-

edge. 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.

## 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 215 Contemporary Labor Problems (3)** A survey of the major challenges that confront the labor movement in the 1970's. 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 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 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 workmen's compensation and other disability coverage.

**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 MULROY HALL, (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)** All Police Officer Recruits must, by law, enroll in and graduate from a Municipal Police Training Council-accredited Police Academy Program. The Law Enforcement Certificate Program

is the equivalent of an accredited Police Academy. Graduates receive a completion certificate that, along with several other training components (including physical training and a practical internship), certifies them as eligible to serve as sworn police officers. The program consists of 32 credits covering such topics as Principles of Law for Law Enforcement Officers, Law Enforcement Procedures and Proficiencies, Investigation Techniques for Law Enforcement Officers, and Community Relations for Law Enforcement Officers. Fees are required for uniform and equipment.

**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)** All Police Officer Recruits must, by law, enroll in and graduate from a Municipal Police Training Council-accredited Police Academy Program. The Law Enforcement Certificate Program is the equivalent of an accredited Police Academy. Graduates receive a completion certificate that, along with several other training components (including physical training and a practical internship), certifies them as eligible to serve as sworn police officers. The program consists of 32 credits covering such topics as Principles of Law for Law Enforcement Officers, Law Enforcement Procedures and Proficiencies, Investigation Techniques for Law Enforcement Officers, and Community Relations for Law Enforcement Officers. Fees are required for uniform and equipment.

**LEC 105L Law Enforcement Procedures - Proficiency (5)** All Police Officer Recruits must, by law, enroll in and graduate from a Municipal Police Training Council-accredited Police Academy Program. The Law Enforcement Certificate Program is the equivalent of an accredited Police Academy. Graduates receive a completion certificate that, along with several other training components (including physical training and a practical internship), certifies them as eligible to serve as sworn police officers. The program consists of 32 credits covering such topics as Principles of Law for Law Enforcement Officers, Law Enforcement Procedures and Proficiencies, Investigation Techniques for Law Enforcement Officers, and Community Relations

for Law Enforcement Officers. Fees are required for uniform and equipment.

**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)** All Police Officer Recruits must, by law, enroll in and graduate from a Municipal Police Training Council-accredited Police Academy Program. The Law Enforcement Certificate Program is the equivalent of an accredited Police Academy. Graduates receive a completion certificate that, along with several other training components (including physical training and a practical internship), certifies them as eligible to serve as sworn police officers. The program consists of 32 credits covering such topics as Principles of Law for Law Enforcement Officers, Law Enforcement Procedures and Proficiencies, Investigation Techniques for Law Enforcement Officers, and Community Relations for Law Enforcement Officers. Fees are required for uniform and equipment.

**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)** All Police Officer Recruits must, by law, enroll in and graduate from a Municipal Police Training Council-accredited Police Academy Program. The Law Enforcement Certificate Program is the equivalent of an accredited Police Academy. Graduates receive a completion certificate that, along with several other training components (including physical training and a practical internship), certifies them as eligible to serve as sworn police officers. The program consists of 32 credits covering such topics as Principles of Law for Law Enforcement Officers, Law Enforcement Procedures and Proficiencies, Investigation Techniques for Law Enforcement Officers, and Community Relations for Law Enforcement Officers. Fees are required for uniform and equipment.

**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 210 Real-World Research (1)** Finding information today is easier than it's 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 084 Mathematical Literacy (4EQ)** This course focuses on mathematics for everyday life. It integrates fluency with numbers, proportional reasoning, data interpretation, algebraic reasoning, modeling, and communicating quantitative information. Mathematical concepts are investigated through group problems and class discussions based on real-life contexts of citizenship, personal finances, and medical literacy. This course prepares students to take a college-level non-STEM course in mathematics, such as MAT 104, 112, or MAT 113. Students placing at this level and needing MAT 114 should take MAT 087 or MAT 088 instead of this course. Prerequisite: Arithmetic skills.

**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 104 Quantitative Reasoning (3)** This course focuses on mathematical and statistical reasoning important for decision-making in everyday life. It integrates quantitative literacy with percentages, probability, mathematical modeling, and statistical thinking. Concepts are investigated with hands-on activities using important medical, environmental, and financial decision examples. Communicating mathematics and using appropriate technologies will also be developed in this course. Prerequisite: MAT 084 or 087, or equivalent.

**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, Mathematical Literacy, 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, Mathematical Literacy, 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, graph-

ing, 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 119 Mathematics for Technical Disciplines I (4)** This is the first course in a two-semester sequence of dimensional analysis, intermediate algebra, geometry, trigonometry, graphs, and control charts, with an understanding of basic statistics. Topics included are scientific and engineering notation, significant figures, unit conversion, fundamental concepts of algebra, functions and graphs, solving linear and quadratic equations, systems of equations, graphs, and control charts. The scientific calculator will be used throughout the course. Prerequisites: MAT 114 or equivalent, or Permission of Instructor; NET major.

**MAT 120 Mathematics for Technical Disciplines II (3)** This is the second course in a two-semester sequence of dimensional analysis, intermediate algebra, geometry, trigonometry, graphs, and control charts, with an understanding of basic statistics. Topics included are right triangle trigonometry, logarithms, exponential and logarithmic equations, variation, graphing with log and semi-log scales, and statistics. The scientific calculator will be used throughout the course. Prerequisites: MAT 119 and NET major.

**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 116 or 141 or MAT 143 or equivalent.

**MAT 152 Statistics II (3)** 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-square 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 L'Hopital's rule; techniques of integration; improper integrals; numerical integration; infinite series; polar graphs. Graphing calculator use is required. Prerequisite: MAT 161.

**MAT 195 St: Framework for Success in Mathematics (1)** The skills and techniques needed to be successful in math differ greatly from those used to master other courses. This course examines attitudes, strategies, note-taking, study and test taking skills necessary for learning and understanding mathematics. Co-requisite: MAT 079. This course may be used in the general elective category.

**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, Green's theorem, Stokes's 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

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FOR MORE INFORMATION, CONTACT THE MECHANICAL TECHNOLOGY DEPARTMENT IN THE WHITNEY APPLIED TECHNOLOGY CENTER, ROOM W142, (315) 498-2442.

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**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 ACADEMIC II, ROOM P202, (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 (solfege) 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 (solfege) 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; non-harmonic tones are included; instrumental transpositions, arrangements and performances are done; introduction to dodecaphonic technique through analysis is included. Ear training in chord quality and position, two-part melodic dictation and identification of non-harmonic tones are addressed. Prerequisite: MUS 101T or Permission of Instructor.

**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 112 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 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 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. Prerequisite: Audition required or Permission of Instructor; contact Music department for details.

**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 Concert Choir (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 Concert Choir (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 rhythmical 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 rhythmical patterns on music staff paper) are required. Prerequisite for each semester is successful completion of the prior semester.

**MUS 202T Music Theory (3)** Chromatic harmony will be reviewed through harmonic, structural and textural analysis. 18th century counterpoint, terminology and contrapuntal forms (invention, canon, fugue) and basic principles of two-part writing will be introduced through analysis. Classical sonata form will be studied and an analytical paper based on a standard classical sonata form piece will be required. The rise of non-functional harmony will be introduced along with developments in the early and mid-20th century, to include impressionism generally along with the expansion of timbral resources, modal and non-diatonic scales, upper-overtone harmony, non-tertian harmony, serialism, pandiatonicism, neoclassicism, minimalism, aleatoric principles and free atonality. Prerequisites: MUS 101T, 102T, and 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 218 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 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 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 216Q Electric Bass 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 223G Trumpet Rep (1)  
 MUS 223H Soph French Horn Rep (1)  
 MUS 223J Soph Trombone 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. Prerequisite: Audition required or Permission of Instructor; contact Music department for details.  
 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 Concert Choir (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 Concert Choir (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)**  
**MUS 254C Concert Choir (0.5)**  
**MUS 254R Concert Choir (0.5)**

## Nuclear Technology

FOR MORE INFORMATION, CONTACT THE MECHANICAL AND ELECTRICAL TECHNOLOGY DEPARTMENT IN WHITNEY APPLIED TECHNOLOGY CENTER ROOM W143, (315) 498-2697.

**NET 101 Power Plant Fundamentals I for Nuclear Energy Technicians (3)** This course will cover the core topics needed by electrical, mechanical, chemical, and Instrumentation and Controls technicians working in the nuclear power industry (in accordance with the Institute of Nuclear Power Operators ACAD 08-006). The student will learn basic atomic and nuclear physics, properties of reactor plant materials, radiation protection and detection, and reactor plant protection. Prerequisites: MAT 114 or higher, and NET major.

**NET 102 Power Plant Fundamentals II for Nuclear Energy Technicians (4)** This course builds upon the knowledge acquired in NET 101. In accordance with ACAD 08-006, the student will learn principles and concepts necessary to work safely and effectively in the nuclear energy industry. Topics include: basic reactor operations, heat transfer, steam, and fluid flow. Prerequisites: NET

101 and NET major; co-requisites: MAT 120 and NET 112.

**NET 111 Mechanical Principles and Concepts (1)** This course will cover the fundamentals of mechanical principles and concepts needed by electrical, mechanical, and Instrumentation and Controls technicians to meet their Associate of Applied Science (AAS) degree requirements, and to fulfill the needs of the nuclear power industry in accordance with ACAD 08-006 so that all graduates have the same basic knowledge necessary to be successful nuclear power plant workers. Mechanical principles and concepts covered include SI/English Units, Lubrication Principles, Viscosity Principles, Simple Machines, Temperature Scales, Physical Effects on Process Fluids, and Measuring of Process Fluid Parameters. Prerequisites: MAT 114 or higher, and NET major.

**NET 112 Chemistry for Nuclear Technicians (3)** This course will cover the fundamentals of chemistry needed by electrical, mechanical, and Instrumentation and Controls technicians to meet their Associate of Applied Science (AAS) degree requirements, and to fulfill the needs of the nuclear power industry in accordance with ACAD 08-006 so that all graduates have the same basic knowledge necessary to be successful nuclear power plant workers. A study of acids and bases, conductivity, mixtures, solutions, compounds, Periodic Table, pH, properties of gases, and states of matter are discussed. In addition, basic water chemistry control fundamentals, ion exchange theory, principles of water treatment, and applied reactor system water chemistry are covered. Prerequisites: MAT 114 or higher, and NET major.

**NET 201 Power Plant Fundamentals III for Nuclear Energy Technicians (4)** This course will cover the discipline-specific topics needed by maintenance personnel to meet the needs of the nuclear power industry in accordance with ACAD 08-006. Topics include system and administrative controls related to maintenance activities, reduction and analysis of radiologic exposure during system maintenance, and industrial safety measures. Prerequisites: NET 102 and NET major.

**NET 202 Power Plant Fundamentals IV for Nuclear Energy Technicians (4)** This course builds on the knowledge and skills learned in NET 101, 102, and 201. Students will learn about the construction and use of systems required to work safely and effectively in the nuclear power industry in accordance with ACAD 08-006. Course topics include various plant systems relating to the nuclear power industry. Prerequisites: NET 201 and NET major.

**NET 240 Process Control and Communications (4)** This course will cover the discipline-specific topics needed by Instrumentation and Controls personnel to meet their Associate of Applied Science (AAS) degree requirements, and fulfill the needs of the nuclear power industry in accordance

with ACAD 08-006 so that all graduates have the same basic knowledge necessary to be successful nuclear power plant workers. Topics covered are specific to Instrumentation and Controls. Prerequisites: NET-201 and NET major.

## Nutrition

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FOR MORE INFORMATION, CONTACT THE BUSINESS ADMINISTRATION DEPARTMENT IN THE WHITNEY APPLIED TECHNOLOGY CENTER, ROOM W324, (315) 498-2435.

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**NTR 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.

**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 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: NTR 102. Fall semesters only.

**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

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FOR MORE INFORMATION, CONTACT THE NURSING DEPARTMENT IN FERRANTE HALL, ROOM F104, (315) 498-2360.

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**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 175 Introduction to Nursing Informatics

**(1)** This course is designed to provide an introduction to informatics and technology in nursing practice. The course will trace the evolution of nursing informatics, modern practice, and future directions in the context of current healthcare issues. Concepts focus on the role of the nurse as knowledge worker in promoting safety and quality of care. Topics explored include current standards and mandates for nursing information literacy, incorporation of evidence-based practice at the bedside, and the future of telenursing, among others. Students will be afforded an opportunity to practice entering and retrieving data using electronic health record systems. This course is appropriate for any nursing student studying in an entry-level program.

## 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 clients' 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: Therapeutic Communications (1)** Students apply the nursing process concepts of assessing, diagnosing, planning, intervening, and evaluating in the area of psychosocial needs. They learn open-ended data gathering and relationship development techniques that meet clients' psychosocial needs. At the same time, the students are meeting their own professional need of compiling a broad, accurate database. Further application of the nursing process in the area of psychosocial needs aids in the identification of direct and indirect expressions of feelings. Thus the student develops supportive communication skills that ensure client-centered

care even when involved with difficult situations and/or difficult clients. Students explore the nature and goals of the professional relationship and learn communication techniques to use when interacting with members of the health care team. 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 I (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, and NUR 180, 181, 182, 183, 184, and 185.

**NUR 193 Extended Nursing Process Clinical I (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, and NUR 180, 181, 182, 183, 184, and 185.

**NUR 194 Extended Nursing Process Clinical I (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, and NUR 180, 181, 182, 183, 184, and 185.

**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, and NUR 180, 181, 182, 183, 184, and 185.

**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 231 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 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, and NUR 220, 222, and 223.

**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 collaborates 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 236 or NUR 231; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance, and NUR 220, 222, 223, and 224.

#### **NUR 233 Extended 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 collaborates 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. Students will competently utilize the nursing process as they complete and incorporate level 2 theory for the hospitalized adult. Prerequisite: NUR 232; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance; NUR 220, 222, 223, and 224; and NUR 243 or 253.

#### **NUR 234 Extended 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 collaborates 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. Students will competently utilize the nursing process as they complete and incorporate level 2 theory for the hospitalized adult. Prerequisite: NUR 232; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance; NUR 220, 222, 223, and 224; and NUR 243 or 253.

#### **NUR 236 Transition Course for Advanced Placement Students (2)**

This course provides an opportunity for the LPN 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 for the returning student 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 laboratory sessions in introductory clinical practice activities; in addition, students will be expected to spend substantial time preparing for each session. Prerequisites: NUR major and Permission of Department, LPN license or transfer equivalent of first semester per Registered Nurse program; co-requisites: NUR 180, 185, 220, 222, and 223, completed and current health form on file, current CPR certification, malpractice insurance, and required performance skills.

#### **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 220, 222, 223, and 224; and NUR 243 or 253.

**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 III: 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. Prerequisites: NUR 220, completion of level 2 requirements, and Permission of Instructor; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance, and NUR 240 and 245.

**NUR 256 Specialty Care Clinical III: 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. Prerequisites: NUR 220, completion of level 2 requirements, and Permission of Instructor; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance, and NUR 240 and 246.

**NUR 257 Specialty Care Clinical III: 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. Prerequisites: NUR 220, completion of level 2 requirements, and Permission of Instructor; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance, and NUR 240 and 247.

**NUR 258 Specialty Care Clinical III: 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. Prerequisites: NUR 220, completion of level 2 requirements, and Permission of Instructor; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance, and NUR 240 and 248.

### **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. Prerequisites: NUR 220, completion of level 2 requirements, and Permission of Instructor; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance, and NUR 240.

### **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 IV (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 a diverse multidisciplinary health care team, to provide care for hospitalized patients with complex needs. He/she will function interdependently to establish priorities for a group of three patients; to delegate and assist others with aspects of nursing care; and to provide for continuity of care, discharge planning, and referrals. The level 4 student also 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 patients, and is expected to submit two extensive Nursing Process Records. 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, and completion of any 2 theory needs courses at level 4 (NUR 261, 262, 263, 264) and ATI Leadership proctored exam.

**NUR 272 Extended Advanced Nursing Process Clinical IV (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 IV (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: Completion of level 3 requirements, NUR 240, or Permission of Instructor; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance, completion of NUR 260 theory, completion of any 2 theory needs courses at level 4 (NUR 261, 262, 263, 264), and ATI Leadership proctored exam.

**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. The student is expected to submit a patient case study with the application of two extensive Nursing Care Plans. Students will spend a total of 56 hours over a two-week time period on a medical-surgical hospital unit engaged in all activities with a preceptor; in addition, students will be expected to spend substantial time preparing for and following up after each clinical day. Prerequisite: Completion of NUR 271; co-requisites: completed and current health form on file, current CPR certification, malpractice insurance, NUR 260, completion of any 2 theory needs courses (NUR-261, 262, 263, 264), and ATI Leadership proctored exam.

**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. The distributive psychiatric clinical will involve the students in current issues of mental health as well as illness, giving them a sense of psychiatric care needs in our community. 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, and 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, and 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, and 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, and NUR 260.

**NUR 299 An International Service Learning Experience for Healthcare Students (3)** This course will begin on campus during the second half of the semester and will culminate in an opportunity for students to explore diverse, international healthcare practices while also participating in a service-learning project. Nine days will be spent abroad living amongst the local natives. Students will gain a deeper understanding of how culture and socioeconomic conditions affect the health and well-being of the community through cultural immersion. There will be opportunities for students, such as building fuel-efficient stoves, observing and participating in the care provided at local clinics and pharmacies, meeting with local folk medicine experts and midwives, and participating in home care visits within the community. Transportation, lodging, meals, and interpreters will be arranged through Transformational Journeys. Trip dates: December 27, 2013-January 5, 2014. Co-requisite: Student must be matriculated in a healthcare program with priority registration given to nursing students.

## Physical Education, Sport and Kinesiology

FOR MORE INFORMATION, CONTACT THE HEALTH, PHYSICAL EDUCATION AND RECREATION DEPARTMENT IN THE HEALTH AND PHYSICAL EDUCATION BUILDING, ROOM H202, (315) 498-2282.

**PED 101 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.

**PED 201 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.

**PED 220 Field Experience: Applied Fitness Programming (1)** This experiential course will match students with appropriate fitness training entities in which they will work as fitness professionals. Students will be able to utilize their experiences by working with a variety of clients. They will practice safety, client/trainer relations, and proper record keeping. Students are responsible for attending class and working 40 hours over the semester at the identified agency. Co-requisite: PED-201.

## 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 152 Tai Chi (1PE)** Tai Chi is an ancient Chinese form of self-cultivation which originated as a martial art and is now studied primarily to develop and maintain physical and psychological well-being. The Standard 24 form is a beginning-level tai chi form which helps practitioners relax, focus, and improve their balance, and imparts a feeling of well-being. There are no prerequisites for tai chi.

**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 Western thought. Philosophers covered are the Presocratics, Socrates, Plato, and Aristotle.

**PHI 103 Critical Thinking (3)** The aim of this course is to equip students with the capacity to critically evaluate various claims, arguments, and other purported reasons for belief. The focus will not be on factual knowledge. Rather, the goal is for students to acquire a certain skill, or know-how. Students will learn to identify and construct arguments, discern whether the premises of arguments support their conclusions, and discover many common valid and invalid argument forms. Students will also learn to identify common logical fallacies in real-world examples, construct arguments for "should" conclusions (e.g., arguments with the conclusion that such-and-such should be done), and analyze analogies.

**PHI 104 History of Philosophy: Early Modern (3)** An introductory course in which students will critically examine the problems of philosophy which were addressed by the major philosophical movements of 17th- and 18th-Century Europe. Emphasis will be placed on issues in metaphysics and epistemology. Representative readings will be selected from among the works of Descartes, Malebranche, Leibniz, Spinoza, Bacon, Locke, Berkeley, Hume, Reid, and Kant.

**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 introductory course in symbolic logic. Students will be introduced to the basic principles of logical analysis, including argument recognition, the distinction between deductive and inductive arguments, validity, and soundness. Students will also learn how to construct truth tables and proofs in propositional logic. The fundamentals of predicate logic will also be covered.

**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 major ethical traditions, relativism and absolutism, morality and religion, 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 theoretical 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 film photography course is an introduction to basic 35mm camera techniques, aesthetics, and black and white darkroom procedures. Class time is a combination of lecture, demonstration, critique, and hands-on darkroom instruction. Regular projects, exams, and writing assignments will be given as appropriate to the discipline. Students must have an adjustable 35mm film camera with internal light meter and wide-angle lens that can be manually operated.

**PHO 111 Digital Photography (3)** This non-major course is designed to cover the basics of digital photography. Students will be introduced to digital camera functions. Assignments will address composition, design, color theory, and the 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. Class time will include lecture, demonstration, critique and hands-on digital lab instruction. Writing and reading assignments as appropriate to this discipline are part of this course. Students may have any digital camera but a digital SLR camera is preferred.

**PHO 150 Black and White Photography II (3)** This course is a study of advanced black and white photographic techniques and theory. Students will work both in film and digitally to produce a portfolio of images. Students will work through a series of assignments that will increase their understanding of the photographic medium. Class time will include lecture, demonstration, critique, and hands-on darkroom and digital laboratory instruction. Writing and reading assignments as appropriate to this discipline are part of this course. Students must have an adjustable 35mm camera and a digital SLR camera. Prerequisite: PHO 100.

**PHO 160 Color Photography I (3)** This course will cover 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, aesthetic critique, and hands-on laboratory instruction. Writing and reading assignments as appropriate to this discipline are part of this course. Students must have an adjustable 35mm film camera and a digital SLR camera. 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 format cameras, digital cameras, and 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: advertis-

ing, 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 time will include lecture, demonstration, critique, and hands-on digital laboratory and studio instruction. Writing and reading assignments as appropriate to this discipline are part of this course. Students must have a digital SLR camera. Prerequisite: PHO 150.

**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 color photography course is an advanced digital photography class. The course will build on the foundation created in PHO 160 and ART 142 for working with digital, color, photographic imagery. Students will create a portfolio of images. They will work through a series of assignments that address digital camera operations, color correction, image manipulation, mastering color printing, and color management. Class time will include lecture, demonstration, critique, and hands-on digital laboratory instruction. Writing and reading assignments as appropriate to this discipline are part of this course. Students must have a digital SLR camera. 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 format and digital cameras, as well as the full range of lighting equipment for work in color photography. Class will address advanced studio techniques and creative problem solving using digital methods. Assignments may include projects in advertising, portraiture, fashion, product photography, architecture, and fine art. Class time will include lecture, demonstration, critique, and hands-on digital laboratory and studio instruction. Writing and reading assignments as appropriate to this discipline are part of this course. Students must have a digital SLR camera. 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 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, critique, and hands-on, in-class projects. Writing and reading assignments as appropriate to this discipline are part of this course. Students must have an adjustable 35mm film camera and a digital SLR camera. 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, critique, and hands-on laboratory instruction. Writing and reading assignments as appropriate to this discipline are part of this course. Students must have a digital SLR camera. 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's 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**

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FOR MORE INFORMATION, CONTACT THE CHEMISTRY/  
PHYSICAL SCIENCE DEPARTMENT IN FERRANTE HALL, ROOM  
F352, (315) 498-2432.

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**PHY 100 Everyday Physics (3)** An introductory, survey course in physics for non-science majors, not open to Math/Science majors. The objective of the course is to use the basic laws of physics to explain how things work. Using basic algebra, the student will learn how physics can explain the qualitative and quantitative nature of the interworking of common everyday objects that fall in one of the four major categories: Transportation - Topics related to the physics of riding a bicycle, sailing a boat, flying objects/animals, and the working of an automobile. Athletic Endeavors - Topics such as figure skating, playing ping pong, high jumping, and throwing a curve ball will be explained. The Arts - Topics related to the interworking of various musical instruments, mixing of color pigments, and the spinning of clay are a few of the items within the arts that will be examined. Human Body - The physics of the human body including vision, hearing, the heart as a pump, and other aspects will be explained. Prerequisite: MAT 087 or higher.

**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 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 efforts, present procedures, and some 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 examine agencies' regulatory jurisdictions at the federal, state, and local levels. Various local approvals will also be considered. The emphasis will be on the inter-relationship of programs, as well as the specific details of the NYS DEC 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 290 Senate and Assembly Internship (9)** Senate and Assembly internships are available on a competitive basis for outstanding sophomores. Applicants are screened by a selection committee in Albany after approval by the Campus Liaison Officer. The program begins in early January with a week-long orientation to the operation of the state government, with particular reference to the workings of the Legislature. Interns then receive full-time intern assignments for 30+ hours per week in an office of a NYS Assembly or Senate member. Office tasks involve constituent work, research on specific legislation, research on the legislative process, representation of the office at campaign and legislative events, and office administration. On-site supervisors are either members of the Legislature (Senate or Assembly), or members of their staff. A work plan and a learning contract are developed between the intern and supervisor, and intern performance is evaluated regularly. A stipend is available for housing in Albany. Prerequisite: POS 100 or 102, or Permission of Instructor; co-requisite: POS 291. Spring semesters only.

**POS 291 Senate and Assembly Research and Seminar (6)** Senate and Assembly internships are available on a competitive basis for outstanding sophomores. Applicants are screened by a selection committee in Albany after approval by the Campus Liaison Officer. The program begins in early January with a week-long orientation to the operation of state government. After placement in a NYS Senate or Assembly office, interns participate in weekly seminars exploring how politics influences policy in the NYS legislative process. Critical issues that challenge NYS will be used as models for understanding the complexities of the policy-making process. The various actors involved in policy-making, in particular, the legislators, the governor, state agencies, citizens, lobbyists, and the media, are analyzed. Interns receive academic guidance and support from the permanent program staff, the professors in residence, and from legislative staff. This guidance allows students to maximize their understanding of the practical application of the theoretical concepts introduced in the seminar. A stipend is available for housing in Albany. Prerequisite: POS 100 or 102, or Permission of Instructor; co-requisite: POS 290. Spring semesters only.

## **Physical Education, Sport and Leisure**

FOR MORE INFORMATION, CONTACT THE HEALTH, PHYSICAL EDUCATION AND RECREATION DEPARTMENT IN THE HEALTH AND PHYSICAL EDUCATION BUILDING, ROOM H202, (315) 498-2282.

**PSL 210 Team Sports: Teaching and Officiating (2PE)** This course is an in-depth study of individual skills, rules, and strategy in each of the following sports: soccer, basketball, volleyball, and softball. This course gives students hands-on experience teaching their peers sport-specific skills and drills along with practice at officiating in each sport. There is a dress code for this course. Prerequisite: PSL major or Permission of Instructor.

**PSL 215 Diversity and Inclusion in Activity Programming (3)** This course prepares students for activity programming in a variety of environments with diverse populations. Students will examine the historical and philosophical basis for the provision of leisure services for individuals with disabilities. Diversity programming considers 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.

## Psychology

FOR MORE INFORMATION, CONTACT THE SOCIAL SCIENCES DEPARTMENT IN MAWHINNEY HALL, ROOM M380, (315) 498-2301.

**PSY 103 General Psychology (3)** General Psychology is 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. This course is a prerequisite to all other psychology courses. Prerequisite: English and Reading placement at college level.

**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 interrelationships 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 107 Physics for the Physical Therapist**

**Assistant (2)** An introductory course to cover topics in physics specifically related to PTA curriculum concepts. Topics that are covered include energy, mechanics, and properties of liquids. Lectures and assignments are designed to allow students to understand the rationale behind physical therapy interventions such as exercise, gait, and modalities such as traction, ultrasound, electrical stimulation and whirlpool. Prerequisite: Acceptance into the PTA program or Permission of Instructor; co-requisites: PTA 101, 102, 102L, and 103, or Permission of Instructor. Fall 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 PTA's 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.

**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)** 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*).

**RDG 093 Reading Preparation for College (3EQ)** This course is designed to meet the needs of students who should strengthen their reading and study skills to the level necessary to effectively and efficiently manage the demands of college courses. Emphasis will be placed on textbook reading and comprehension, and will include managing technical vocabulary, focused text marking, and content processing to maximize retention of text. The course includes analysis of articles to identify an author's message, supporting points and evidence. Critical reading strategies are included. Students will also

analyze issues and challenges that can create barriers to success in college. Prerequisite: RDG 087 or Placement Test; co-requisite: RDG 093L.

**RDG 093L Reading Preparation for College - Lab (1EQ)** 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*).

**RDG 118 College Reading and Vocabulary for ESOL Students (3)** This course is designed specifically for ESOL students for the purpose of improving reading comprehension and developing learning strategies and vocabulary, all at the college level. The reading component will focus on comprehension and expanding study strategies. The vocabulary component will focus on developing knowledge of Greek and Latin roots and affixes, identifying context clues, and practicing reinforcement strategies, as well as expanding college-level vocabulary in general. Prerequisite: LOEP placement test. For ESOL students only.

**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 141 Vocabulary Building and Critical Reading For the Health Sciences (3)** This course is designed primarily for health science students and is a continuation of RDG 140, Vocabulary and Learning Strategies for the Health Sciences. Approximately one third of the course will be devoted to the development of critical reading strategies that will maximize the health science student's efficiency and effectiveness in reading and understanding demanding texts in the health science fields. Approximately one third will be devoted to the development of advanced learning strategies as they apply to science courses. Approximately one third will deal with developing and using the specialized vocabulary of the health sciences. Prerequisite: RDG 140.

**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 marking 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 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 leader-

ship 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.

## Respiratory Care

FOR MORE INFORMATION, CONTACT THE RESPIRATORY CARE DEPARTMENT IN FERRANTE HALL, ROOM F267, (315) 498-2458.

**RET 102 Mechanics of Disease (3)** Introductory pathology, including medical terminology, general principles of disease, and overview of common diseases encountered in the hospitalized patient. Basic symptoms of disease and patient monitoring. Introduction to universal precautions in preventing spread of disease. 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. Fall semesters only.

**RET 105 Respiratory Care Practice I (3)** Physical principles that apply to respiratory therapy procedures and equipment, including gas laws, heat, and humidity. Physical principles that apply to ventilation and external respiration. 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. Fall semesters only.

**RET 105R Respiratory Care Practice I Recitation (1EQ)** Optional recitation for RET 105. This course provides an opportunity for students to apply the theory, concepts, and problem-solving techniques presented in RET 105 Respiratory Practice I. Co-requisite: RET 105.

**RET 118 Clinical Internship I (3)** This clinical course allows for supervised clinical practice in basic patient care techniques in the laboratory and hospital setting. Prerequisite: RET matriculation or Permission of Department. Fall semesters only.

**RET 125 Respiratory Care Practice II (3)** Introduction to more advanced respiratory care procedures: airway care, electrocardiography, arterial blood gases, spirometry, chest x-ray interpretation, and mechanical ventilation (terminology, clinical application and operation of common ventilators). Prerequisites: RET 105 and 118, RET matriculation and Permission of Department. Spring semesters only.

**RET 125R Respiratory Care Practice II Recitation (1EQ)** Optional recitation for RET 125. This course provides an opportunity for students to apply the theory, concepts, and problem-solving techniques presented in RET 125 Respiratory Care Practice II. Co-requisite: RET 125.

**RET 128 Clinical Internship II (3)** Supervised laboratory and hospital practice in basic intensive care techniques. Primary topics include ventilator management and clinical applications, arterial blood gases, and airway care. Minor topics include electrocardiography and phlebotomy. Prerequisites: RET 105 and 118, or Permission of Department. Spring semesters only.

**RET 203 Respiratory Care Practice III (3)** This is a continuation course in respiratory care practice. This course addresses neonatal respiratory care, home care of the respiratory patient, pulmonary rehabilitation, continuous quality improvement (of patient care), professional organizations for Respiratory Care, healthcare reimbursement, New York State licensure, and national board procedures. Prerequisites: RET 125 and 128, and Permission of Department. Optional recitation: RET 203R.

**RET 203R Respiratory Practice III - Recitation (1EQ)** Optional recitation for RET 203. This course provides an opportunity for students to apply the theory, concepts, and problem-solving techniques presented in RET 203, Respiratory Care Practice III. Co-requisite: RET 203.

**RET 204 Respiratory Practice IV (3)** This is a continuation course in respiratory care practice. This course addresses critical thinking in relation to the board examinations required to practice as a Respiratory Care Practitioner (Therapist). Additional specialty examinations may also be addressed, such as Acute Care, Pediatrics/Neonatal, and Pulmonary Function Technology. The National Board for Respiratory Care (NBRC) is the sole credentialing organization for Respiratory Care

Practitioners in the U.S.A. The student will develop critical thinking skills by participating in discussions of clinical case studies, practice examinations, and clinical simulations facilitated by the faculty. Students will also complete secure self-assessment examinations. Additional topics may be selected from current clinical practice guidelines published by the American Association of Respiratory Care (AARC). Prerequisites: RET 203 and 213, and Permission of Department. Optional recitation: RET 204R.

**RET 204R Respiratory Practice IV Recitation (1EQ)** Optional recitation for RET 204. This course provides an opportunity for students to apply the theory, concepts, and problem solving techniques presented in RET 204 Respiratory Practice IV. Co-requisite: RET 204.

**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. Fall 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. Spring 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. Spring semesters only.

**RET 213 Clinical Internship III (4)** This clinical course gives the respiratory care student advanced experience working in the adult intensive care and pediatric units. Includes basic respiratory care, mechanical ventilation, ventilator monitoring, blood gas interpretation, airway care, and patient assessment. Advanced concepts in cardiopulmonary monitoring are covered. Students will also participate in observation rotations such as Cardio/Echocardiography Lab, Sleep Diagnostics Lab, Pulmonary Function Lab, O.R./Intubation, Pulmonologist office, etc. These observation rotations may vary depending on the evolving clinical practice in the community. Prerequisites: RET 125 and 128, and Permission of Department. Fall semesters only.

**RET 214 Clinical Internship IV (4)** This course provides clinical experience in the Neonatal Care Unit (NICU) and a transition to work experience for students nearing graduation from the Respiratory Care Program. Seminar presentations will address clinical topics related to the practice

of Respiratory Care in the hospital. Students will work in the NICU under the supervision of faculty. Students will participate in the transition to work experience under the supervision of licensed therapists during preceptor-led clinical rotations. Students will also participate in “Selectives” clinical experiences under the supervision of preceptors. Selective clinical experiences will vary depending on student interest and community availability. Examples of selective rotations include Pulmonary Rehabilitation, Continuing (Chronic) Care, Homecare, Pediatrics, and NICU. Prerequisites: RET 203 and 213, and Permission of Department.

**RET 234 Respiratory Disease (3)** Etiology, pathophysiology, clinical and laboratory presentation, and usual treatment of respiratory disorders in adults, children, and newborns. Prerequisite: RET 102. Fall semesters only.

## 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 laboratory 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.

## **Sport and Leisure Management**

FOR MORE INFORMATION, CONTACT THE HEALTH, PHYSICAL EDUCATION AND RECREATION DEPARTMENT IN THE HEALTH AND PHYSICAL EDUCATION BUILDING, ROOM H202, (315) 498-2282.

**SLM 111 Introduction to the Recreation, Sport, And Leisure Industry (3)** This course is an in-depth study of the Sport and Leisure Industry as a viable career field. It will consider the scope and development of sport and leisure in relation to people's needs and desires; examine the vast arena of providers that constitute sport and leisure services; inventory current mainstream areas of sport, recreation, and leisure activity; and examine the core principles important to leadership and management within these leisure services.

### **SLM 114 Leadership in Leisure Services (3)**

This course is designed to cover the foundational elements of leadership and how they apply to the dynamics of group interaction within a variety of settings in the leisure service industry. Experiential activities will be used to demonstrate group dynamics and assist students in analyzing leisure behaviors and participant motivations. Students will construct a personal mission statement and leadership philosophy. Participation in two off-campus weekend leadership experiences is required. Students will pay an additional fee to cover expenses for these experiences.

### **SLM 116 Event Programming and Management**

(3) Participants in this course will gain an understanding of the responsibilities event managers have when planning and executing events. Specific focal topics for discussion and classroom activities include the elements which make events distinctive, such as venue, decoration, food selection, and entertainment; event safety; and event financing. Required competencies will be emphasized through classroom study, event creation and participation, and other practical applications.

### **SLM 220 Field Experience: Sport and Leisure Management (1)**

Students will participate in the operations of an organization within the Sport and Leisure Industry. The students are required to work for their chosen agency for 40 hours. During this time, students will be involved in all facets of the agency including, but not limited to, event programming, facility maintenance, security, customer relations, financing, program analysis, and/or assisting the organization in an area of need specified by the agency. Weekly seminars will be held. Prerequisites: SLM-111, 114, 116, and BUS-121, or Permission of Instructor.

## **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, 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. Prerequisite: English and Reading placement at college level, or Permission of Instructor.

**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.

## Sustainability

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FOR MORE INFORMATION, CONTACT THE INTERDISCIPLINARY STUDIES DEPARTMENT IN WHITNEY HALL, ROOM W233, (315) 498-2326.

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**SUS 101 Introduction to Sustainability (3)** This course introduces students to a wide variety of Earth Systems concepts and provides sufficient background knowledge so that students can interpret and intelligently discuss sustainability issues. Students will explore how today's human societies can endure in the face of global change, ecosystem degradation, and resource limitations. Key knowledge areas of sustainability theory and practice include permaculture, population, ecosystems, global change, energy, agriculture, water, environmental economics and policy, ethics, and cultural history.

## Telecommunications

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FOR MORE INFORMATION, CONTACT THE ELECTRICAL TECHNOLOGY DEPARTMENT IN THE WHITNEY APPLIED TECHNOLOGY CENTER, ROOM W131, (315) 498-2451.

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**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 will cover the basics of Voice over Internet Protocol (VoIP) systems. Topics include: an overview of TCP/IP networks with a focus on VoIP; an introduction to VoIP; Quality of Service (QoS); VoIP system components; VoIP protocols and VoIP protocol analysis, VoIP architecture and VoIP codecs. 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, VPN's 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.

## **Women's Studies**

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FOR MORE INFORMATION, CONTACT THE INTERDISCIPLINARY STUDIES DEPARTMENT IN WHITNEY HALL, ROOM W233, (315) 498-2326.

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**WMS 101 Introduction to Women's Studies (3)** Women's Studies employs an interdisciplinary set of tools for analyzing women's experiences. This introductory course focuses on the ways that sex and gender manifest themselves in social, cultural, historical, and political contexts. Readings and discussion are designed to position race, class, sexuality, and other aspects of identity in relation to gender. Typically, this course will concentrate on the experiences of women in the United States; however, at times this scope will be broadened.

## **Writing Skills Tutorial**

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FOR MORE INFORMATION, CONTACT THE ENGLISH DEPARTMENT IN MAWHINNEY HALL, ROOM M310, (315) 498-2313/2266.

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**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.

The SUNY Chancellor's Award for Student Excellence is the highest honor the State University of New York awards its students. Students who have distinguished themselves inside and outside the classroom in areas such as community service and leadership are nominated by Onondaga faculty for this prestigious award which is presented in Albany, New York, every Spring semester.

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 are planning to transfer 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 degree requirements, but are honors course and contract options associated with required or elective courses. In some instances, the Honors minor may fulfill general education requirements of a program, and so students are advised to consult with their Honors academic advisor. Students who complete the Honors minor will have the designation on their official college transcript. For additional information, see page 105\* or contact the Honors Office, Ferrante, room 262, (315) 498-2490.

## 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](http://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 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 [www.suny.edu/students](http://www.suny.edu/students)

## 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.experience.com](http://www.sunyocc.experience.com)), 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](mailto: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](mailto:calcenter@sunyocc.edu).

## Community Service

Volunteering is a great way to give back to your community while meeting new people, trying out a career field, and building your resume! Meet with the Volunteer Coordinator to discuss your interests, special skills, and experience, and we will work with you to find your ideal match. Stop by the Career and Applied Learning (CAL) Center, Ferrante Hall, Room 262, call (315) 498-7207 or email [volunteer@sunyocc.edu](mailto: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 speak with the Service Learning 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 or perfecting your resume or cover letter? Have an upcoming interview and need help preparing? Contact the Career and Applied Learning (CAL) Center for assistance: call (315) 498-2585, email [calcenter@sunyocc.edu](mailto:calcenter@sunyocc.edu), or stop by Ferrante Hall, Room 262.

## CALink

The Career & Applied Learning Center hosts CALink, an on-line virtual career center, for Onondaga students and alumni. With CALink, Onondaga students and alumni can: build and upload their resume and other job search documents, search for local jobs, internships and volunteer opportunities, browse online career resources, research local employers, check out upcoming CAL Center events and more! Register for CALink at [www.sunyocc.experience.com](http://www.sunyocc.experience.com)





## *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

Three 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 Activity Funds Committee** Concerned with the distribution of monies for club trips, projects, speakers, etc. This committee assists clubs with fund requests and allocations. 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.
- **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.

## 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.

## Clubs and Organizations

The many clubs, organizations and associations would be glad to welcome you. Find something you enjoy and get involved! Visit the Student Association for the most recent information.

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 or at sunyocc.edu.

## 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.

## Department of Student Development

Student Development is committed to inspiring and facilitating students' personal and intellectual development through innovative service that addresses their academic, personal and social needs. Student Development, 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 Development 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 departments.
- 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 Development

Associate Vice President

Bill Bryan (315) 498-2989

Technical Specialist

Lisa Smolen (315) 498-2226

### Counseling

Department Chair

Tim Singer (315) 498-2485

Administrative Assistant

Jan Hardy (315) 498-2436

### Disability Services Office

Director

Nancy Carr (315) 498-2834

Technical Assistant

Lori Doyle (315) 498-2245

### International Student Services

Program Associate

Meghan Peryea

Coordinator

Hui Chen (315) 498-7216

### Student Association

Director

Monty Flynn (315) 498-2583

Coordinator Student Leadership and Development

Sarah Collins (315) 498-2762

Administrative Assistant

Theresa McHugh (315) 498-7210

### Judicial Affairs

Program Associate

Pamela Wendt (315) 498-2444

Coordinator

Mary Beth Davis (315) 498-2446

### Testing Services

Program Director

Anne Deland (315) 498-2172

Coordinator

Naomi Stewart (315) 498-2484

### Tuition Waiver / Appeals

Assistant to the AVP

Nancy Hazzard (315) 498-2119

Program Associate

Meghan Peryea (315) 498-2228

### Veterans' Affairs

Coordinator

Keith Stevenson (315) 498-2126

## 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, sculpture pieces, 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](http://sunyocc.edu).

## Athletics and Recreation

### Intercollegiate Athletics

Onondaga Community College is a member of the National Junior College Athletic Association (NJCAA) and competes at the Division III level within Region III of the NJCAA. Onondaga is also a member of the Mid-State Athletic Conference. The college currently sponsor 15 intercollegiate sports, including: Men's Baseball, Men's and Women's Basketball, Men's and Women's Cross Country, Men's and Women's Golf, Men's and Women's Lacrosse, Men's and Women's Soccer, Women's Softball, Men's and Women's Tennis, and Women's Volleyball. For more information about a specific athletic program, please contact the Athletics Department at 498-2282 or 498-2097.

The College also has several “club” programs that provide additional extracurricular athletic opportunities for our students. However, please note that they are not part of the intercollegiate athletic program and do not formally compete at the NJCAA level. For information regarding “club” programs, contact the Student Association.

Eligibility for athletic participation is determined by NJCAA regulations. All student-athletes must be enrolled, matriculated and full-time during their semesters of participation. Students must be high school graduates or have a GED and must be making satisfactory academic progress as defined by NJCAA regulations. Transfer students’ eligibility will also be determined by NJCAA regulations. Transcripts of all previous college work must be on file with the Certification and Records Office. For more information regarding eligibility, contact the Athletics Coordinator at 498-2510.

Prior to trying out for or practicing with a team, students must have passed a physical examination and submitted a Sports Health Record (physical examination form) to the Athletic Trainer. Physicals are required annually, and must have been performed within the calendar year of participation in the sport. Sports Health Record forms are available from the athletic training room or from the head coach. Participants in intercollegiate sports must also supply the Athletic Trainer with documentation of proof of personal health insurance. Students without health insurance will not be able to participate. Questions pertaining to this requirement should be directed to the Athletic Trainer at 498-2342.

### **Intramurals & Recreation**

Each year various recreational activities are offered to students and the campus community through the Intramural and Recreation program. Onondaga offers a variety of intramural opportunities for students based on interest and facility scheduling opportunities. New programs will also be considered based on student interest and by contacting the Athletics and Recreation Department. Intramural programs offered in the past have included: 3-on-3 and 5-on-5 basketball, flag football, karate, tennis, dodgeball, volleyball, badminton, and indoor soccer. For more information about specific dates and activities for the current year, contact the Program Coordinator at 498-2710.

### **Recreation Room**

The College also maintains a Recreation Room with ping-pong and pool tables, TV, and video games in the basement level of the Gordon Student Center. Access to the Recreation Room is available for any student presenting a valid SMART Card. For more information regarding the Recreation Room, contact the Program Coordinator at 498-2710.

### **Southwest YMCA at Onondaga Community College**

The Southwest YMCA is located inside the SRC Arena & Events Center and Allyn Hall. The state-of-the-art facility features a 4,000–square-foot fitness center, access to the Allyn Hall Gymnasium, specialty fitness/wellness program rooms, a wide variety of wellness programming, and a 200 meter indoor track. Full and part-time students that

## **ONONDAGA COMMUNITY COLLEGE ATHLETICS STAFF DIRECTORY**

<b>Sport</b>	<b>Office Phone</b>
Men’s Baseball	(315) 498-2657
Men’s Basketball	(315) 498-2510
Women’s Basketball	(315) 498-2524
Men’s & Women’s Cross Country	(315) 498-2496
Men’s & Women’s Golf	(315) 498-2677
Men’s Lacrosse	(315) 498-2164
Women’s Lacrosse	(315) 498-2489
Men’s Soccer	(315) 498-2652
Women’s Soccer	(315) 498-2653
Women’s Softball	(315) 498-2239
Men’s Tennis	(315) 498-2654
Women’s Tennis	(315) 498-2593
Women’s Volleyball	(315) 498-2716
Athletics Department Secretary	(315) 498-2282
Athletics Director	(315) 498-2097
Athletic Trainer	(315) 498-2342

pay the health & recreation fee may register for membership at the Southwest YMCA without additional cost by presenting a valid SMART Card. This student membership is valid for membership at the Southwest YMCA during regular operating hours except during "Family Time" which is generally 6pm-8pm Monday through Thursday. Also, please note that specially designated YMCA Parking spots in the front of the SRC Arena are for YMCA public members only. Students must park in the designated campus student parking lots. To learn more, contact the Southwest YMCA at 498-2699.

## 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. Also students with prior military service or those who are currently serving in the Army Reserve or National Guard are authorized to participate in the Army ROTC program.

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 unit admission officer, at (315) 443-8233.

### 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](mailto: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 750 students, our residence halls offer both traditional style and suite style housing. Alcohol, tobacco, and other drugs are 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 Residence Life, three Residence Hall Directors (RHD), and support staff who are charged with helping students

have positive living and learning experiences. RHDs 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 the professional staff, there are resident assistants (RAs), who are student leaders within the halls. RAs serve as a resource for students and assist in planning educational and social programs for the residents.

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.

Residence halls are closed on designated campus breaks and holidays including Thanksgiving and spring break. Students may leave their personal belongings in their suite/room but may not remain on campus during these times without special permission. During the winter and summer terms, residence hall students may stay on campus if registered for a class. The most current information regarding the cost of living in the residence halls is available on the College website.

For more information about the Onondaga Residence Halls, contact the Residence Life office at (315) 498-2351 or online at [reslife@sunyocc.edu](mailto:reslife@sunyocc.edu).



# General Information

## 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](http://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 (OCC ResNet) managed and supported by an outside vendor.

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.

### 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 2010 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. Student needs are constantly reviewed

to make the best options available for their use. To better serve the campus community, scanners and high speed printers are also on hand for student use. Be sure to manage your free prints and of course recycle! Visit the Student website ( <http://students.sunyocc.edu> ) for more information on your free prints quota, as well as the fee structure for any additional printing needs.

### 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.

### Office of Adult and Evening Services

Evening students are encouraged to stop by and visit the Office of Adult and Evening Services 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 until 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.

### 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

Onondaga Community College is committed to fostering a vibrant and diverse college community. A diverse community is not only tolerant of difference but also embraces the unique qualities of differing peoples as an important asset. The safety to freely express our differing identities and values is core to achieving the College's objectives. Toward that end, hate crimes and behaviors motivated by bias against a protected class will not be tolerated.

Under New York penal law, a hate crime is committed when a person commits a violent act against another (e.g. assault, kidnapping) and the victim is, or the perpetrator believes them to be, from a protected class based on the person's race, color, national origin, ancestry, gender, age, disability, religion or religious practice, or sexual orientation, regardless of whether the belief or perception is correct. In addition to possible criminal prosecution, students engaging in such behaviors will also be subject to campus disciplinary procedures where sanctions including dismissal are possible.

Onondaga Community College will also address behaviors motivated by bias 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, religious practices, sexual orientation, disability, veteran status, color, creed, or marital status are prohibited and will be addressed through the judicial

process outlined in the College's Student Conduct and Disciplinary Procedures.

## Blended and Online Courses

### Blended Courses

A blended course is one in which a portion of the course instructional time, content delivery and/or communication between student and professor and among students is facilitated via technology that allows students to be physically separate from the instructor and each other. As an example, a typical blended course might be modified to meet in person one day a week for a traditional T/Th class or perhaps every other week for M/W/F class. Blended course sections can be identified by reviewing the "Comments" field when registering for classes.

### Online Courses

Onondaga offers many online courses and several online degree programs. Students can enroll in a fully online degree or certificate program, or can opt to take one or more courses online when the convenience and demands of anytime, anywhere learning is needed. Class activities include readings, assignments that engage students with the content and other learners. While Onondaga maintains a mantra of "anytime, anywhere learning", classes contain a course schedule that tells students what deadlines need to be met (unlike independent study or correspondence courses). Students are expected to take an active role in the learning process. To register for an online course, choose "ONLI - Online Course" as the location when searching for class sections

## Bookstore

The Onondaga Bookstore is operated by national bookseller Barnes & Noble and offers a full complement of books and merchandise to support college life. The Onondaga Bookstore has two locations on campus: Whitney Applied Technology Center (main store) and Mawhinney Hall. The main bookstore houses all textbooks in multiple formats (e.g., new, used, rental, and e-books, as available), as well as school supplies, Onondaga apparel and gift items, technology devices, residence hall room needs, best-selling books, DVDs, magazines, discounted CEN-TRO bus passes, and other convenience items. The Mawhinney bookstore offers high-demand items, other than textbooks.

To view required books for a course and the formats available, please visit <http://onondagacc.bncollege.com>. The site also includes book buyback information year round. Barnes & Noble at Onondaga pays students cash for books that are in demand, with the highest need at the end of each semester. Student ID is required to sell books, and buyback is offered only at the main bookstore location.

The main bookstore is open 9 a.m. to 6 p.m. Monday through Thursday and 9 a.m. to 2 p.m. on Fridays during the Fall and Spring semesters, with

extended hours at the beginning of each semester. The Mawhinney Hall bookstore is open during the Fall and Spring semesters 10 a.m. to 6 p.m. Monday through Thursday, and 10 a.m. to 1 p.m. on Friday.

For the latest in bookstore news and to find out first about sales and promotions, “like” us on Facebook at [www.facebook.com/OCCbookstore](http://www.facebook.com/OCCbookstore)

## Bus Service

Onondaga Community College recognizes that reliable and affordable transportation to and from campus is important to students. The College has arranged for Centro to serve the campus community with a 20% discount on all bus pass fares with valid OCC Smartcard. Discounted passes are available at the Barnes & Noble Bookstore and can only be purchased with funds on the Smartcard “Other” account (see “Campus Card - SMART Card for details) or with financial aid, through the book list. 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 also obtained via the Internet at <http://www.centro.org/schedules.aspx>. Shelters are provided at all College bus stops for students to use while waiting.

**Campus Transit:** The Blue Line is the College’s shuttle system. It transports members of the campus community around campus and operates seven days a week, providing transportation during all class and library hours Monday-Friday and operating on an amended schedule during weekends. Information on the Blue Line can be found online at <http://students.sunyocc.edu/life.aspx?id=29600>

## 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, vending machines and participating off-campus locations. You can add funds to your card using the NetCard Manager online (<https://sunyocc.netcardmanager.com>), or with the Bursar office in person or over the phone. Funds can also be applied in person with cash at the IBEW/NECA Box Office located in the SRC Arena. Hold on to your card because there is a \$28 replacement fee if lost or damaged. When applying funds, there is a \$10 minimum deposit. All funds applied to the SMART CARD are non-refundable and non-transferable. Funds are valid only for the current academic year through the last day of the Spring semester, unless the student is enrolled for summer sessions. If the student is enrolled for one or more summer sessions, his/her funds will expire on August 31st. SMART CARD funds do not carry over into the next academic year. No cash withdrawals can be made from your SMART CARD account.

SMART CARDS are issued in the SRC Arena at the YMCA desk outside the IBEW/NECA Box Office Monday through Friday from 8:30 a.m. to 4:30 p.m. during the semester, with extended hours during the first two weeks of class. To reach us in the office you can call (315) 498-7232 or send an email to [smartcard@sunyocc.edu](mailto:smartcard@sunyocc.edu).

## Campus Dining

Onondaga Dining Services is operated by Syracuse-based American Food and Vending Corporation and offers a full menu of nutritious and popular food items for both meal plan and a la carte purchase. Breakfast is served from 7:30-10:15 a.m.; lunch is served from 10:45 a.m.-4:00 p.m.; and, dinner is served from 4:00 p.m. to 7:30 p.m. (M-Th) and to 7:00 p.m. (F) when classes are in session. Dining Centers are open for a la carte purchases in the periods between scheduled meal times. Purchases may be made via meal plan, declining balance accounts, cash, or credit card.

Onondaga Dining Services operates in two locations on campus:

### Gordon Student Center

#### Main dining:

Monday through Thursday, 7:30 a.m. to 7:30 p.m.;  
Friday, 7:30 a.m. to 7 p.m.

#### Starbucks and Fresh Express:

Monday through Thursday, 7:30 a.m. to 3 p.m.;  
Friday, 7:30 a.m. to 2 p.m.

### Mawhinney Hall

Monday through Thursday, 7:30 a.m.-7:30 p.m.;  
Friday, 7:30 a.m.-2:00 p.m.

## Campus Solicitation Policy

Solicitation by third-party vendors is permitted on campus only by express authorization of the College. The College reserves the right to authorize only those vendors whose products or services conform to applicable public laws and campus policies, pre-existing agreements and enhance the educational mission of the College. Solicitation of credit card applications on campus is prohibited.

## Children’s Learning Center (CLC)

The Children’s Learning Center provides (CLC) high quality, affordable and accessible child care to the children of Onondaga Community College students, employees and community members. The CLC also serves as a teacher training site for students in the Human Services and Teacher Education Departments.

The CLC is located on the second floor of Ferrante Hall and enrolls children from six weeks of age to pre-kindergarten. The CLC operates on a year-round schedule and is open Monday through Friday from 7:30 a.m. to 5:30 p.m. A summer program for young school-age children is run during July and August. A nutritious breakfast, lunch and afternoon snack are prepared on site. Activities for children include:

dramatic play, creative arts, music and movement, language and literacy, cooking, indoor and outdoor large motor play. 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, hours of operation, 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, or check the website at [www.sunyocc.edu](http://www.sunyocc.edu) for posted cancellations.

## 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. 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. CCN 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).

## Coulter Library

Onondaga Community College is part of the State University of New York, the largest public university system in the United States, and Onondaga students have borrowing privileges at all SUNY libraries.

With an exceedingly affable and able staff standing by and through its extensive print and non-print collection of materials in subject areas of interest to students in all curricula, Sidney B. Coulter Library is a major learning hub for the campus community and a wellspring for self-directed learning.

To help students in their academic journey (or any other journey for that matter) the library has collected more than 100,000 items (in multiple formats), including books, magazines, journals, films, music, digital resources and special collections of local and state history. This entire collection can be accessed from anywhere through the library's website and most of what the library doesn't own can be obtained from other libraries through Interlibrary Loan.

Coulter librarians teach two courses: LIB 100, the Art of Inquiry [1 credit- Honors only], and LIB 210: Real World Research [1 credit- online] as well as individual and group instruction.

Coulter Library is easily accessible to students with disabilities as are Assistive Technology hardware and software. Visit <http://library.sunyocc.edu> to view the current list.

Coulter Library is where people come to read, work, study, research, meet friends, or just to rest and reflect. It's a place to contemplate the wisdom and the foolishness (and everything in between) of humankind; a place of becoming, of finding your own way or, having it find you. In other words it's the perfect place to "explore, discover, and transform" and we invite you to take full advantage of every opportunity to do so.

To learn more about your library (e.g., hours, collections, resources and services) visit the library's web page at <http://library.sunyocc.edu>.

## Crime Statistics

As required by Article 129-A of the New York State Education Law provision 6431, Onondaga Community College has established an Advisory Committee on Campus Safety. The Onondaga Community College Advisory Committee on Campus Safety is responsible for evaluating and recommending changes in campus security policies and procedures and to recommend changes to the college's campus safety efforts as required by New York State Education Law Section 6450. The Advisory Committee of Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education. Campus crime statistics can be found online at <http://www.ope.ed.gov/security/>. For additional information, please contact the Vice President for Campus Safety and Security at 498-2460.

## Extension Sites

Onondaga's extension sites include: Onondaga North, Liverpool; Onondaga Downtown (JOB-Splus!), Syracuse, and other conveniently located community sites.

## Injury/Illness Reporting

The College recommends that all students maintain health and accident insurance coverage while attending Onondaga. The County of Onondaga, Onondaga Community College, their officers, trustees, agents and employees assume no liability, expressed or implied for the result of sickness or accidents involving personal injury to any student involved in any instruction or activity associated with Onondaga Community College. If an injury occurs while on campus, an accident report needs to be filed with Campus Safety and Security as soon as possible.

## Medications on Campus

All persons who need to take medications while on campus are reminded to be responsible for the

security of those products. Medicine carried should be clearly labeled with substance, dosage and prescribing physician and in the possession of whom it was prescribed. 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:

1. ADA-compliant unisex restrooms in Mawhinney Hall, Service and Maintenance Building, the first floor of Whitney Applied Technology Center, Ferrante Hall, and the Health, Recreation and Physical Education Building.
2. Handicap stalls within restrooms on the first floor of J. Stanley Coyne Hall and the Whitney Applied Technology Center (near the atrium) and the Gordon Student Center.
3. Second-floor restrooms in the Gordon Student Center and Health, Recreation and Physical Education building.
4. Larger drop-offs of syringes are accepted at the labeled kiosks near the maps by either campus entrance.

Failure to comply with the guidelines for medication administration on campus and appropriate syringe disposal, is a breach of the College's Student Conduct and Disciplinary Procedures and is subject to disciplinary action.

### **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.

### **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.

### **OCC Foundation, Inc.**

The mission statement of the OCC Foundation, Inc. is, "To raise, administer and invest funds for the benefit of Onondaga Community College and its students." Since its founding in 1980, the OCC Foundation has raised vital funds to support the mission of the College. Since its inception, the Foundation has distributed nearly \$1.75 million through scholarships to thousands of Onondaga students to support their educational goals. The Foundation will offer over \$280,000 in scholarships and awards during the 2013-14 academic year.

The OCC Foundation is operated by an independent board of directors comprised of business, cultural and community leaders from throughout Central New York. Please contact the OCC Foundation to learn how to establish a new scholarship or endowment. You can also become a member of the prestigious Legacy Society composed of special individuals who are helping to secure the future of education at Onondaga through the establishment of a planned gift. The foundation is located on campus in John H. Mulroy Hall, Suite 107, 4585 West Seneca Turnpike, Syracuse, NY 13215-4585, (315) 498-6060.

### **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. Contact 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 website: <http://admission.sunyocc.edu/index.aspx?menu=582&id=8890> 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 become 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.

## 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 281). All vehicles brought on campus must be registered with the College and display a parking permit. Parking permits can be obtained at the Smart Card office located in the SRC Arena 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.

Designated parking for patrons of the Southwest YMCA is available in front of the SRC Arena and members of the YMCA may park in these spaces without permit. All OCC permit holders, whether students, staff, or faculty, are prohibited from parking in spaces designated for the YMCA unless he or she is a member of the YMCA there to participate in a YMCA program and displays a valid YMCA parking permit.

Residence hall students are charged a fee for parking and must park in designated lots adjacent to the residence hall buildings. Residence hall students must obtain a special overnight parking permit for their visitors at the Campus Safety and Security office in the Service and Maintenance Building.

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.

Persons wishing to park in disabled-only parking zones must display valid hang tags from municipal or state authorities. Temporary passes to park in disabled-only spaces can be obtained with appropriate documentation from the Campus Safety and Security Office in the Service and Maintenance building.

All illegally parked vehicles including but not limited to those parked in fire lanes, handicapped areas without a permit, traffic lanes, reserved spaces as well as those vehicles that block the movement of another vehicle 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 Registrar's office. Such notice must be received by the Registrar's office 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 Registrar's office. 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 Registrar's office, 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 website 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**

**I. Policy Statement**

The College shall inform incoming students about sexual assault, domestic violence and stalking prevention measures through programs which may include workshops, seminars, discussion groups and film presentations, in order to disseminate information, promote discussion, encourage reporting, and facilitate prevention of sexual assault, domestic violence and stalking offenses. Specifically, the College shall provide educational programs to promote the awareness of sexual assault, domestic violence, and stalking offenses. These educational and informational programs should include, but not be limited to, the following subjects:

- the applicable state laws, ordinances, and regulations regarding sexual assault, domestic violence and stalking offenses.
- the penalties under state law for commission of sexual assault, domestic violence, and stalking offenses as well as on-campus disciplinary sanctions for the same;
- the procedures in effect at the College for dealing with sexual assault, domestic violence and stalking offenses;
- the availability of counseling and other support services for the victims of sexual assault, domestic violence and stalking offenses on campus and off-campus;
- the nature of and common circumstances relating to sexual assault, domestic violence and stalking offenses on college campuses; and

- the methods the campus employs to advise and to update students about safety and security procedures.

**II. Reason For Policy**

This policy is intended to ensure the College's compliance with applicable provisions of the New York State Education Law.

**III. Applicability of the Policy**

All members of the campus community should be familiar with this policy.

**IV. Related Documents**

- New York State Education Law Section 6432
- OCC publication: "Sexual Offenses: Policy and Prevention" The link to this publication can be found by visiting [students.sunyocc.edu](http://students.sunyocc.edu) and then clicking on Support Services and then Campus Safety and Security then Sexual Offenses.

**V. Contacts**

Subject	Office Name	Phone/Email
Questions regarding sexual assault policies & procedures	Associate Vice President for Student Development	(315) 498-2989 William Bryan
	Campus Safety	Doug Kinney (315) 498-2173
Sexual Assault Counseling Referral	Counseling Center	(315) 498-2675
	Vera House (Off campus support)	(315) 422-7273
Campus Emergency	Campus Safety & Security	(315) 498-2311

**VI. Definitions**

**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, persons who are in dating relationships, including same sex couples, even if there is no sexual relationship.

**Sexual Offense**

Is a sexual act that is committed without the consent of the victim. A sexual offense shall include but not be limited to situations where the victim is unable to provide consent because he or she is a minor (less than 17), physically helpless, mentally incapacitated, mentally impaired or unconscious due to alcohol or drug consump-

tion, whether or not the consumption was with the victim's consent.

### Rape

Is nonconsensual sexual intercourse perpetrated by coercion, intimidation, threat or physical force, either threatened or actual. Rape also occurs when the victim is incapable of giving legal consent because the victim is less than 17 years of age, mentally incapacitated or incompetent, physically helpless, including drug or alcohol consumption or asleep.

### Acquaintance/Date Rape

Is defined as sexual intercourse undertaken without consent by a person known to the victim. Acquaintance/Date Rape includes sexual intercourse that occurs through force, as a result of threats, physical restraint or physical violence with or without consent.

### Stalking

Is when one person engages in a course of conduct which is directed at a specific person and that course of conduct causes that person to be in fear of harm to him/her, his/her safety, his/her property, a member of his/her immediate family, or an acquaintance. Cyberstalking is a form of stalking which can include but is not limited to phone, text, IM, Facebook, etc.

## VII. Procedures

1. The College is required to file an annual report on its compliance with Education Law § 6432 with the New York State Commissioner of Education.
2. Students who are victims of any form of domestic violence, sexual offense, or stalking offense are strongly encouraged to file a complaint through a member of the Office of Campus Safety and Security, the Vice President for Student Services, the Assistant to the Vice President for Student Services, the Judicial Coordinator, the Director of Residence Life, the Assistant Director of Residence Life, a Residence Hall Director, or a counselor in the Counseling Department. Students may also contact local law enforcement if they believe a crime has been committed. Campus Safety and Security can facilitate this reporting.
3. Students found responsible for violations of this policy shall be subject to sanctions and disciplinary procedures as outlined in the Student Code.
4. Violators of this policy may also be subject to external prosecution.

### Sexual Offenders

The College is required by New York State to provide a link to the State Sexual Offenders Registry, <http://www.criminaljustice.state.ny.us/nsor/>

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 College's 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 website. 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 next column and on the student website for the most current policy version at <http://students.sunyocc.edu/central.aspx?Id=22178>.

### 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.

### Student Conduct and Disciplinary Procedures ("The Code")

Please find the most current version of this policy online at: <http://students.sunyocc.edu/central.aspx?id=22178>.

#### I. Policy Statement

Students are expected to comply with all policies, procedures, rules, regulations and directives of Onondaga Community College and/or its related entities, including but not limited to those policies set forth in the College's Centralized Policy Manual, the College's Student Handbook, the College Catalog and the Residence Life Keys to Residence Hall Living Handbook. Failure to comply with these requirements may result in disciplinary action, up to and including dismissal from the College. All students are held accountable for their actions and therefore students as well as OCC employees and affiliates are to cooperate fully with the disciplinary process.

#### II. Reason for Policy

Through the disciplinary process, students learn the importance of accepting personal responsibility for behavior that violates community standards. Procedures used to enforce standards contribute to

teaching appropriate individual and group behaviors as well as protecting the rights of individuals and the campus community from disruption and/or harm.

### III. Applicability of the Policy

All members of the College community should be familiar with this policy. This policy shall govern the conduct of students in or on College facilities. This policy shall also apply to conduct in other locations that adversely affect one of more members of the College community and/or the pursuit of the College's objectives. Each student shall be responsible for his/her conduct from the time of initial enrollment through the actual awarding of a degree. Students will be held accountable for any violation of the Student Code that occurs at any time during their tenure as students, regardless of whether the infraction occurs before classes begin, during the academic year, after classes end, or during periods between terms of actual enrollment, even if the conduct is not discovered until after a degree is awarded.

### IV. Related Documents

- Onondaga Community College Student Handbook
- Onondaga Community College Centralized Policy Manual
- Residence Life Keys to Residence Hall Living Handbook
- College Catalog
- NYS Education Law, Article 129-A
- Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, and accompanying regulations of the U.S. Department of Education (collectively, "FERPA")

### V. Contacts

Subject	Office Name	Title or Position	Phone # Email
Questions Regarding Policy	Student Development	AVP of Student Development	(315) 498-2989 w.v.bryan@sunyocc.edu
Reporting Alleged Violations	Campus Safety and Security	Director of Campus Safety and Security	(315) 498-2478 kinneyd@sunyocc.edu

### VI. Definitions

#### Administrative Officer

The Administrative Officer is charged with ensuring that the requirements of the policy are followed. He or she:

1. Supervises the case from start to conclusion
2. Identifies necessary preliminary procedures

3. Conducts interviews
4. Completes notices and summaries
5. Provides instruction and correction in procedural matters
6. Establishes or assists in establishing appropriate sanctions for the Student Disciplinary Committee
7. Facilitates Student Disciplinary Committee hearings
8. Prepares a case for appeal, if applicable

Persons eligible to serve as Administrative Officers include: Associate Vice President of Student Development, Assistant to the Associate Vice President of Student Development, Judicial Coordinator, Executive Director of Housing and Campus Services, Residence Hall Directors and designees of these persons.

#### Consent

Consent requires spoken words or behaviors that clearly indicate, without doubt to either party, a mutual agreement to participate in a specific behavior or action including but not limited to sexual intercourse or other sexual activities. In regards to sexual misconduct, indicators of consent do not include silence or past or present sexual relationships. A person is deemed incapable of consenting when that person is a minor, mentally defective, mentally incapacitated, physically helpless (whether induced by drugs, alcohol, or otherwise), or asleep.

#### College Official/Employee

Includes all College employees, including Campus Safety and Security officers, faculty, staff and administration, who are acting on behalf of the College. Also includes employees of Onondaga Community College Housing Development Corporation (OCCHDC), Onondaga Community College Association and employees of Vendors/Contractors.

#### College Facilities

Includes all land, buildings and property in the possession of or owned, used, or controlled by the College and/or its affiliated entities and/or Vendors/Contractors for College purposes. This term includes but is not limited to the Residence Halls, OCC North, JOBSplus! and other locations where Onondaga Community College courses and services are offered.

#### Hazing

An intentional or reckless act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization. The express or implied Consent of the victim will not be a defense. Apathy or acquiescence in the presence of hazing are not neutral acts; they are violations.

#### Minor

Any person who is under the age of 18.

#### Parent

A parent of a Student which includes a natural parent, an adoptive parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

#### Student

Includes all persons enrolled in or auditing courses, either full-time or part-time, from the time of initial enrollment through the actual awarding of a degree, including the time before classes begin, during the academic year, after classes end, and during periods between terms of actual enrollment.

#### Student Disciplinary Committee (SDC) / Peer Review Board (PRB)

Members of the Student Disciplinary Committee and the Peer Review Board include campus administrators, faculty, staff and students trained in judicial process and appointed pursuant to a procedure established by the College.

#### Vendors/Contractors

Includes but is not limited to the bookstore, campus catering and food service, vending, and other persons in or on College Facilities with the permission of the College for the purpose of providing goods and/or services.

### VII. General Provisions

Students are members of the College community and are expected to act responsibly and not interfere with the rights, comfort or safety of other members of the College community. The following behaviors are prohibited and violations may lead to disciplinary sanctions:

#### A. General Violations

1. Any conduct which threatens or endangers the:
  - a. physical health of any person
  - b. emotional health of any person
  - c. safety of any person
2. a. Coercion: To compel in a manner that the person feels there is no other choice but to comply
  - b. Intimidation: To coerce, inhibit or discourage by or as if by threats
  - c. Harassment: To persistently criticize, irritate, tease, badger, annoy, or bully which includes the use of language which is objectively offensive
  - d. Threats: Issuing verbal or written threats of physical danger or bodily harm
3. Deliberate damage to or destruction of property or services owned by any party.

4. Engaging in intentional or reckless hate, bias or bias-related behaviors that are based on:
  - a. race
  - b. religion
  - c. ethnicity
  - d. gender
  - e. sexual orientation
  - f. disability
  - g. any other protected classes and/or categories
5. Engaging in obscene or indecent behavior
6. Intentionally disregarding the privacy of others
7. Hazing: Any activity expected of someone joining a group that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate
8. Impersonating with the intent to deceive
9. Physical Abuse: Pain or injury resulting from physical contact by another person or object.
10. Physically restraining or detaining another person or forcibly removing a person from a place where he or she has a right to remain
11.
  - a. Engaging in sexual acts without consent
  - b. Engaging in sexual contact without consent
  - c. Threatening sexual acts without consent
  - d. Threatening sexual contact without consent
12. Stalking: Obsessive behavior towards a person; occurs when an individual willfully and repeatedly engages in a knowing course of harassing conduct directed at another person which reasonably and seriously alarms, torments or terrorizes that person
13. Verbal Abuse:
  - a. language that is objectively offensive
  - b. obscene language that is objectively offensive
14. Willfully inciting another individual to engage in intentional or reckless misconduct
15. Relationship abuse (domestic violence)

#### B. Classroom and Academic Violations

1. Academic dishonesty in any form (refer to the Academic Rules for definition and procedures relating to academic dishonesty)
2.
  - a. Disrupting classes, lectures or meetings
  - b. Deliberately preventing another from expressing First Amendment-protected views

#### C. Campus Policy Violations\*

1.
  - a. Failure to present College identification
  - b. Failure to comply with any official directive given by any authorized College Official/ Employee acting in the performance of their duties.
2. Having an animal on campus, with the exception of service animals registered with Campus Safety and Security and the Disability Services Office
3.
  - a. Impeding an investigation
  - b. Obstructing an investigation
  - c. Impeding a campus disciplinary procedure
  - d. Obstructing a campus disciplinary procedure
4. Non-compliance with the College's Computer Use Policy\*
5. Non-compliance with the College's Smoking and Tobacco Use Policy\*
6. Non-compliance with any College Policy as outlined in the College's Policy Manual\*
7. Non-compliance with any policy and procedures as outlined in the Keys to Residence Life
8. Operation of a motor vehicle in a manner that violates applicable law or College policy, including without limitation, campus traffic and/or parking regulations, or that could reasonably cause potential harm to people or property

*\* These statements relate directly to Policies contained in the Centralized Policy Manual. This list is not all inclusive. The College's Centralized Policy Manual is available online at [students.sunyocc.edu](http://students.sunyocc.edu) .*

#### D. Fire Safety Violations

1. Violations of fire safety:
  - a. Creating a fire hazard
  - b. Contributing to a fire hazard
  - c. Creating a safety or other health hazard
  - d. Contributing to a safety or health hazard
2. Failing to comply with fire drill, fire alarm and/or emergency evacuations or procedure
3. Tampering with or damaging fire safety equipment including but not limited to fire extinguishers, fire alarms, and sprinkler systems

#### E. Alcohol, Drugs and Weapons

Alcohol is prohibited on campus except in the case of approved events where the sale and service of alcohol is being conducted by the College and/or an affiliated organization in accordance with State Law.

Prohibited Behaviors Involving Alcohol:

1. Alcohol Use, Sale/Distribution, Possession
  - a. Use of alcohol outside of approved events where the sale and service of alcohol is

- being conducted by the College and/or an affiliated organization in accordance with State Law
- b. Sale/distribution of alcohol outside of approved events where the sale and service of alcohol is being conducted by the College and/or an affiliated organization in accordance with State Law
  - c. Possession of alcohol outside of approved events where the sale and service of alcohol is being conducted by the College and/or an affiliated organization in accordance with State Law
2. Paraphernalia
    - a. Use of any paraphernalia associated with alcohol
    - b. Display of any paraphernalia associated with alcohol
    - c. Possession of any paraphernalia associated with alcohol
  3. Impairment/Behavior  
Use of alcohol that leads to impairment which causes disorderly, destructive, or violent behavior to self or community
  4. Alcohol Under 21
    - a. Consumption of alcohol under the legal age of 21
    - b. Being under the influence of alcohol under the legal age of 21
    - c. Display of alcohol under the legal age of 21
    - d. Sale/distribution of alcohol under the legal age of 21
    - e. Possession of alcohol under the legal age of 21
  5. Forcing another to ingest
    - a. Forcing another individual to ingest alcohol for any reason
    - b. Participating in an effort to force another individual to ingest alcohol for any reason
  6. Obtaining for under 21 year old
    - a. Obtaining alcohol for a person who is not of legal age to consume or possess alcohol
    - b. Providing alcohol to a person who is not of legal age to consume or possess alcohol
- Prohibited Behaviors Involving Unlawful Drugs, Controlled Substances, and other Synthetic Materials:
1. Paraphernalia
    - a. Use of any paraphernalia associated with unlawful drugs and/or controlled substances, or is used or altered to be used for the consumption of unlawful drugs and/or controlled substances and or synthetic materials
    - b. Display any paraphernalia associated with unlawful drugs and/or controlled substances, or is used or altered to be used for the consumption of unlawful drugs and/or controlled substances and or synthetic materials
    - c. Possession of any paraphernalia associated with unlawful drugs and/or controlled substances, or is used or altered to be used for the consumption of unlawful drugs and/or controlled substances and or synthetic materials
  2. Consumption, Under the Influence, Display, Sale/Distribution, Possession
    - a. Consumption of any unlawful drugs and/or controlled substances and/or synthetic materials
    - b. Being under the influence of any unlawful drugs and/or controlled substances and/or synthetic materials
    - c. Display of any unlawful drugs and/or controlled substances and/or synthetic materials
    - d. Sale/distribution of any unlawful drugs and/or controlled substances and/or synthetic materials
    - e. Possession of any unlawful drugs and/or controlled substances and/or synthetic materials
  3. Look-alike Drugs
    - a. Possession of “look-alike drugs” or synthetic materials that are either not intended for human consumption or used to elicit effects similar to an illegal drug or a substance or drug being used for an unintended purpose (i.e. synthetic cannabis, herbal incense, and or herbal smoking blends). Whip-it and other similar products.
    - b. Consumption of “look-alike drugs” or synthetic materials that are either not intended for human consumption or used to elicit effects similar to an illegal drug or a substance or drug being used for an unintended purpose (i.e. synthetic cannabis, herbal incense, and or herbal smoking blends). Whip-it and other similar products.
    - c. Being under the influence of “look-alike drugs” or synthetic materials that are either not intended for human consumption or used to elicit effects similar to an illegal drug or a substance or drug being used for an unintended purpose (i.e. synthetic cannabis, herbal incense, and or herbal smoking blends). Whip-it and other similar products.
    - d. Distribution of “look-alike drugs” or synthetic materials that are either not

intended for human consumption or used to elicit effects similar to an illegal drug or a substance or drug being used for an unintended purpose (i.e. synthetic cannabis, herbal incense, and or herbal smoking blends). Whip-it and other similar products.

4. Forcing another to ingest
  - a. Forcing another individual or participating in an effort to force another individual to ingest drugs, "look-alike drugs," synthetic materials, or other substances for any reason
  - b. Participating in an effort to force another individual to ingest drugs, "look-alike drugs," synthetic materials, or other substances for any reason
5. Violating the College's policy on the use and possession of weapons on campus

#### **F. Non-Academic Dishonesty**

Conveying information that the student knows or should know is false to the College or a member of the College Community, including at College Disciplinary Proceedings

#### **G. Theft/Unauthorized Possession of Property**

1.
  - a. Attempted theft of property or services owned by any party
  - b. Actual theft of property or services owned by any party
  - c. Knowingly purchasing or possessing stolen property or services
2.
  - a. Unauthorized possession of College property (including residence hall furniture)
  - b. Unauthorized possession of the property of others
3. Burglary

#### **H. Trespass**

1.
  - a. Entering into or remaining in or on a College Facility for any purpose other than its authorized use
  - b. Remaining in or on a College Facility after it is closed
2. Entering private or unauthorized locations including but not limited to OCC employee offices or residence hall buildings, suites or rooms without permission.

#### **I. Violation of Law**

1.
  - a. Violation of any municipal, state, or federal criminal law
  - b. Engaging in behavior that is a civil offense
  - c. Violation of any policy, procedure, rule, regulation or directive of the College or any of its affiliated entities even if the specific conduct is not listed as a prohibited act in this policy

\*\* The College regards criminal conduct/civil offense as a violation of the policy regardless of whether the criminal violation/civil offense is pursued in a court of law. The College may, to the extent permitted by law (including without limitation to FERPA), inform law enforcement agencies of perceived criminal violations and may elect, but is not obligated, to defer internal disciplinary action until prosecution of the criminal violation has been completed. Proceedings under this policy may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus at the discretion of the College. Determinations made or sanctions imposed under this policy shall not be subject to change because criminal or civil charges arising out of the same facts were dismissed, reduced, or resolved in favor of or against the defendant.

#### **J. Campus Community Violations**

1. Disorderly conduct
  - a. Acting in a manner to annoy or alarm, which includes conduct that disrupts or interferes with the normal routine activities of teaching or communal living
  - b. Acting in a manner to annoy or alarm, which includes conduct that disturbs the public peace
  - c. Acting in a manner to annoy or alarm, which includes conduct that endangers personal well-being
  - d. Acting in a manner to annoy or alarm, which includes conduct that causes a risk of/or physical harm to public or private property
  - e. Obstructing the movement of persons and vehicles in or around College
  - f. Lewd, indecent, obscene and or threatening behavior
2. Gambling: playing a game of chance for stakes and/or monetary gain
3. Littering: discarding refuse in public places in a location not properly assigned for such

#### **VIII. Disciplinary Hearing Process and Procedures Including Student Disciplinary Committee (SDC)**

- A. All disciplinary procedures are conducted in private to the extent reasonably possible.
  1. Reasonable accommodations for students with disabilities will be provided upon request, in compliance with the Americans with Disabilities Act.
  2. Alleged Sexual Assault – The accuser and accused must have the same opportunity to have others present. Both parties shall be informed of the outcome of any disciplinary proceeding.

3. FERPA - Notwithstanding the foregoing and without limitation by virtue of specific types of notifications described in this Policy, the College reserves the right to notify third parties of disciplinary actions and/or proceedings, to the extent permitted by law (including without limitation to FERPA).
- B. Record Maintenance – Student Development maintains disciplinary records and such records are considered education records within the meaning of FERPA. Disciplinary records are education records within the meaning of FERPA. Disciplinary records are retained for a period of one (1) year after the student’s date of graduation, unless:
1. the record must be maintained for federal recordkeeping requirements (Clery Act) which is seven (7) years
  2. the record involves a disciplinary suspension or expulsion; records involving disciplinary suspension or expulsion are retained permanently.
- C. The policy does not replace or act as a substitute for local, state, or federal laws, ordinances, rules and regulations. As set forth above, the policy neither shelters students from charges for criminal behavior nor prohibits the College’s cooperation with local, state or federal authorities.
- D. All parties will be treated fairly and the disciplinary process will not be altered in any manner based on race, religion, ethnicity, national origin, gender, age, physical ability, disability or sexual orientation or any other protected category.
- E. Interim Administrative Withdrawal/  
Administrative Medical Withdrawal
1. In most cases, a student’s status is not altered pending a hearing or an appeal, unless preliminary information reasonably demonstrates that the student’s continued presence on campus would:
    - a. pose a threat to the health, safety, or well-being of others within the College community and/or
    - b. threaten to cause a disruption to or interruption of College operations.
  2. In the event the student’s continued presence poses such threat(s), the Associate Vice President of Student Development or his/her designee may place the student on interim administrative withdrawal/involuntary medical withdrawal and deny the student access to the campus and/or residence halls, including all classes and co-curricular activities, on an interim basis.
    - a. Except in an emergency situation, the Associate Vice President of Student Development or his/her designee will communicate with the student prior to instituting interim administrative withdrawal/involuntary medical withdrawal stating in writing the terms of the interim administrative withdrawal/involuntary medical withdrawal.
    - b. The Associate Vice President of Student Development or his/her designee, will review the facts underlying the interim administrative withdrawal/administrative medical withdrawal within five (5) business days of its commencement for the purpose of determining whether to continue the interim administrative withdrawal/administrative medical withdrawal pending the disciplinary process. At a minimum, this review will include:
      - i. an opportunity for the student to meet and confer with the Associate Vice President of Student Development or his/her designee
      - ii. notice as to the reason(s) for the interim administrative withdrawal/administrative medical withdrawal if not already communicated to the student
      - iii. the opportunity for the student to present his/her version of the events leading to the imposition of the interim administrative withdrawal/administrative medical withdrawal, and a review of the reason(s) for the interim administrative withdrawal/administrative medical withdrawal. The Associate Vice President of Student Development or his/her designee will decide whether to continue the interim administrative withdrawal/administrative medical withdrawal within one (1) business day of the review and will communicate that decision to the student in an appropriate manner.
      - iv. In the event a student is not able to comply with the requirements of the interim administrative withdrawal/administrative medical withdrawal, the student may be required to leave campus and/or the residence halls until compliance is achieved. This status does not remove any financial or other obligations required by the college or disciplinary process.

#### F. Statement on Self-Reporting and Bystander Intervention (Good Samaritan)

Onondaga Community College students are expected to be aware of their health and safety and to be active bystanders who help fellow students when their health and safety is in danger. When a person's health or safety is threatened due to consumption of alcohol, unlawful drugs, controlled substances and/or other synthetic materials immediate actions should be taken. This could include alerting medical personnel, Campus Safety, or an appropriate college official. In all cases, the incident will be documented. When determining the appropriate response in the conduct process, the Office of Judicial Affairs will consider actions taken by any student who seeks assistance on their own behalf or the behalf of another student experiencing a medical emergency related to consumption of alcohol, unlawful drugs, controlled substances and/or other synthetic materials. In some cases disciplinary sanctions may be reduced. This practice does not preclude action by Campus Safety or other legal authorities.

#### G. Multiple Respondents

If an incident results in a charge against more than one student, then the Administrative Officer may, at his/her sole and sound discretion, combine the hearings. A student may request a separate hearing, which the Administrative Officer will grant for good cause shown.

### IX. Disciplinary Process

- A. Any student, employee, or community member may notify the College of a suspected violation. The College's Administrative Officer is notified of any suspected code violation by an Onondaga Student or Campus Safety and Security.
- B. Once a student has been accused of a violation, the Administrative Officer seeks documentation, testimony and information that is relevant to the alleged violation. The Administrative Officer determines the relevance of information presented.
- C. The Administrative Officer compiles a complete summary of the investigation, which remains with the disciplinary files of the College, located in Student Development. (Portions of a disciplinary record are not the property of the College, such as local police and Campus Safety and Security reports. The College, therefore, does not release such records without proper authorization.)
- D. Notification: A student who is accused of a violation of the code may be informed verbally but will also receive notification in writing by an Administrative Officer of the College prior to the Judicial Hearing. The letter will inform the student of the response necessary, which

may include attendance at a Disciplinary Hearing held by the College

- E. Disciplinary Standard - The standard for decision making is whether it is more likely than not, based on the available information, that the accused student committed the alleged violation(s). The assigned Administrative Officer, the Student Disciplinary Committee or Peer Review Board reviews available information, conducts a hearing and reaches a finding as to whether the person is "responsible" or is "not responsible" for committing the alleged violation.
- F. Disciplinary Hearing
  1. The complaining party, accused student and their advisors, if any, shall be allowed to attend the entire portion of the hearing at which information is received (excluding deliberations). Admission of any other person to the meeting shall be at the discretion of the Administrative Officer.
  2. All questions regarding whether potential information will be admissible in the hearing by either the student charged with the violation or the individual by whom the accusation was made, and all procedural questions with respect to the hearing, shall be resolved in the discretion of the Administrative Officer. Formal rules of process, procedure, and/or technical rules of evidence, such as are applied in criminal or civil court, are not used in hearings.
  3. Witnesses - Each party shall be given reasonable opportunity to testify and to present information and witnesses. The accused Student shall notify the Administrative Officer in writing of the identity of his/her advisor and any witnesses he/she intends to have present at the hearing no later than forty-eight (48) business hours before the meeting
  4. Advisors - Each party and each witness may bring one advisor (who may be an attorney) to the hearing. Advisors do not participate in the hearing. The Administrative Officer, if deemed appropriate, shall have complete and absolute discretion to determine the extent to which advisors may contribute at the conclusion of the hearing. Administrative Officers may remove and prohibit the participation of anyone disrupting the hearing. Absent compelling reasons necessitating a different arrangement, each party is responsible for presenting his/her own information and, therefore, advisors are not permitted to speak or to participate directly in a hearing (other than to serve merely as an observer and/or a source of advice to the advisee without directly addressing the meeting). Any associated costs for having an advisor

are the responsibility of the party with whom they are associated.

5. Maintenance of Order - The Administrative Officer is responsible for maintaining a disciplinary procedure that makes reasonable efforts to accommodate concerns for the personal safety, well-being and/or fears of confrontation of the complaining party, the accused Student, and/or other witnesses during the hearing by providing separate facilities, by using a screen, and/or by permitting participation by telephone, videotape, audio tape, written statement, or other means, where and as determined in the sole judgment of the Administrative Officer to be appropriate
  6. Cancellation of Hearings - Hearings will convene as scheduled unless the Administrative Officer has been notified of and approves a request to reschedule or circumstances arise which warrant postponement. Circumstances that may postpone a hearing includes verifiable information or events which will impact the accused and/or victim's due process rights and/or pose a reasonable safety concern for the accused and/or victim. The hearing will proceed if the accused student does not attend and has not requested and been approved for a reschedule. Hearings will not be held when the college is closed.
  7. Hearing Summary - The Administrative Officer or his or her designee provides a written decision to all persons charged with a violation within ten (10) business days from the close of the hearing. The decision summarizes what information was considered key to determining the final decision. If the person is found to be responsible for committing the violation, the decision includes any applicable sanctions and instruction on the Student's right to appeal.
  - G. Student Record Restrictions – Under normal circumstances a hold on the student's registration privileges, posting of grades and issuance of official transcripts is in place until the conclusion of a disciplinary process. Exceptions to this may be made according to the aforementioned section on interim administrative withdrawal/involuntary medical withdrawal. A hold may be placed on the student's future registration privileges, posting of grades and issuance of official transcripts for failure to comply with disciplinary sanctions.
  - H. Considerations - If the Student is found to be responsible, the Administrative Officer, the Student Disciplinary Committee or Peer Review Board (as applicable) may consider mitigating and aggravating circumstances
- when choosing whether or not to impose a sanction and the severity of the sanction, including without limitation any or all of the following:
1. Nature of the offense
  2. Severity of the damage, injury, or harm resulting from the offense
  3. Whether the Student promptly took responsibility for his/her actions
  4. Present demeanor of the Student
  5. Past disciplinary history of the Student, which includes, without limitation, completion of or pending disciplinary sanctions from past cases
  6. The Student's honesty or lack thereof and the cooperation demonstrated during the investigation of the complaint and subsequent disciplinary proceeding
  7. Whether the charge involved an action directed at another based upon his/her race, religion, ethnicity, national origin, gender, age, physical ability, or sexual orientation
  8. The recommendation of associated victims or parties to the incident
  9. Any other factor deemed relevant by the Administrative Officer or Student Disciplinary Committee
  10. The Associate Vice President of Student Development or his/her designee reserves the right to review and amend any decision of the Administrative Officer, the Student Disciplinary Committee or Peer Review Board.

## **X. Appeals**

Appeals must be submitted to the Associate Vice President of Student Development/Judicial Affairs within five (5) business days after the date of the written decision described in the paragraph above or, if the appeal is based on the discovery of "after acquired" information, within five (5) business days after the discovery of the information, but in no event later than 14 days after the date of the written decision. All appeals must be submitted in a written format. Reasonable accommodations for students with disabilities will be provided upon request, in compliance with the Americans with Disabilities Act and if the request is made within the five business day timeframe.

The student may appeal the written disciplinary meeting decision for the following reasons only:

1. a procedural error that unfairly and materially affected the outcome of the disciplinary hearing
2. "after acquired" information that is relevant to the alleged violation [information that was discovered only after the conclusion of the disciplinary meeting, could not

reasonably have been discovered prior to or during the hearing, and which, if previously known, would have had a significant bearing on the outcome of the disciplinary hearing]

3. clear abuse of discretion on the part of the Administrative Officer, the Student Disciplinary Committee or the Peer Review Board.
4. a sanction that is unreasonably severe in light of the offense(s) committed

The Associate Vice President of Student Development or his or her designee reviews the record of the disciplinary proceeding and renders a written response to the Student appeal within five (5) business days from the date the appeal is received. The appeal decision is final and binding.

## XI. Sanctions

Disciplinary sanctions that may be imposed include, but are not limited to, the following:

- A. Disciplinary Warning - A disciplinary warning is a written statement which shall be sent to the student that his/her behavior is in violation of one or more of the standards of conduct referenced above. The statement clarifies expected behavior in the future. A record of the Disciplinary Warning shall be maintained in the disciplinary files as a correspondence file. In the event a Student is found responsible for future violation(s), the disciplinary warning may be considered in determining appropriate sanctions. An authorized third party who requests a student's disciplinary status with the College does not receive information on a Disciplinary Warning unless it is considered in the context of a subsequent disciplinary proceeding.
- B. Disciplinary Probation - Disciplinary Probation is a status that may include loss of specified privileges associated with student status for the duration of the probation. A sanction of disciplinary probation may include stipulations that are implemented based on:
  1. the student's past disciplinary involvement
  2. the location of the event
  3. the circumstances of the violation
  4. the victim's health and well-being
  5. other considerations as outlined in Section IX. Disciplinary Process; H. Considerations
- C. Educational Sanctions - Educational sanctions may include, but are not limited to, the following:
  1. a formal apology in writing and/or in person;
  2. a public presentation;
  3. a behavioral contract between the Student and the College specifying the behavioral requirements to be followed while the Student is enrolled at the College;

4. a reflective essay on a designated topic;
5. a referral to the counseling department to gain insight into the Student's behavior;
6. alcohol and/or drug education and counseling with a certified drug and/or alcohol counselor;
7. anger management or other counseling services available on or off campus;
8. participation in college sponsored activities and programs;
9. participation in community sponsored programs or activities.

D. Community Service - Community Service may include performance of no more than fifty (50) hours of unpaid work assignments per semester either on or off campus as specified.

Assignments are assigned by an Administrative Officer and may not be combined or in conjunction with any other volunteer or court ordered requirement. A student may not select his/her own site to complete a community service sanction.

E. Restitution - Restitution is applied for damages done or other payment for expenses incurred as a result of the Student's actions. Restitution may be required to the College, a specific department of the College, an affiliate organization of the College, or a specific individual. A restriction on the ability to access educational records, transcript and to register for courses is in place until complete restitution has occurred. Verification of payment(s) is required.

F. Residence Hall Probation - Residence Hall Probation is a status that may include loss of housing privileges associated with the student status for the duration of the residence hall probation. A sanction of residence hall probation may include stipulations that are implemented based on:

1. the student's past disciplinary involvement
2. the location of the event
3. the circumstances of the violation
4. the victim's health and well-being
5. other considerations as outlined in Section J. Considerations

G. Residence Hall Suspension or Expulsion - Residence Hall Suspension or Expulsion prohibits a student from residing in a residence hall on the College's campus on either a temporary or permanent basis. Any indication that further violation within a specified probationary period will result in more severe disciplinary action, up to and including suspension or expulsion from the residence halls. The student may reapply for housing after completion of a stated period of temporary suspension. The Administrative Officer or

Student Disciplinary Committee may also invoke specific restrictions on access to residence halls during the period of suspension or removal.

H. Campus Suspension - Campus Suspension results in prohibition of access to all or portions of the campus and/or class(es) for a specified period of time. Campus Suspension involves partial or complete restrictions and/or conditions on a student's ability to access to College property, buildings, or grounds, academic records as well as attendance at College sponsored events and functions, as deemed appropriate by the Administrative Officer or Student Disciplinary Committee. Campus Suspension does prohibit attendance at any classes, or participation in any study abroad programs or internships arranged by the College during the suspension period.

I. College Suspension - College Suspension results in the separation of the Student from the College for a specified period of time. Suspension prohibits attendance at any classes, participation in any study abroad programs or internships arranged by the College during the suspension period. Suspension may involve restrictions and/or conditions on access to College property, buildings, or grounds as well as attendance at College sponsored events and functions, as deemed appropriate by the Administrative Officer or Student Disciplinary Committee. The Student may not register for and/or enroll in classes until s/he completes the stated period of suspension and meets any and all requirements for the period of suspension

J. College Expulsion - College Expulsion results in permanent separation of the Student from the College, college-sponsored events and college owned properties and affiliates including but not limited to OCC Housing Development Corporation and OCCA.

K. Stipulation - A stipulation can be attached to any code sanction. It is an agreement that any further violation within a specified probationary period regardless to the severity of the violation will result in more severe disciplinary action, up to and including suspension or expulsion from the College. A stipulation may also provide specific instructions a Student must follow.

L. Degree Revocation - the College reserves the right to revoke a degree when upon conclusion of an investigatory process it is determined that the degree was obtained by fraud.

## **XII. Mandatory Sanctions for Violations Pertaining to Alcohol and Other Drugs**

Any Student found "responsible" for violation of College Policy on alcohol and/or other drugs will be subject to the following sanctions:

### **First Offense**

1. Disciplinary Probation for six (6) months
2. Educational component
3. Notification of parent(s) (written) if permitted by law including without limitation to FERPA
4. Specific notification regarding sanction if a second violation occurs and student is found responsible.
5. Additional sanctions if deemed appropriate

### **Second Offense**

1. Disciplinary Probation for as long as enrolled at the College and/or Temporary Removal from College Residence Halls
2. Educational component
3. Notification of parent(s) (written) if permitted by law (including without limitation to FERPA)
4. Involuntary Medical Withdrawal from the College pending an evaluation and receipt of documentation that the student has undergone an assessment for substance abuse by a licensed professional agency
5. Specific notification regarding sanction if a third violation occurs and student is found responsible.
6. Additional sanctions if deemed appropriate

### **Third Offense**

1. College Suspension for a period of time deemed appropriate
2. For cases involving use of alcohol or other drugs, prior to return to campus the Student shall be required to provide the College with documentation that he/she has undergone an assessment for substance abuse by a licensed agency and has completed a program for treatment
3. Notification of parent(s) (written) if permitted by law (including without limitation to FERPA)
4. Additional sanctions if deemed appropriate

### **Procedures for non-compliance with the Mandatory Sanction for Violations Pertaining to Alcohol and Other Drugs**

1. If a student does not attend the 1st AOD educational workshop sanction and has not provided the appropriate notification to the Administrative Officer, he/she:
  - a. is immediately rescheduled to attend the next educational workshopAND
  - b. is levied a \$26 fine or 5 hours of community service

2. If a student does not attend the 2nd AOD educational workshop (which means that they are a repeat violator) and has not provided the appropriate notification to the Administrative Officer, he/she:
  - a. must complete their workshop in the community

AND

  - b. is levied a \$51 fine or 10 hours of community service

### **XIII. Mandatory Sanctions for Violations of the Smoking and Tobacco Use Policy**

First Violation – Campus Safety and Security ticket and fine of \$28.00

Second and all Subsequent Violations – Campus Safety and Security ticket; fine of \$53.00

### **XIV. Compliance with Sanctions and Timelines**

All sanctions will be communicated in writing with clearly established timelines for completion. If the student has not completed the sanction within the timeline and has not received approval by an Administrative Officer for an extension the student will be subject to additional sanctions.

### **XV. Reporting an Incident**

- A. Any student, employee, or community member may report an incident by calling Campus Safety and Security.
- B. Campus Safety and Security should be contacted immediately to intervene in any incident that a student, employee, or community member witnesses underway on campus.

### **XVI. Questions**

Any questions regarding interpretation or application of this policy shall be referred to the Associate Vice President of Student Development or his or her designee for final determination. He or she shall have complete discretionary authority to interpret or construe any uncertain or disputed term of the policy.

### **Say Yes to Education**

Onondaga Community College is a participating member of the Say Yes to Education program in the Syracuse City Schools. Syracuse City School District high school graduates may be eligible for free tuition and other support services. Current high school students should contact their high school guidance office for details.

### **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, Writing and Study Skills Centers, Career and Applied Learning (CAL) Center, and Content Tutoring Center are SQ “homes.” Visit one of the “homes” or ask an instructor to learn more. Discover your talents and maximize your potential with SQ!

### **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. The residence halls are open during summer sessions. Participation by students from other institutions is welcome; those students are advised to check with their respective institutions to ensure appropriate course selection.

### **Vending Services**

Onondaga Community College maintains vending machines in campus buildings for the convenience of students, faculty, staff, and visitors. Questions or concerns about vending machines may be directed to the Division of College-Affiliated Enterprises & Asset Management at (315) 498-2213.

### **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.



# Non-Credit Programs

## Lifelong Learning

Onondaga's non-credit offerings through Lifelong Learning include a variety of workforce training, professional development, and personal enrichment classes for campus and community members. Course offerings are continually reviewed and expanded to meet the changing needs of our local community.

**For more information, contact Lifelong Learning at 498-6000 or [lifelong@sunyocc.edu](mailto:lifelong@sunyocc.edu).**

## College for Kids

Onondaga's College for Kids is one of Central New York's most popular summer programs for children ages 8 - 14. At College for Kids, students participate in a full or half day of classes and get a feel for what it's like to be a college student. College for Kids courses are a kaleidoscope of academic and recreational offerings that include sports, arts and crafts, cooking, computer skills, magic, engineering and more. Each year new instructors and courses are added to serve the diverse interests of the 600+ students who attend.

**For more information, call 498-6000, email [lifelong@sunyocc.edu](mailto:lifelong@sunyocc.edu), or visit our website [www.sunyocc.edu/community](http://www.sunyocc.edu/community).**

## STEM Camp (Science, Technology, Engineering and Mathematics)

Onondaga's STEM Camp focuses on science, technology, engineering, and mathematics with a half day spent in the classroom setting and a half day seeing how STEM is applied in the real world.

In the classroom, students will first learn the LEGO® MINDSTORMS® NXT robotics programming software, the brains of the robot. Students will then work in teams to assemble a robot, upload the program, and make the robot come alive and perform different operations. The second part of STEM Camp consists of daily field trips to local companies that incorporate science, technology, engineering or math into their organizational operations.

**STEM Camp is open to students 15 - 17 years of age. For more information, call 498-6000, email [lifelong@sunyocc.edu](mailto:lifelong@sunyocc.edu), or visit our website [www.sunyocc.edu/community](http://www.sunyocc.edu/community).**

## 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 focused on independent living skills include Money Math, Reading, First Aid and Safety, Interpersonal Skills, Human Relationships and Sexuality, Music Appreciation, Small Group Communication, A New You, Crafting, Painting, Yoga and Relaxation Workshops. New courses are offered each semester.

## Foundations Transition Program

The Foundations Transition program is a transition group day habilitation program focusing on issues of personal/academic development and employability. Students most likely to benefit are those with a mild intellectual disability and eligible for an IEP or the local diploma. Students must be at least 20 years old (preferably 21) and be deemed eligible for the Home and Community Based (HCBS) Medicaid waiver. The 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 Coyne Hall 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](mailto:mecha@sunyocc.edu)**

## Workforce Development Office

The Workforce Development office serves as the College's connection with Central New York business, industry, non-profit and economic development communities. We develop relationships with all these differing sectors, promote College programs and services, solicit their help in developing new education and training offerings to better serve the community.

From sustainability to high-technology, computer training to Smart Grid, and Lean Six Sigma to local government - 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 initiatives, as well as the promotion of current courses and programs to business and industry. In addition, we work closely with organizations such as CNY Works, Centerstate CEO, and the Manufacturers Association of Central New York (MACNY).

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: [workforce@sunyocc.edu](mailto:workforce@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 19,000 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 \$150,000,000 in the local economy and save or create over 14,100 jobs.

**For more information about the Small Business Development Center at Onondaga Community College, visit [www.onondagasbdc.org](http://www.onondagasbdc.org), call (315) 498-6070 or e-mail: [sbdc@sunyocc.edu](mailto:sbdc@sunyocc.edu)**

**Follow the SBDC @[onondagabizwiz](https://www.facebook.com/onondagabizwiz) or @[veteranbizwiz](https://www.instagram.com/veteranbizwiz)**

## 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 Train-

ing 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 members enthusiastically incorporate 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 or email: [pstc@sunyocc.edu](mailto:pstc@sunyocc.edu)**

### **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 courses required 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](mailto: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 18 years of operation, more than 40,000 people have moved into employment with its assistance.

# Academic Rules

**Effective: Fall 2013**

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.

Note: Individual academic programs may have additional rules. Please refer to the catalog or website for further details.

## 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 been dismissed because of unsatisfactory academic performance. A matriculated student in good academic standing who discontinues enrollment for two or more consecutive semesters 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 reviewed and approved.

Matriculated students requesting a second change of program (into a 3rd program at Onondaga Community College), are required to meet with a Counselor 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.

Forgiveness: Students who change their academic program may apply for one time

grade forgiveness. This forgiveness, if approved, applies to the program GPA only (GPA2), not to the cumulative GPA.

A student may submit a petition for grade forgiveness for prior courses with grades of D and F that are not applicable to the new program. For example, if a student was in MUS and changes to NUR, all MUS courses with grades of D or F will be forgiven. Extra liberal arts electives that could potentially be applied to the new program will remain in the program GPA (GPA2) and cannot be forgiven.

If approved, forgiven courses with grades of D and F will be made non-applicable to the program GPA (GPA2). The grades will be indicated with an asterisk (i.e. \*D). Courses will remain on the transcript to reflect an accurate academic history, but the grades will not be calculated into the program GPA (GPA2), and credit will no longer count towards graduation requirements.

A student may submit a petition for grade forgiveness after successful completion of his or her first semester with 12 or more credits in the new academic program and a semester GPA of 2.0 or higher. Petition forms are available by request at the Registrar's office. Students must submit the petition along with a letter explaining the circumstances that warrant grade forgiveness. Petitions are at the discretion of the Registrar and the Scholastic Standards committee.

Greater consideration will be given to candidates demonstrating a significant disparity between prior and current academic performance. Students will be granted only one grade forgiveness petition during their academic career at Onondaga Community College and must petition no later than four weeks into the semester following their second semester in the new academic program.

Should a student receive approval to change back to a program in which the student had been matriculated, all courses applicable to that program must be applied (including those that may have been forgiven as a result of the original program change) and recomputed in the program GPA.

## 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 Registrar's 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

- 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. Audit:** Audit status may be declared at the time of registration. Audit students must meet all course prerequisites and co-requisites, if applicable, or receive permission of instructor. Auditing a course means that the student enrolls and attends the class, but does not receive a grade or earn credit. Students who choose to audit will not be allowed to take the final exam. Mid-term and other coursework evaluation will be at the discretion of the instructor. The "AU" designation 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. Students may audit a course only one time.
- D. 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. 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.

- E. Change to Audit Status:** Students may elect to declare audit status instead of withdrawing. To declare audit status, the student must obtain the instructor's written approval. The final day to declare audit status is five weeks prior to the last day of classes. Once approved for change to audit status, the requirements of paragraph III.C above apply.
- F. Administrative Withdrawal:** A grade of "UF" is appropriate when lack of attendance indicates that the student is not a de facto student in the course.

1. For students that never attend through the first three weeks of classes\*, faculty are required to award the grade of "UF" and check the "never attended flag" during census week (see academic calendar for specific deadlines).
2. For students that attend during the first three weeks, but subsequently stop attending or have excessive absences per the attendance policy in section VII.B, faculty may award the grade of "UF" and must specify the student's last date of attendance. The submission deadline for this administrative withdrawal is three weeks prior to the last day of classes.

The "UF" grade will carry no quality points and will not be computed into the student's grade point average, nor will the credits count towards overall load (i.e. full-time).

Non-attendance does not relieve students of the financial responsibility for tuition and fees.

\*Deadlines for courses other than 15 weeks in length are adjusted proportionally.

### IV. Academic Integrity

Current and prospective 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 Mastery.....	EM = 4.0
Mastery + .....	M+ = 3.5
Mastery .....	M = 3.0
Mastery - .....	M- = 1.0
Non Mastery .....	NM = 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 semester and cumulative GPA.

The grades of SA, SA-, SB+, SB, S, U, CR, AU, W, UF, 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 UF, 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.
  4. RET students may repeat any required CHE or BIO course 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 Registrar's 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 Registrar's 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 Registrar's office, a faculty member may request that the grade be changed. This request must be submitted to the Registrar's 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 Registrar's office if a grade change is to be made. The decision of the Chief Academic Administrator is final.

## VII. Attendance

- A. Experience demonstrates that regular attendance enhances academic success. Students are expected to attend each meeting of their registered courses, whether taught online or in the traditional classroom setting. Participation in classroom activities such as lectures, films, guest speakers, class discussions, labs, group activities, and online work contributes to student success in college level coursework. Attendance in an online course requires the student to demonstrate an active and continued presence in the course through participation in assigned activities such as discussion posts, submissions, written assignments and tests.
- B. Faculty may administratively withdraw (UF) a student from a course because of excessive absences in accordance with rule III.F. Faculty will be allowed to exercise this option only when a student's absences are equal to or exceed the equivalence of two weeks of classes in a 15-week semester. The submission deadline for this administrative withdrawal is three weeks prior to the last day of classes.
- C. It is the student's responsibility to inform the instructor of an anticipated absence ahead of time. Faculty may require students to document their absence. Students are responsible for completing any missed work, as allowed by the instructor's syllabus and/or course outline.
- D. Students are responsible for keeping track of their number of absences. Instructors are not required to notify a student before administratively withdrawing (UF) a student from a course due to excessive absences. Administrative withdrawal from a course(s) may affect a student's current or future financial aid eligibility. Students should consult the Financial Aid Office to learn both short and long term consequences of an administrative withdrawal.
- E. Earned grades must be based on demonstration of student learning outcomes and/or participation, not solely on attendance.

## VIII. Academic Standing

The Registrar's office reviews a student's academic record when a student is matriculated into a degree program and has attempted 12 credit hours. The review includes all coursework, including non-credit equivalent courses.

- A. **Good Academic Standing:** A matriculated student is in good academic standing when he/she meets the minimum satisfactory cumulative index described below.
- B. **Academic Probation:** A student whose cumulative index is unsatisfactory at the time of review will be placed on academic probation.

Non-credit equivalent grades are calculated as follows:

Credits attempted (including equivalent credit)	Minimum Cumulative Index
0 – 17 credits	1.5
18 – 30	1.7
31 – 40	1.8
41+	2.0

Grade	Equivalent/Non-credit Points*
S, SA, SA-, SB+, SB	2.0
U	0

\*These points are used for academic standing purposes only. They are NOT calculated in the official college cumulative GPA or program GPA (GPA2) and are not reflected on the transcript.

NOTE: Students must have a program GPA (GPA2) of 2.0 or higher to earn a degree from Onondaga Community College.

A student on academic probation will be limited to 12-13 credits in order to support academic success. In addition, a student on academic probation may be required to meet with an academic advisor/counselor to develop an academic success plan.

**C. 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.

**D. Academic Dismissal:** A student on academic probation who subsequently fails to achieve the required minimum cumulative index (see chart in VII.B) and does not meet the terms of extended probation will be subject to academic dismissal at the next review. A student who is academically dismissed must remain out of the college for at least one semester (summer does not apply) and will then be allowed to apply for reinstatement.

A student who is reinstated on probation after dismissal must achieve at least a 2.0 semester GPA in each subsequent semester in order to remain on probation until a cumulative index of 2.0 is achieved. A student who is dismissed a second time must remain out of the college for one academic year. Reinstatement will follow the guidelines stipulated below.

**E. Reinstatement:** The Academic Standing for all reinstated students is Academic Probation. All re-admitted/reinstated students will be subject to catalog and program requirements in effect in the semester of the readmission or reinstatement.

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, subsequently after completing 30 credit hours, and again after completing 45 credit hours.

## IX. 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 and meet all program and credit hour requirements.
2. Onondaga will automatically confer a degree or certificate upon the student's completion of all program requirements. However, students who wish to participate in the college's commencement ceremony must submit an Application for Graduation form three weeks prior to the start of the student's semester of intended graduation and no later than the end of the third week of the semester of intended graduation.
3. The student must achieve at least a 2.0 program GPA (GPA2).
4. All grades of Incomplete ("I") must be resolved before the degree/certificate is conferred.
5. All financial obligations to the College and other College requirements must be met.
6. At least twenty-four (24) of the academic credits for the degree/certificate must be completed at Onondaga Community College subject to specific program restrictions (Certificate programs will be calculated proportionally).
7. No more than 12 independent study credits may be taken at Onondaga Community College.

- B. **Graduation:** Degree/Certificate 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 Registrar's office.
- C. **Cum Laude, Magna Cum Laude, and Summa Cum Laude** will be recognized at the commencement ceremony based on the cumulative GPA recorded for the semester 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 (GPA2).  
 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.

## X. Waivers and Substitutions

- A. **Transfer Credits:** Course work which has been satisfactorily completed with a grade of "C" or better at any accredited college or university will be considered for credit. Transfer credit from institutions on a "quarter plan" or "trimester" system will be adjusted accordingly.  
 The application of transfer credits to a program is subject to department guidelines. After a student has been admitted, and submitted an official transcript or transcripts, a review of credits will be completed. Students will be notified in writing of the applicable credits to an Onondaga degree or certificate. Credit for correspondence courses, credit by evaluation/examination, credit for in-service coursework, and credit for experiential learning may be granted. A veteran or soldier on active duty who submits an AARTS, SMART, CCAF or Coast Guard Institute transcript or DD214, indicating at least six months of active duty, will be awarded transfer credit towards any applicable credit, including physical education, for the program in which the student is enrolled.

- 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. The total credit hours required for the program must still be met, unless approved otherwise.
- C. **PEH Waivers:** A waiver from physical education 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 physician's statement, which precludes the student's participation in PEH, has been submitted. The Registrar's 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.

## XI. Changes to the Academic Record

In unusual or extenuating circumstances, the Scholastic Standards committee will consider exceptions to these rules.

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.AAS) 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.S.\*

## Computer Engineering Technology

(CMT) Computer Engineering Technology A.A.S.\*

## Computer Forensics

(CFS) Computer Forensics A.S.

## Computer Information Systems

(CIS) Computer Information Systems A.A.S.

(CSC) Computer Science 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 / Medical Records A.A.S.

(MRT) Medical Records Technology A.A.S.\*

## Human Services

(HUM) Human Services A.S.

(HUM) Human Services 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.

(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**

(EXR) 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.\*

(REC) Recreation Leadership 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 / no longer available

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 November 2009, 20.8% 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 2.5 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.

## SUNY Chancellor

Nancy L. Zimpher, Ph.D.

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A.A.S., Cayuga Community College  
B.S., Syracuse University  
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Affiliated Enterprises & Asset Management*  
B.A., Stony Brook University  
M.B.A., Syracuse University

Agatha Awuah, *Chief Institutional Planning,  
Assessment and Research Officer*  
B.A., University of Ghana  
M.A., Queen's University, Canada  
M.S., Michigan State University  
Ph.D., Michigan State University

Amy Kremenek, *Vice President, Human Resources  
& External Relations*  
B.S., Syracuse University, Newhouse School of  
Public Communications  
M.P.A., Syracuse University, Maxwell School of  
Citizenship and Public Affairs

Andrea Venuti, *Chief Information Officer*  
B.A., The Catholic University of America  
M.P.A., Syracuse University, Maxwell School of  
Citizenship and Public Affairs



# Onondaga Community College Faculty

## Architectural Technology

**Whitney ATC, Room 352, (315) 498-2687**

Teresa Godiers, Associate Professor/Department Chair

B. Arch., Syracuse University;

Registered Architect, New York State

Kenneth Bobis, AIA, LEED AP, Professor

B. Arch., Syracuse University;

Registered Architect, New York State

Robert Charron, AIA, Assistant Professor

B.F.A., B.Arch., Syracuse University;

Licensed Architect, New York State

James Ruddock, AIA, Professor

A.B., Dartmouth College;

M. Arch., University of Pennsylvania;

Registered Architect, New York State

## Adjunct Faculty

David Bauer, PE

B.S., Utica College

Tracey Carr

A.A.S., Onondaga Community College

Jason Coe

B. Arch., Syracuse University

Pamela DiCarlo-Schermerhorn

NCIDQ, NYS Certification

M.A., Syracuse University

Randall Frech

B. Mus., Syracuse University

Elizabeth Greene, ASID, LEED AP

B.F.A., Syracuse University

Richard Pallone, AIA, LEED AP

B. Arch., Syracuse University

Thomas Price

B.L.A., SUNY ESF

Registered Landscape Architect, New York State

Kevin Stack

B.S., SUNY ESF

John Sullivan

A.A.S., Onondaga Community College

Dimitar Todorov, PE, LEED AP

M.S., University of Architecture, Civil Engineering and

Geodesy, Bulgaria

Sheila Weed

B. Arch., Syracuse University

Registered Architect, New York State

## Art

**Ferrante Hall, Room 162, (315) 498-2401**

Deborah Haylor McDowell, Professor/Department Chair

B.F.A., M.F.A., Syracuse University

Phillip Austin, Assistant Professor

A.A.S., Onondaga Community College;

B.F.A., M.F.A., Rochester Institute of Technology

Christine Kukenberger, Associate Professor

B.A., Purchase College;

M.A., Syracuse University

Bruce L. Osborne, Associate Professor

B.F.A., Wittenberg University;

M.F.A., Bard College

Andrew M. Schuster, Jr., Professor

B.A., M.S., Pennsylvania State University;

SUNY Chancellor's Award for Excellence in Teaching,  
2004

## Professor Emeritus

Patricia Brookes

## Adjunct Faculty

Jill Doscher

M.F.A., State University at Buffalo

B.F.A., Syracuse University

Nate Eaton

B.F.A., University of North Carolina

Randy Elliot

B.A., SUNY Fredonia

David Fergot

B.F.A., University of Wisconsin Stout

Merilee Freeman

B.F.A., Syracuse University

Paul Molesky

M.F.A., Tulane University

Carmel Nicoletti

M.F.A., B.F.A. Syracuse University

Anne Novado Cappuccilli

M.F.A., Syracuse University

B.F.A., Syracuse University

Richard Pardee

M.F.A., Syracuse University

Donalee Peden-Wesley

M.F.A., Syracuse University

Keith Penny

M.A., Syracuse University

Andrea Reeves

B.F.A., Syracuse University

Lawrence Royer

M.S., Newhouse School of Publications

G. Stephen Ryan

B.S., B.F.A., Syracuse University

Nicholas Todisco

M.S.F., State of New York

Gary Trento

M.F.A., Pratt Institute

B.F.A., University of Virginia

David Webster

B.F.A., Alfred University

Richard Williams

M.A., Syracuse University

Mark Williamson

A.A., Roger Williams University;

B.A., Towson University;

M.A., Queens College;

Ph.D., Binghamton University

Andrea Woodbury

B.F.A., Pratt Institute

## Automotive Technology

Whitney ATC, Room 176, (315) 498-7201

Gary Ruebsamen

A.S., Onondaga Community College;  
B.S., Syracuse University

## Biology

Ferrante Hall, Room 252, (315) 498-2411

Larry Weiskirch, Professor/Department Chair

B.S., Northern Illinois University;  
Ph.D., University of Illinois at Chicago

Phil Andon-McLane, Associate Professor

B.A., M.S., Syracuse University

David S. Bundy, Associate Professor

B.S., Cornell University;  
M.S., University of the Pacific

Alaä Craddock

B.S., University of North Carolina, Asheville;  
M.S., University of North Carolina, Chapel Hill

Emily Gardner

B.S., Zoology, Northern Michigan University  
M.S., Biology, Northern Michigan University

Thomas M. Keenan, Assistant Professor

B.S., SUNY Geneseo;  
Ph.D., SUNY ESF

Peter Kraai, Associate Professor

B.S., McGill University;  
D.V.M., Cornell University;  
Who's Who Among America's Teachers, 2005

Leslie Lane

A.A.S., Corning Community College;  
B.A., SUNY Potsdam;  
M.S., Syracuse University

Maryann Page, Associate Professor

B.S., St. Mary's College;  
M.S., SUNY ESF;  
M.S., Syracuse University

Matt Ruddy, Assistant Professor

B.S., Ph.D., University at Buffalo

Gwen M. Wehbe, Professor

B.A., Lake Erie College;  
M.S., Ph.D., Syracuse University

Barbara T. Wells, Assistant Professor

B.S., LeMoyné College;  
Ph.D., SUNY Upstate Medical University

### Professors Emeriti

Maren H. Brown  
Virginia M. DeBenedictis

Anne DiStefano

Margaret Farrington (Tubbert)

Natalia Garcia

Susan J. Mitchell

Carl M. Oney

Jack Seitz

### Adjunct Faculty

Salvatore Capuana

D.C., Logan University of Health Sciences

Michael Cost

Ph.D., Syracuse University

Nancy Drotar

M.S., Quinnipiac University

Helen Engel

M.Sc., Ohio State University

Nicole Hotaling

M.S., University of Maryland;  
M.P.S., SUNY ESF

Shane Lotz

D.C., New York Chiropractic

Stacey Massulik

M.S., Syracuse University

Joan Meyers

M.S.Ed., SUNY Cortland

Blair Page

Ph.D., SUNY ESF

Christopher Pellenz

M.S., Syracuse University

Russell Rawling

M.S., Seton Hall University

Marcy Waldauer

Ph.D., SUNY ESF and Syracuse University

John Zavaski

M.S., University of Rhode Island

## Business Administration

Whitney ATC, Room 324, (315) 498-2435

John T. Ryan, Associate Professor/Department Chair

B.S., M.B.A., LeMoyné College

James Carey, Professor

B.S., LeMoyné 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

Michele Ley, Associate 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., LeMoyné 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

Harry Dalmaso

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

Barbara Crossett

M.S. Ed., Syracuse University

Harry Dalmaso

A.S., Onondaga Community College;  
B.S., Western Kentucky University;  
M.B.A., Chapman College

David J. DelVecchio, C.P.A., C.F.E.

M.S., Chapman University

Carolyn Dengler

M.B.A., Chapman University

Jacquelyne Dengler

B.S., LeMoyne College

Mark Dengler

M.P.A., Syracuse University

James Drake, Professor

B.S., Cornell University;  
M.S., SUNY Oswego

Charlane Bomrad Held, Associate Professor

M.S., The College at Brockport;  
M.B.A., Chapman College

Joseph Insel

M.S.Ed., Syracuse University

Gary Morris

A.S., Onondaga Community College;  
B.S., LeMoyne College;  
M.B.A., University of Phoenix

William Motto

M.S.Ed., University at Albany

Steven Paquette

J.D., Syracuse University

Kathleen Perry

B.S., The College at Brockport;  
M.B.A., Canisius College

Mark Petitte

J.D., Syracuse University

Theresa Pierce

M.S., University at Albany

John Rogers

M.B.A., Chapman College

Richard Woodworth

M.B.A., Syracuse University

**Chemistry**

**Ferrante Hall, Room 352, (315) 498-2432**

Fred Jaquin, Assistant Professor / Chair

B.Sc., California Polytechnic State College;  
M.Sc., Ph.D., Cornell University

Denise M. P. Gigante, Professor

A.A.S., Onondaga Community College;  
B.A., Ph.D., Syracuse University

Pamela Hagrman, Professor

A.S., Onondaga Community College;  
B.S., University at Buffalo;  
Ph.D., Syracuse University

Douglas Hagrman, Associate Professor

B.S., University of Nebraska at Lincoln;  
Ph.D., Syracuse University

Cynthia Hennessy, Associate 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**

Paul Bertan

B.Sc., SUNY Albany State  
M.A., SUNY Binghamton  
Ph.D., SUNY Binghamton

Dave Childress

B.Sc., Rochester Institute of Technology  
M.S., LeMoyne College and University of Nebraska

Jesse Crandall

B.A., Macalester College, St. Paul, MN  
Ph.D., in progress SUNY-ESF

Patrick Hennessy

B.Sc., Rochester Institute of Technology  
M.Sc., SUNY-ESF

Hani Khouri

Ph.D., Syracuse University

Linda Lemke

B.Sc., Kutstown University  
M.Ed., Westchester 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

Mark McPike

B.Sc., SUNY Oneonta  
Ph.D., Syracuse University

James Morgan

M.S., SUNY Oswego

Edward Olender

Ph.D., SUNY Upstate Medical University

Lakshmi Sharma

D.Sc., University of Virginia

**Computer Studies**

**Whitney ATC, Room 230, (315) 498-2425**

Karl Klein, Associate Professor/Department Chair

B.S., Slippery Rock University;  
M.Ed., University of Virginia

Mary Bryant, Instructor

A.A.S., Onondaga Community College;  
B.A., SUNY Oswego

Pamela J. McCarthy, Associate Professor

A.S., Mohawk Valley Community College;  
B.A., Elmira College;  
M.S., Syracuse University

MaryPat Root, Professor

B.S., College at Brockport;  
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**

Cynthia Kirby  
John Milligan  
Withro Wiggins

#### **Adjunct Faculty**

Thomas Lemmo  
B.A., Wadhams Hall College;  
MDiv., St. Bernard's-Colgate-Rochester School of  
Divinity;  
M.A., Binghamton University

Deborah Lewkowicz  
A.A.S., Onondaga Community College;  
B.S., St. Lawrence University;  
M.S., Syracuse University

David Margrey  
M.S., Syracuse University

Marlesha Minet  
A.A.S., Onondaga Community College;

Lawrence Page  
B.A., LeMoyne College;  
M.A., University of Kansas

Gail Pedersen  
B.S., SUNY Oswego

Kenneth Reed  
B.A., St. Michael's College;  
M.A., College of St. Rose

Lisa Rigge  
M.B.A., SUNY Oswego

Robert J. Sweeney  
B.S., M.B.A., LeMoyne College;

Dale J. Sweet  
A.A.S., Onondaga Community College;  
B.S., SMT Information Technology,  
Empire State College

Fred Terzini  
M.S., LeMoyne College;  
Cisco Certified Network Associate (CCNA);  
Cisco Certified Accredited Instructor (CCAI)

Dennis Thoryk  
B.S., M.S., SUNY Institute of Technology

Patricia Williams  
M.S. Ed., SUNY Oswego

## **Counseling**

### **Coulter Library, Room 230, (315) 498-2436**

Timothy Singer, Assistant Professor/Department Chair  
B.A., SUNY Cortland  
M.S., SUNY Oswego

Yvette Jenkins, Associate Professor  
B.S., M.S., SUNY Cortland;  
C.A.S., SUNY Oswego

Mattie Jones, Counselor/Instructor  
B.A., Binghamton University;  
M.S., SUNY Oswego

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

#### **Professors Emeriti**

Gloria Battaglia  
Hugh Bellen  
Lester J. Crowell  
Janet Hamly  
Charles Mattson  
James Martin  
Marjorie Mitchell  
Constance Saldicco  
John Wagner

#### **Adjunct Faculty**

Caren R. Avery, L.M.H.C.  
M.S., Hofstra University  
Daneen Brooks, Counselor/Instructor  
M.S., C.A.S. Syracuse University  
Cathleen Dotterer

M.Ed., University of Montevallo  
Jeanette Espenosa

M.S., Syracuse 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

Tara Taylor  
B.S., Syracuse University  
M.S.W., Syracuse University

#### **GRANT COUNSELORS**

#### **Collegiate Science & Technology Entry Program (CSTEP):**

Mattie Jones, Counselor/Instructor  
B.A., Binghamton University;  
M.S., SUNY Oswego

## **Criminal Justice**

### **Mawhinney Hall, Room 280, (315) 498-2341**

Donna Stuccio, Professor/Department Chair  
B.S., M.S., Syracuse University  
M.F.A., Goddard College

James S. Coates, Associate Professor  
B.S., Empire State College;  
M.S., SUNY Oswego

Jessica L. Field, Instructor  
B.S., Sacred Heart University  
M.S. John Jay College of Criminal Justice

David F. Owens, Professor  
A.A., A.S., Onondaga Community College;  
B.S., LeMoyne College;  
M.S., SUNY Oswego;  
SUNY Chancellor's Award for Excellence in Teaching, 2006  
Treasurer, Academy of Criminal Justice Sciences

#### **Professors Emeriti**

Martin Linehan  
Richard Lombardo  
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

Pete Patnode  
M.A., SUNY Empire State College  
B.S. Ed., SUNY Oswego  
A.A., Onondaga Community College

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**

John Lyon, Assistant Professor / Co-Department Chair  
A.A.S., Onondaga Community College;  
B.S.E., M.E.T., Rochester Institute of Technology;  
Licensed Professional Engineer

Tab Cox, Assistant Professor / Co-Department Chair  
A.A.S., Onondaga Community College;  
B.S.E.E., Rochester Institute of Technology  
M.S.E.E., Syracuse University

#### **Professors Emeriti**

Charles J. Abatè  
Ramesh Gaonkar  
Ronald Hinshaw  
Stanley F. Smith  
Robert Southworth  
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

Richard Jarrett, Instructor's Assistant  
B.A., University of Pittsburgh at Bradford  
Former Promotion/Commercial Producer, WSYR-TV;  
News/Promotion/Commercial Videographer/Editor, WUTR-TV

Michael Kaminski, Instructor  
A.A.S., Onondaga Community College;  
B.A., SUNY Oswego;  
Independent Video/DVD Editor;  
Remote Sports Productions Editor/Director

### **Adjunct Faculty**

Laura Bailey  
A.A.S., Onondaga Community College;  
B.A., SUNY Oswego;  
WSYR-TV NewsChannel 9 Newscast Director;  
Freelance Technical Director, Time Warner Cable SportsChannel

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

Mark Mangicaro  
A.A.S., Onondaga Community College;  
B.A., Utica College of Syracuse University;  
Freelance Communications Specialist

Jeffrey Mercer  
A.A.S., Onondaga Community College;  
WSYR-TV NewsChannel 9 Newscast Director and Special Events Producer;  
Freelance Communications Specialist

### **English/Reading/Communication**

#### **Mawhinney Hall, Suite 310, (315) 498-2313**

Jamie Sindell, Associate Professor/English/Department Chair  
B.S., Cornell University;  
M.F.A., University of Arizona

Christopher Altman, Instructor/English  
B.A., University of South Carolina;  
M.A., University of South Carolina

Richard C. Baggett, Professor/English  
B.S., M.S., Ph.D., Syracuse University

Richard Blankenship, Assistant Professor/English  
B.A., Berea College  
M.S. University of Kentucky  
M.A., Appalachian State 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, 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

- Crystal Etzel, Professor/Communication  
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
- 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  
Damaged Goods (novel, Permanent Press, 1984),  
Skills in Sequence (text, St. Martin's Press, 1988),  
Prisoners of Freedom (feature film, 2001)
- Karen Harrison, Associate Professor/Communication  
A.A., Onondaga Community College;  
B.S., M.S., Syracuse University
- Leeann Hawkins, Associate Professor/English  
A.A., Okaloosa-Walton Community College;  
B.A., University of West Florida;  
M.A., University of South Carolina
- Janell Haynes, Instructor/English  
B.A., Missouri State University  
M.A., Missouri State University  
Ph.D., ABD Syracuse University
- Christian Heisler, Assistant Professor/English  
B.A., SUNY Oswego;  
M.A., Miami University;
- 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;  
Trustees Award 1989/90;  
Who's Who Among American Teachers 1994, 1995, 2005, 2006;  
Student Association Faculty of the Year, 2000
- 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
- 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;  
Chancellor's Award for Excellence in Scholarship and Creative Activities, 2009
- Mark D. Muhammad, Associate Professor/Communication  
A.A.S., Onondaga Community College;  
B.S., Cornell University;  
M.A., Syracuse University
- Pamela Mullan, Professor/Reading  
B.A., University of California - Berkeley;  
M.Ed., Trinity College, Dublin, Ireland
- Michael P. O'Connor, Assistant Professor/English  
B.A., Syracuse University;  
M.A., Syracuse University;  
Ph.D., ABD Syracuse University
- Annet Judith O'Mara, Assistant Professor/English  
A.A., Los Angeles City College;  
B.A., California State University at Los Angeles;  
M.A., California State University at Los Angeles;  
Ed. M, Harvard University;  
Biltmore's Who's Who, 2010
- Stephen Pierson, Professor/English  
B.A., Cleveland State University;  
M.A., Latin, M.A., English, Kent State University;  
Ph.D., Purdue University;  
TESOL Concentration, Kent State University;  
Who's Who Among America's Teachers, 2007
- James Place, Associate Professor/English  
B.S., M.S.Ed., Alfred University
- Michael Podolny, Assistant Professor/English  
B.A., University of California at Davis;  
M.A., California State University at Northridge;  
Ph.D., University of California at Riverside
- 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;  
Chancellor's Award for Faculty Service, 2009
- Christian Sisack, Associate Professor/English  
B.A., King's College;  
M.A., Seton Hall University
- Patrick Snow  
B.A., Syracuse University;  
M.A., Syracuse University;  
M.Ed., Grand Canyon University
- John E. Starkweather, 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  
Mark Ende  
David E. Feldman  
Norma Foody  
Kathleen K. Forrest  
Theresa D. Harford  
Harold Kugelmass  
Hugh Lozano  
James J. MacKillop  
Thomas R. McKague  
Francis L. Mollach  
Shirley Myrus  
Charles H. Purin  
Candace Rhea  
Joseph E. Roesch  
Richard P. Roth  
Robert L. Thibault  
Patricia K. Waelder  
Harvey Wright

**Adjunct Faculty**

Maxine Arjomand  
M.A., University of Wisconsin – Madison  
Paul Bailey  
M.S., LeMoyne College  
Doreen Bianchi  
M.S., Syracuse University  
Who's Who Among American Women (16th edition)  
Thomas Boll  
M.A., LeMoyne College  
Chris Bolt  
M.S., Syracuse University  
Ralph Bova  
M.A., Syracuse University  
Jeanie Brown  
M.A., Syracuse University  
Timothy Brown  
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  
Robert K. Doolittle  
M.S., C.A.S., SUNY Oswego  
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  
Nance L. Hahn  
M.A., 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  
Susan Klocek  
M.S., C.A.S., SUNY Oswego  
Summer Strange-Lee  
M.A., Syracuse University  
Matthew Louer  
M.A., Emerson College  
Sophia Marku  
M.S., SUNY Cortland  
Catherine Margrey  
M.A., 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  
Stephanie Putman  
M.S.Ed., SUNY Cortland  
John Rivito  
M.A.T., SUNY Cortland  
Susan Savedoff  
M.S.Ed., LeMoyne College  
Patrick Snow  
M.A., Syracuse University  
David Stobnicke  
B.S., SUNY New Paltz  
Lisa Viola  
M.S., SUNY Oswego  
Katherine Wenner  
M.S., Syracuse University  
Mary Ellen Yates  
M.A., Syracuse University

**Fire Protection Technology**

**Mulroy Hall, Room 125, (315) 498-2671**

W. Douglas Whittaker, Chair  
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

Lia Burrows

M.S., University of Rochester

Kim Lahm

M.A., Syracuse University

Danielle Lowry

M.S., Syracuse University

Eileen Ryan

M.A., Chapman College

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

Karen Fabrizio

B.S., Ithaca College;

R.H.I.A., American Health Information Management Association

### Adjunct Faculty

Peggy Presbyla

B.S., SUNY Institute of Technology;

R.H.I.A., American Health Information Management Association

## Health/Physical Education/Recreation

**Allyn Hall, 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, Professor

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

Dena Beratta

B.A., Columbia College

Bonnie Lee Brown

B.S.Ed., SUNY Cortland

Sharon Casper

M.S.Ed., SUNY Cortland

Mary Defuria

M.S., SUNY ESF

Philip DeSaw

B.S. Ed., The College at Brockport

Christopher Downey

M.S., Midwestern State University, Wichita Falls, TX

Edward Duncan

M.S. Syracuse University

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

John LaRose

M.S., B.S., SUNY Oswego

Stacy McNeill

M.S., Syracuse University

John (Terry) Mulhauser

Kathy Mogle

M.S. Ed., SUNY Cortland

Annie Pennella

M.S., Syracuse University

Laura White

M.S. Ed., SUNY Cortland

## Homeland Security & Disaster Preparedness

**Mulroy Hall, Room 125, (315) 498-2671**

W. Douglas Whittaker, Chair

B.S., University of Maryland

## **Hospitality Management (including Professional Cooking)**

**Gordon Student Center, Room 107A,  
(315) 498-2435**

Jillann Neely, Professor  
A.A.S., SUNY Cobleskill;  
B.S., SUNY College at Oneonta;  
M.S., Syracuse University  
James Taylor, Assistant Professor  
B.S., M.S., Johnson & Wales  
Deborah L. Schneider  
A.O.S., Culinary Institute of America

### **Adjunct Faculty**

Robert Benetti  
B.S., Daemen College  
James Drake, Professor  
B.S., Cornell University;  
M.S., SUNY Oswego  
Mary Kiernan  
A.O.S., Culinary Institute of America  
B.S., MS Syracuse University  
Patricia Kuhl  
M.S., Syracuse University  
Ellen Leahy  
B.S., Wells College  
Peter Oakes  
B.A., Syracuse University  
Eric Rose  
A.A.S., Onondaga Community College  
B.S., Syracuse University  
Joy Siripornsawan  
A.A.S., Onondaga Community College  
Jane Slabowski  
B.A., SUNY Oswego  
M.A., Syracuse University

## **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, Associate Professor/Early Childhood  
Education and Teaching  
B.S., Syracuse University;  
M.S.Ed., Elmira College;  
President's Award of Excellence in Teaching, 2007;  
Horizon Leadership Team, 2007-2008;  
OCC Continuing and Extended Learning, 2010  
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 Learn-  
ing 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;  
Trustee Recognition Award, 2010

### **Professors Emeriti**

Sandra Kaplan  
Barbara McLean  
Nicholas Poulos

### **Adjunct Faculty**

JoAnne Bakeman  
M.S., SUNY Cortland  
Debora DeMauro  
M.S.Ed., SUNY Oswego  
Michael D. Filipski  
M.S., Syracuse University  
Kathleen Gaffney-Babb  
M.S. Syracuse University  
Susan Scholl  
M.S., New School for Social Research, New York City

## **Interdisciplinary Studies**

**Whitney ATC, Room 233, (315) 498-2326**

Timothy D. Stedman, Associate Professor/Department  
Chair

### **Interior Design**

**Whitney ATC, Room 352, (315) 498-2687**

Teresa Godiers, Associate Professor/Department Chair  
B. Arch., Syracuse University;  
Registered Architect, New York State  
Kenneth Bobis, AIA, LEED AP, Professor  
B. Arch., Syracuse University;  
Registered Architect, New York State  
Robert Charron, Assistant Professor  
B.F.A., B.Arch., Syracuse University;  
Registered Architect, New York State  
James Ruddock, AIA, Professor  
A.B., Dartmouth College;  
M. Arch., University of Pennsylvania;  
Registered Architect, New York State

### **Adjunct Faculty**

Pamela DiCarlo-Schermerhorn  
NCIDQ, NYS Certification  
M.A., Syracuse University  
Elizabeth Greene, ASID, LEED AP  
B.F.A., Syracuse University

John Granato, CKD  
A.A.S., Onondaga Community College

## Law Enforcement

**Mulroy Hall, Room 125, (315) 498-6046**

W. Douglas Whittaker, Coordinator  
B.S., University of Maryland

## Library

**Coulter Hall, Room 112, (315) 498-2335**

Pauline Lynch Shostack, Professor/Department Chair  
B.S., LeMoyne College;  
M.L.S., Syracuse University;  
Chancellor's Award for Excellence in Librarianship, 2008

Jeffrey Harr, Associate Professor  
B.A., M.A., SUNY Cortland;  
M.L.S., University at Albany;  
Chancellor's Award for Excellence in Librarianship, 2009

Robert O'Boyle, Professor  
B.S., SUNY College at Oneonta;  
M.L.S., Syracuse University;  
Chancellor's Award for Excellence in Librarianship, 1998

Angela Weiler, Professor  
B.A., M.L.S., Syracuse University

## Professors Emeriti

Frank D. Doble, Jr.  
Margaret R. Patten  
Sally N. Potter  
Daniel Rizzo  
Gretchen G. Roberts

## Adjunct Faculty

Wanda Abrams  
M.L.S., University at Buffalo

Jessamyn Anderson  
B.A., University at Buffalo  
M.L.S., University at Buffalo

Lorraine Coleman  
M.S.L.S., Syracuse University

Connie D'Accurzio  
B.A., SUNY Cortland;  
M.S.L.S., Syracuse University

Penelope Klein  
M.A., Library and Information Studies,  
University of Wisconsin-Madison

Bonnie Steinkraus  
B.F.A., University at Buffalo;  
M.L.S., Syracuse University;  
M.S. (Honors), Minnesota State University – Mankato

Geraldine Wright  
M.S., Simmons College

## Mathematics

**Mawhinney Hall, Room 210, (315) 498-2328**

Michael Oppedisano, Professor/Department Chair  
B.A., M.A., University of Rochester  
Trustee Recognition Award, 2010  
SUNY Chancellor's Award for Excellence In Teaching,  
2012

Jennifer Bergamo, Professor  
B.A., SUNY Geneseo;  
M.S., Syracuse University;  
SUNY Chancellor's Award for Excellence In Teaching,  
2010

Joseph Browne, Professor  
B.S., Bucknell University;  
M.A., Northern Michigan University;  
NISOD Excellence Award, 1990  
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, Associate Professor  
B.A., Wells College;  
M.S., SUNY Cortland

Kathleen Cantone, Professor  
B.A., M.S., Syracuse University;  
SUNY Chancellor's Award for Excellence in Teaching, 2002

Tracey Clancy, Associate Professor  
B.S., M.S., University of Rochester;  
M.B.A., LeMoyne College;  
SUNY Chancellor's Award for Excellence In Teaching,  
2011

Candice Dance, Professor  
B.A., SUNY Geneseo;  
M.S., Syracuse University;  
Chancellor's Award for Excellence in Teaching, 2006;  
NISOD Excellence Award, 2006  
Trustee Recognition Award, 2010  
AMATYC Teaching Excellence Award, 2011

Patrick DeFazio, Associate Professor  
B.S., SUNY Fredonia;  
B.A., M.A., The College at Brockport

Michelle A. Doucette, Professor  
M.S., B.S., SUNY Oswego;  
Trustees Recognition Award, 2000-2001  
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, 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, Associate 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., Ph.D., Syracuse University

Julie March, Associate Professor  
B.S., Clarkson University;  
M.S., SUNY Cortland

Mary Mohat, Associate Professor  
 B.A., Utica College;  
 M.S., SUNY Oswego;  
 M.S., Syracuse University  
 SUNY Chancellor's Award for Excellence In Teaching,  
 2011

Olin Stratton, Assistant Professor  
 B.S., Elmira College;  
 M.S., RIT

Jane D. Tanner, Professor  
 A.B., Cornell University;  
 M.S., SUNY Oswego;  
 Online Teaching Certificate, UCLA;  
 Who's Who Among America's Teachers, 2005;  
 NISOD Excellence Award, 2007  
 Award for Innovative Excellence In Teaching,  
 Learning and Technology, 2005

Garth Tyszka, Associate 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  
 Rosemarie Barbi  
 B.A., SUNY Albany  
 M.S., SUNY Cortland  
 Joseph Bartelli  
 M.S., Syracuse University  
 Daniel Bartlett  
 B.S., Clarkson University  
 M.S., LeMoyne College  
 Carol Baum  
 B.A., Augustana College  
 Mark Bischoff  
 B.S., St. Bonaventure;  
 M.S. Ed., Alfred University;  
 M.A.T., SUNY Cortland;  
 Ph.D., University of North Carolina  
 John Bonura  
 M.S., Syracuse University  
 Sandra Brott  
 B.A., SUNY Oswego  
 Thomas Bugaj  
 M.S., SUNY Oswego  
 Sofika Butenko  
 B.A., Wells College  
 M.S., Syracuse University  
 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  
 Kathleen Dilmore  
 B.S., Clarkson University  
 M.B.A., Clarkson University  
 Joseph Devita  
 B.S., Ohio State University  
 Andrea Finnie  
 B.A., SUNY Oswego  
 Paul Fioramonti  
 M.S. Ed., Syracuse University;  
 M.S., Northwestern University;  
 B.A., SUNY Potsdam  
 Robert Fullenbaum  
 B.A., SUNY Binghamton  
 M.A., Columbia University  
 David Furney  
 A.S., Onondaga Community College  
 B.A., SUNY Binghamton  
 M.A.T., Loyola University  
 Jason Furney  
 A.S., Onondaga Community College  
 B.A., SUNY Binghamton  
 M.A.T., SUNY Oswego  
 James Hart  
 A.S., SUNY Morrisville  
 B.S., SUNY Plattsburg  
 Timothy Hartman, Associate Professor  
 M.S., Syracuse University  
 Shirley Hartnett  
 M.S., Breyer State University  
 Ann Haynes  
 M.S.Ed., SUNY Cortland  
 Kenneth Kile  
 M.S., Syracuse University  
 Angela Kitts  
 B.A., LeMoyne College;  
 M.S., Syracuse University  
 Thomas LaRochelle  
 M.A., Bowling Green State University  
 Thomas Lemmo  
 M.A., Binghamton University  
 Lindsey Lehman  
 B.A., SUNY Geneseo  
 M.S., Syracuse University  
 Barbara Leo  
 M.S., Rochester Institute of Technology  
 Joseph Leonard  
 M.S., Syracuse University  
 Heather Liggett  
 B.A., Hartwick College;  
 M.S. Ed., SUNY Oswego  
 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

Michael Mort  
B.S., SUNY Oswego  
M.S.T., LeMoyne College

Patricia Murphy  
B.S., Syracuse University

Donald Neault  
C.A.S., SUNY Oswego

Patricia Owens  
A.A., Onondaga Community College;  
B.S., SUNY Cortland;  
M.S., Syracuse University

Larry Page  
M.A., Kansas University

Patricia Paolotto  
B.A., Eisenhower College  
M.A.T., Colgate University

William Pinkes  
M.S.Ed., SUNY Cortland

Susan Potrikus  
M.S.Ed., SUNY Cortland

Ronald Richer  
M.S., Ohio State University

Peter Soffietti  
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

Mary Thompson  
B.S., Kenyatta University  
M.S., Syracuse University

Withro Wiggins  
M.S., Syracuse University

Patty Zabel  
B.S., Howard Payne University  
M.S., Boise State University

## Mechanical Technology

**Whitney ATC, Room 143, (315) 498-2442**

Robert Latham II, CMfgT, 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, 2011;  
American Medal of Honor-Education, 2005, 2007;  
Who's Who in America, 2010, 2011, 2012, 2013

Robert Tanchak, Assistant Professor  
M.S., Manufacturing Engineering, Syracuse University  
B.S., SUNY Institute of Technology  
A.A.S., Cayuga Community College  
A.A.S., Onondaga Community College  
Member ASM, ASME & SME

**Professor Emeritus**  
Donald A. Ruzekowicz

## Modern Languages

**Mawhinney Hall, Room 308, (315) 498-2305**

Timothy Scott, Associate Professor/Spanish/  
Department Chair  
B.A., LeTourneau University;  
M.A., Texas A & M University-Commerce

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

Rebecca Dadey, Assistant Professor/American Sign  
Language  
B.A., University of Virginia;  
M.S., McDaniel College;  
NYS Professional Certification, Deaf/Hard of Hearing  
Education

Christopher Hromalik, Associate Professor/Spanish  
B.A., SUNY Geneseo;  
M.A., The Ohio State University

Jennie Sabo, Associate 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

### Professors Emeriti

Barbara N. Davis  
Dorothy E. Harth  
Lucille Pallotta  
Edith Schmitz  
Georgia A. Schneider

### Adjunct Faculty

Maria Caruso  
M.S.W., Syracuse University

Lonnie Chu  
M.A., Syracuse University

Mary Ellen Faughnan-Kenien  
Ph.D., Binghamton University

Domenico Gigante  
M.A., Syracuse University

Tina Gonio  
M.A.Ed., University of Phoenix

Janet Hamly  
M.A., Middlebury College;  
M.Ed., DePaul University

Roman Kazragis  
M.E., Western Maryland College- McDaniel College

Christine Kovar  
M.S., Rochester Institute of Technology

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  
2012 Chancellors Award, Excellence In Teaching

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  
2007 SUNY Chancellors Award, Scholarship &  
Creative Activities

Jean Loftus, Professor/Voice  
B.M., Boston University;  
M.M., Syracuse University

Richard D. McCullough, 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;  
2002 SUNY Chancellors Award, Scholarship &  
Creative Activities

Selma Moore, Professor/Flute  
B.S., M.S., SUNY Potsdam, Crane School of Music

Timothy J. Schmidt, 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  
Richard McCullough  
Donald Miller  
Timothy Schmidt

### Adjunct Faculty

Julie Bridge, French Horn  
B.M., Cleveland Institute of Music  
M.M. Southern Methodist University  
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  
Timothy Emerson, Music Appreciation and Ethnic Music  
M.A., Empire State College  
Steve Frank, Jazz Ensemble  
B.M. SUNY Potsdam, Crane School of Music  
M.M. Youngstown State University  
William Harris, Low Brass  
B.M., M.M. Syracuse University  
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  
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  
Andrew Zaplatynsky, Violin  
B.M., Catholic University of America

## Nursing

### Ferrante Hall, Room 104, (315) 498-2360

Christina Granato, Professor/Department Chair  
B.S., M.S., Syracuse University  
Mary Lee Berg, Assistant Professor  
B.S., Keuka College  
M.S., SUNY IT  
Dianna Lewis-Brewster, Assistant Professor  
B.S., M.S., Robert Wesleyen;  
FNP SUNY Health Science Center  
Mary Dooley, 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  
Peggy Anne Przybycien, Professor  
B.S., M.S., SUNY Health Science Center  
Leanne Waterman, 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

Zorianna Bosak  
B.S., M.S., SUNY Upstate

Barbara Goldberg  
M.S., Syracuse University

Catherine Hitchcock  
M.S., SUNY Upstate Medical University

Eileen Sharp  
B.S., Syracuse University;  
M.S., Syracuse University

Carol Welch  
M.S., Syracuse University

## Photography

**Art Department, Ferrane Hall, Room 162, (315) 498-2401**

Deborah Haylor McDowell, Professor/Department Chair  
B.F.A., M.F.A., Syracuse University

Meredith Cantor, Associate Professor  
B.F.A., University of Alaska;  
M.F.A., University of Illinois

## Professor Emeritus

Victor Lisnyczyj

## Adjunct Faculty

Kristin Goble  
B.F.A., University of Michigan at Ann Arbor

Nicholas Lisi  
B.A., SUNY Oswego

Carrie Niland  
M.A., Syracuse University

Lida Suchy  
M.F.A., Yale University

Elisha Stasko  
M.F.A. S.I. Newhouse School of Public Communications

Jim Scherzi  
B.P.A., Brooks Institute

Mark Zawatski  
M.F.A., Yale University

## Physical Science

**Ferrante Hall, Room 352, (315) 498-2432**

Fred Jaquin, Assistant Professor / Chair  
B.Sc., California Polytechnic State College;  
M.Sc., Ph.D., Cornell University

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

Melissa Hicks, Assistant Professor  
B.Sc., Juniata College  
M.Sc., Ph.D., University of Nevada at Las Vegas

Ken Iandolo, Instructor's Assistant  
B.Sc. Lowell Technological Institute

Andrei Ionescu-Zanetti, Associate Professor  
B.A., University of Bucharest, Romania;  
M.S., San Francisco State University

Martin Martino, Professor  
B.S., Indiana State University;  
M.S., St. Louis University

Brian McAninch, Professor  
B.A., Oberlin College;  
M.S., Brown University;  
C.P.G., State of New Hampshire

Calvin Prothro, Assistant Professor  
B.A., Suny Geneseo  
M.A., Binghamton University  
P.G., State of Indiana

## Professors Emeriti

Dennis W. Fleck  
Alan L. Gammon  
Margaret J. Harris  
George C. Kelley

## Adjunct Faculty

Dallas Aronson  
A.B., Cornell University  
M.S., SUNY ESF  
M.S., Syracuse University

David Gordon  
Ph.D., Oklahoma State University

Robert Haley  
M.S., University of Missouri

Margaret J. Harris, Professor  
B.S., St. Lawrence University;  
M.S., SUNY Cortland

Keith Josef  
Ph.D., Syracuse University

William Kahl  
B.Sc., Slippery Rock University  
M.Sc., Ph.D., Syracuse University

Mark Lawler  
M.S., Northern Arizona University

Reinaldo Mercado  
M.S., Syracuse University

Lynette Mokry  
B.Sc., Saint Lawrence University  
M.Sc., Rensselaer Polytechnic Institute

Richard Nastasi  
M.S.Ed., SUNY Oswego

Barbara Nissen  
M.S., Syracuse University

Edward Ponto  
M.S., Syracuse University

Buffy Quinn  
B.Sc., University of Southern Mississippi  
M.A., University of Denver

Michael Rigney  
B.Sc., University of Delaware  
M.Sc., Ph.D. University of South Carolina

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. Lounsbery, D.P.T., Associate Professor  
B.S., University at Buffalo;  
M.S.Ed., SUNY Oswego;  
D.P.T., SUNY Upstate Medical University

### 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

Paul E. Wheelock, RRT, Assistant Professor  
A.A.S., Onondaga Community College;  
B.S., Empire State College;  
M.S., SUNY Oswego

### Adjunct Faculty

Judith Kress, RRT  
A.A.S., SUNY Upstate Medical University

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**

Nina Tamrowski, Professor/Political Science/  
Department Chair  
B.A., The College at Brockport;  
M.A., Syracuse University

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

David Bzdak, Assistant Professor/Philosophy  
B.A., Bloomsburg University;  
A.B.D., Ph.D., Syracuse University

Elizabeth Casey, Assistant Professor/Psychology  
B.A., Hamilton College  
M.A., Ph.D., Kent State University

Ingrid J. Cominsky, Professor/Psychology  
B.A., Mills College;  
M.Ed., Ph.D., Syracuse University

Douglas Dinero, Assistant Professor/Psychology  
B.S., Michigan State University  
M.A., Ph.D., University of CA at Davis

LaRhonda Ealey, Assistant Professor/Economics  
B.A., Tougaloo College  
M.A., ABD, Syracuse University

Kerry Evans, Assistant Professor/Psychology  
B.A., Hartwick College  
M.S., Psy.D., SUNY Albany

Kent M. Ford, Professor/Economics  
B.S., Brigham Young University;  
M.A., University of San Francisco;  
Executive Certificate, Georgetown University

Patrick Kenny, Associate 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, Associate Professor/Anthropology  
B.A., University of Rhode Island;  
M.A., University of Iowa;  
PhD., Brandeis University

Pamela Martin-Louer, Professor/Psychology/General  
Studies Department Chair  
B.S., Syracuse University;  
M.A., Wayne State University

Richard McLain, 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, Associate Professor/Psychology  
B.A., CUNY Lehman College;  
Ph.D., University at Albany

Tara Ross, Professor/History  
B.A., M.A., Indiana State University;  
J.D., Valparaiso University

Christopher Thuot, Assistant Professor/Political Science  
B.A., University of North Carolina at Asheville  
M.A., Ph.D., Northern Illinois University

Annie Tuttle, Assistant Professor/Sociology  
B.A., University of Texas at Arlington  
M.S., Ph.D., Florida State University

David VanArsdale, Associate Professor/Sociology  
B.A., Eckerd College;  
M.A., St. John's University;  
Ph.D., Syracuse University

Marie Vasek, Assistant Professor/Psychology  
B.A., Binghamton University;  
M.A., Clark University

Shawn Wiemann, Assistant Professor/History  
B.A., SUNY Geneseo  
M.A., College of William and Mary  
Ph.D., University of New Mexico

Mark Zane, Professor/Sociology  
B.A., SUNY Geneseo;  
M.S., Texas A&M University

### Professors Emeriti

Joseph Agonito  
Rupert Caine  
Gail Cromack  
William M. Cross  
Carl D. DiPerna  
Jane Donegan  
Lois Easterday

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  
Elizabeth Bough  
M.P.S., SUNY Environmental Science & Forestry  
Peter Brown  
Ph.D., Harvard  
Patricia Bushnell  
M.A., Syracuse University  
William Cesare  
Ed.D., University of Sarasota  
David Deacon  
Ph.D., Syracuse 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  
Robert Garland  
M.A., Syracuse University  
Thomas Gillen  
M.A., Stony Brook University  
Sarah Hall  
M.A., SUNY Oswego  
Bruce Hare  
Ph.D., University of Chicago  
James Herrick  
Ph.D., University at Albany  
David Hines  
M.A., Binghamton University  
Mary Keenan  
M.S., Syracuse University  
Maureen Kennedy  
M.S., C.A.S., Syracuse University  
Melissa Korycinski  
A.B.D., Syracuse University  
Edward Kowalski  
M.A., Northern Illinois University  
James Krantz  
M.A., Syracuse University  
Eugene Mack  
Ph.D., Syracuse University  
Leonard Pyzynski  
M.A., Ball State University  
Gregory Scott  
Ph.D., Syracuse University

Brenda Silverman  
Ph.D., Syracuse University  
Nicholas Stamoulacatos  
M.A., SUNY Cortland  
Eric Snyder  
M.P.A., Marist College  
Richard Woodworth  
M.P.A. Syracuse University  
David Wright  
M.A., American Public University  
Jeremy Zhe-Heimerman  
M.S. University of Oregon  
M.A. SUNY Binghamton  
Thomas Zino  
Ed.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  
Powelson Business Institute  
John Kwiatkowski, CST  
A.A.S., SUNY Cobleskill

## Student Right-to-Know

### Disclosure of Institutional (General Student Body) Graduation/Completion and Transfer-out Rates

Onondaga Community College is pleased to provide the following information regarding our institution's graduation/completion and transfer-out rates. The information is provided in compliance with the Higher Education Act of 1965, as amended. The rates reflect the graduation, completion, and transfer-out status of first-time, full-time students who enrolled during fall 2009 and for whom 150% of the normal time-to-completion has elapsed.

During the fall semester of 2009, 1,859 first-time, full-time certificate or degree-seeking undergraduate students entered Onondaga Community College. After 3 years (as of August 31, 2012), 18% of these students had graduated from our institution or completed their programs and approximately 16% had transferred to other higher education institutions, for a student success rate of 34%.

Questions related to this report should be directed to Agatha Awuah, Vice President, Institutional Planning, Assessment, & Research, at (315) 498-2500.

### While reviewing this information, please bear in mind:

- Graduation and transfer-out rates are based on 3 years of attendance that equates to 150% of our longest program.
- Graduation (and transfer-out) rates do not include students who left the school to serve in the armed forces, on official church missions, or in the foreign service of the federal government. Students who died or were totally and permanently disabled are also excluded.
- These rates do not include success rates for part-time students or returning students who had previously earned college credits.
- Many students who enroll at Onondaga Community College do not intend to complete a degree.



## Class of 2012 Post-Graduate Survey Results (Sept. '11 - Aug. '12 Graduates)

Each year the Office of Institutional Planning, Assessment and Research conducts an extensive follow-up survey of graduates from the previous year's class around the one-year mark. The following highlights represent the findings for the class of 2012. This survey was conducted from December 2012 to June 2013. The complete report will be available on the College's Institutional Planning, Assessment & Research webpage (<http://www.sunyocc.edu/index.aspx?menu=672&id=8105>)

### Class of 2012 Respondent Data (Sorted by Degree Type and Largest Number of Degrees Granted)

Program	Degrees Granted *		Survey Completion **		Employed		Continuing Edu	
	N	%	N	%	N	%	N	%
Liberal Arts & Sciences: Humanities & Social Sciences (HMT.AA)	212	15.77%	44	20.75%	26	59.09%	30	68.18%
Liberal Arts & Sciences: General Studies (GEN.AA)	110	8.18%	22	20.00%	15	68.18%	10	45.45%
Liberal Arts & Sciences: Mathematics and Sciences (MTS.AA)	28	2.08%	7	25.00%	5	71.43%	5	71.43%
Liberal Arts & Sciences: Adolescence Education (EDA.AA)	10	0.74%	2	20.00%	1	50.00%	0	0.00%
Liberal Arts & Sciences: Childhood Education (EDC.AA)	7	0.52%	2	28.57%	0	0.00%	2	100.00%
Art (ART.AAS)	38	2.83%	6	15.79%	4	66.67%	4	66.67%
Health Information Technology (HIT.AAS)	36	2.68%	12	33.33%	12	100.00%	4	33.33%
Respiratory Care (RPD.AAS)***	34	2.53%	N/A	N/A	N/A	N/A	N/A	N/A
Computer Information Systems (CIS.AAS)	33	2.46%	11	33.33%	10	90.91%	4	36.36%
Hospitality Management (HOS.AAS)	27	2.01%	6	22.22%	5	83.33%	2	33.33%
Music (MUS.AAS)	27	2.01%	8	29.63%	3	37.50%	7	87.50%
Electronic Media Communications (EMC.AAS)	25	1.86%	7	28.00%	5	71.43%	3	42.86%
Architectural Technology (ARH.AAS)	23	1.71%	6	26.09%	4	66.67%	3	50.00%
Business Technology (BUS.AAS)	23	1.71%	3	13.04%	2	66.67%	1	33.33%
Electrical Engineering Technology (ELT.AAS)	21	1.56%	5	23.81%	4	80.00%	2	40.00%
Fire Protection Technology (FPD.AAS)	18	1.34%	5	27.78%	4	80.00%	3	60.00%
Physical Therapist Assistant (PTA.AAS)	17	1.26%	8	47.06%	5	62.50%	0	0.00%
Mechanical Technology (MET.AAS)	16	1.19%	3	18.75%	2	66.67%	1	33.33%
Automotive Technology (AUT.AAS)	13	0.97%	3	23.08%	3	100.00%	1	33.33%
Professional Communication (PCM.AAS)	13	0.97%	3	23.08%	2	66.67%	0	0.00%
Telecommunications Technology Verizon (TTN.AAS)	13	0.97%	1	7.69%	1	100.00%	0	0.00%
Interior Design (IND.AAS)	11	0.82%	2	18.18%	2	100.00%	1	50.00%
Computer Engineering Technology (CMT.AAS)	10	0.74%	4	40.00%	3	75.00%	1	25.00%
Homeland Security & Disaster Preparedness (HSD.AAS)	10	0.74%	4	40.00%	2	50.00%	2	50.00%
Accounting (BUA.AAS)	9	0.67%	5	55.56%	4	80.00%	1	20.00%
Criminal Justice (CRJ.AAS)	9	0.67%	2	22.22%	1	50.00%	0	0.00%
Environmental Technology (ENV.AAS)	6	0.45%	2	33.33%	2	100.00%	0	0.00%
Business Administration (BUS.AS)	136	10.12%	36	26.47%	22	61.11%	20	55.56%
Human Services (HUM.AS)	118	8.78%	34	28.81%	25	73.53%	17	50.00%
Criminal Justice (CRJ.AS)	75	5.58%	20	26.67%	15	75.00%	15	75.00%
Liberal Arts & Sciences: Mathematics and Sciences (MTS.AS)	50	3.72%	15	30.00%	6	40.00%	12	80.00%
Photography (PHO.AS)	27	2.01%	0	0.00%	N/A	N/A	N/A	N/A
Engineering Science (ENS.AS)	15	1.12%	1	6.67%	1	100.00%	1	100.00%
Physical Education & Exercise Science Studies (EXR.AS)	14	1.04%	2	14.29%	1	50.00%	0	0.00%
Computer Science (CSC.AS)	9	0.67%	2	22.22%	1	50.00%	1	50.00%
Recreation Leadership (REC.AS)	6	0.45%	0	0.00%	N/A	N/A	N/A	N/A
Labor Studies (LBR.AS)	3	0.22%	1	33.33%	1	100.00%	0	0.00%
Law Enforcement Certificate (LEC.CERT)	16	1.19%	3	18.75%	3	100.00%	1	33.33%
Surgical Technology Certificate (SGC.CERT)	13	0.97%	2	15.38%	2	100.00%	0	0.00%
Early Child Care Certificate (ECC.CERT)	7	0.52%	0	0.00%	N/A	N/A	N/A	N/A
Line Mechanic/Utility Worker Certificate (LMU.CERT)	4	0.30%	0	0.00%	N/A	N/A	N/A	N/A
Professional Cooking Certificate (PFC.CERT)	3	0.22%	1	33.33%	1	100.00%	0	0.00%
Fire Protection Technology Certificate (FPC.CERT)	1	0.07%	1	100.00%	1	100.00%	1	100.00%
Microcomp Troubleshooting & Maint Tech Cert (MTM.CERT)	1	0.07%	0	0.00%	N/A	N/A	N/A	N/A
	<b>1344</b>	<b>100.0%</b>	<b>320</b>	<b>23.81%</b>	<b>222</b>	<b>69.38%</b>	<b>158</b>	<b>49.38%</b>

\*Programs that had no conferred graduates from the class of 2012 were not included with these results.

\*\*Survey completion and subsequent columns include data from dual degree students.

\*\*\*RPD.AAS program conducts an independent survey of graduates. For national programmatic outcomes data please visit <http://www.coarc.com/47.html>.

**Additional Survey Highlights:** Over three quarters (76.8%) of the respondents who graduated with Terminal Degrees (Associate's of Applied Science or AAS) are currently employed; of those employed, over three quarters (77.08%) are employed full-time and (76.04%) indicated their current occupation is either highly related or slightly related to their program of study at OCC; well over half (72.63%) currently hold a position that is considered "on their career path".

*Employers listed by respondents:*

ABC Refrigeration & A/C, Inc.  
Abercrombie And Fitch Co.  
Adecco  
ADP Inc.  
Akwesasne Community Dental  
Clinic  
American Eagle  
Anheuser-Bush InBev  
Applebee's  
Arc of Onondaga  
Aspen Dental  
Atlantic Testing Laboratories  
Avicelli's  
Axelon Services  
Back on Track Chiropractic  
Bass Pro Shops  
Bassett Medical Center  
Bath and Body Works  
Best Buy  
BNY Mellon  
CalSource  
Carrier  
Catholic Charities  
Charleston County Human Service  
Commission  
Chili's Bar and Grill  
Christmas Tree Shops  
Cicero Family Sports Center  
City of Syracuse Water Department  
CJ's House of Bounce  
CNY Infusion  
Corso's Cookies  
Crouse Hospital  
CXtec  
Dave Schaubb  
Davis Renovation  
Department of Corrections  
Dismas Charities, Inc.  
Dix! Digital Prepress  
East Syracuse School District  
Elmcrest Children's Center  
Enable  
Envisage Information Systems  
EOS CCA  
First Unitarian Universalist Society  
of Syracuse  
Fitness Forum  
Fucillo Nissan  
Gallagher Bassett Services, Inc.  
Galson Labs  
Girls Inc.  
Gordon Biersch Brewery/Restaurant  
Green Tea House  
Hairy Tony's Pub  
Hannaford Supermarket  
Health South- Yuma Rehabilitation  
Hospital  
Heart and Hands Wine Company  
Hillbrook  
Hollister  
Home Depot  
Hospice of Central New York

Inficon  
Inns of Aurora  
J.P. Morgan Chase  
Jo-Ann Fabric  
Keepsake Village  
Kelly Services  
Kinney Drugs  
Labrador Mountain  
Lasalle Hospitality, Inc.  
Liberty Resources  
Locey and Cahill  
Lochland  
Loomis  
Lowe's  
Lynn Law Firm  
Macy's  
Marquardt Switch, Inc.  
Maxim Healthcare  
Mexico Elementary School  
Morgan Management at the  
Meadows  
Multi-Ag Media  
National Grid  
Natur-Tyme  
News Channel 9  
Niagara County Sheriff's  
Department  
Nice 'N' Easy  
Nightingale Mills  
NYS Department of Health  
OCM Bocos  
Old Navy  
Onondaga County  
Orthopedics East  
P.E.C. Syracuse  
Parkside Liquors  
Penn State Campus Catering  
Perfetto  
Preferred Home Health Care  
Presentation Concepts Corp.  
Pulaski PT  
R.C.T.L. of Utica  
Raymour and Flanigan  
Red Lobster  
Regis  
Rescue Mission/SBH  
Rivers Casino- Pittsburgh  
Robert O. Eggleston, Architect  
Rosewood Medical Center  
Sally Beauty Supply  
Salt City Physical Therapy  
Saratoga Hospital  
Saton Day Spa and Salon  
Schneider Packaging Equipment  
Company  
Second Avenue Pier  
Self Direct Inc.  
SI Group  
Skaneateles YMCA  
Socially Structured  
St. Joseph's Hospital Health Center  
Stadium International  
State and Federal Court System

Strathmore  
Summit Federal Credit Union/Tops  
Markets  
SUNY Onondaga Community  
College  
SUNY Oswego  
SUNY Upstate Medical University/  
Hospital  
Sycon Instruments  
Syracuse Fabrication  
Syracuse Surgery Center  
Syracuse University  
Syracuse VA Medical Center  
Target  
Tassone's Wine Garden  
Tickets.Com  
Time Warner Cable  
Toomey Residential and Community  
Services  
Trappers Pizza Pub  
True Religion Jeans  
Twin Trees III  
United Radio  
United States Postal Service  
Utopia Hair Professionals  
Van Duyn Homes and Hospital  
Vas Corp. Federal Services  
Vector Marketing  
Verisma Systems  
Verizon  
Viau Construction Corp.  
Victory Sports Medicine  
Village of North Syracuse  
Virginia Hospital Center  
WalMart  
Walt Disney  
Wegman's  
Welch Allyn  
West Genesee School District  
ZG Ink Magazine

# College Directory

PLEASE NOTE: When dialing from an off-campus location, add a 498 prefix to all extensions listed below. Student Central is located on the main floor of the Gordon Student Center, 498-2000. Main Campus Number: (315) 498-2622. If using a TTY system, call 469-3128.

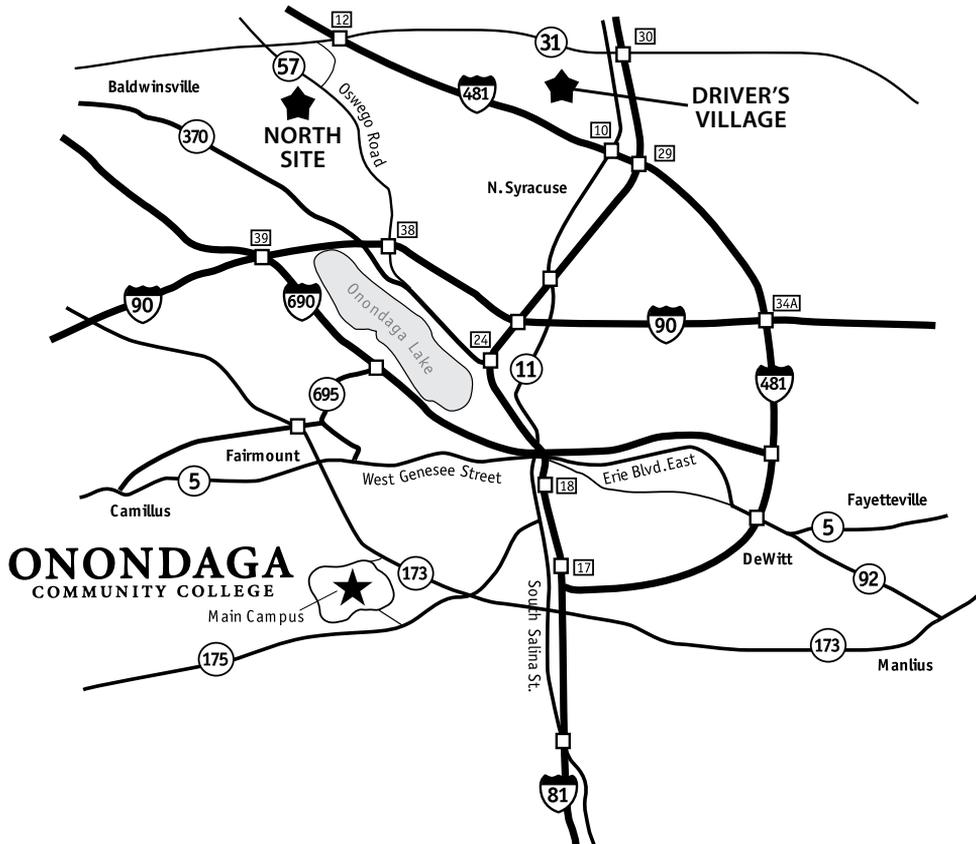
SERVICE	DEPT/LOCATION	TELEPHONE EXTENSION
Academic Computing Center	Coulter Library, C214	2997
Academic Problems	Counseling, Coulter Library, C230	2675
Academic Services	Whitney Applied Technology Center, W104	2945
Admission	Student Central, Gordon Student Center	2202
Adult and Evening Services, Office of	Enrollment Development, Mawhinney Hall, M186	2818
Advising	Center for Advising and First Year Students Gordon Student Center, G230	2904
Athletics	Athletics, Allyn Hall, H202	2282
Bookstore	Whitney Applied Technology, W170	2246
Bookstore Satellite	Mawhinney Hall	2248
Bursar	Gordon Student Center, G114	2367
Campus Safety and Security	Service and Maintenance Building, S125A	2478
Career & Applied Learning Center (CAL)	Ferrante Hall, F262	2585
Career & Interest Services	Counseling Department, Coulter Library, C218	2675
CENTRO	Bus schedules are in Gordon at Student Central and Whitney Atrium	
Child Care	Children's Learning Center, Ferrante Hall, West Entrance	2346
Class Cancellations & Campus closing		www.sunyocc.edu
Clubs and Organizations	Student Association, Gordon Student Center, G104	7210
Complaints and Grievances	Office of Student Development, Gordon Student Center	2226
Complaints and Grievances (Academic)	Academic Services, W106	7270
Counseling Department	Counseling, Coulter Library, C218	2675
Credit Transfers	Bursar, Gordon Student Center, G114	2383
CSTEP	Gordon Student Center, G130	2352, 2307
Curricular & Instructional Technology	Whitney Applied Technology Center, W307	2804
Degree, Application for	Graduation Central, Gordon Student Center, G240 Registrar's Office, Student Central, Gordon Student Center	2000, 2586 2586
Disability Services	Gordon Student Center, G130	2245
Discrimination Complaints	Human Resources, J. Stanley Coyne, JSC 100	2330
Distance (Online) Learning	Curriculum and Instructional Technology, Whitney ATC, W106	2804
Diversity Services	Whitney Applied Technology Center, W106	2198
Educational Opportunity Program	Gordon Student Center, G130	2428, 2507
Educational Services	Whitney Applied Technology Center, W104	2790
Emergencies (on campus)	Campus Safety and Security, S125A	2311
Employment (Work-Study)	Financial Aid, Student Central, Gordon Student Center	2291
Employment (off campus)	Career and Applied Learning Center, Ferrante Hall, F262	2585
Exam Schedule	Student Central, Gordon Student Center in person or online sunyocc.edu	
Fees, Payment of	Bursar, Gordon Student Center, G114	2367
Financial Aid	Student Central, Gordon Student Center	2291
Fitness Center	Allyn Hall, Applied Exercise Room, H240	TBA
Graduation/Commencement	Grad Central/Student Central, Gordon Student Center Registrar's Office, Student Central, Gordon Student Center	2000, 2586
Help Desk (computer help)	Coulter Library, C009	2999
Honors Courses/Minor	Career & Applied Learning Center (CAL), Ferrante Hall, F262	2270
Housing List/Off-Campus	<a href="https://www.sunyocc.edu/studentlife.aspx?menu=582&amp;id=8890">https://www.sunyocc.edu/studentlife.aspx?menu=582&amp;id=8890</a>	7210
ID Cards	Enterprise Services, SRC Arena & Events Center	7232
Immunization Information	Student Central, Gordon Center, G240	2000
Instructional Services	Academic Svces., Whitney Applied Technology Center, W106	7270
International Students	International Student Services, Coulter Library, C202	7216
Internships	Career and Applied Learning Center, Ferrante Hall, F262	2494

SERVICE	DEPT/LOCATION	TELEPHONE EXTENSION
Judicial Affairs.....	Student Central, Gordon Student Center .....	2446
Learning Communities.....	Center for Advising & First Yr. Students, Gordon Student Center, G240.....	2675
	Student Central, Gordon Student Center, G240.....	2000
Leave of Absence (Personal/Medical/Military) .....	Assistant to the AVP of Student Development, Gordon Student Center .....	2119
Leave of Absence (Withdrawal from all courses).....	Counseling Department, Coulter Library, C218 .....	2675
	Student Central, Gordon Student Center, G240.....	2000
Liberty Partnership Program.....	Gordon Student Center, G220PD.....	2887
Library.....	Coulter Library, C120.....	2334
Lost and Found .....	Campus Safety and Security, S125A .....	2478
LSAMP.....	CSTEP, Gordon Student Center, G130.....	2817
Math Diagnostics .....	Math, Mawhinney Hall, M208.....	2611
NightWriter .....	9 p.m.-Midnight; Sunday-Thursday.....	write@sunyocc.edu
North Site .....	8015 Oswego Rd., Liverpool 13090.....	6080
Online Learning .....	Curriculum and Instructional Technology, Whitney ATC, W106 .....	2804
Orientation Volunteers.....	Center for Advising and First Year Students, Gordon Student Center, G230 .....	2644
PowerStart .....	Gordon Student Center G240B .....	2715
Program Change.....	Center for Advising and First Year Students, Gordon Student Center, G230 .....	2904
Registration Information .....	Student Central, Gordon Student Center, G240 .....	2000
Residence Life.....	J. Stanley Coyne Hall, JSC108 .....	2351
Schedule Adjustments .....	students.sunyocc.edu or in person at Student Central, G240	
SMART Card.....	Enterprise Services, SRC Arena & Events Center.....	2270
Student Activities/Events .....	Student Association, Gordon Student Center, G104 .....	7210
Student Association .....	Gordon Student Center, G104.....	7210
Student Development.....	Office of AVP, Gordon Student Center.....	2989
Students of Color Concerns .....	Diversity Services, Whitney Applied Technology, W106.....	2565
Study Abroad .....	Educational Services, Whitney Applied Technology, W106.....	7211, 2945
Study Skills Center .....	English, Mawhinney Hall, M350 .....	2260
Testing Services.....	Student Central, Gordon Student Center, G230.....	2000, 2218
Transcripts.....	"OFFICIAL" Bursar, Gordon Student Center, G114.....	2367
	"UNOFFICIAL" Student Central, Gordon Student Center, G240.....	2000
Transfer Credits .....	Registrar's Office, Student Central, Gordon Student Center .....	2531
Transfer Process (out).....	Center for Advising and First Year Students, Gordon Student Center, G230 .....	2904
Tuition, Payment of.....	Bursar, Gordon Student Center, G114.....	2367
Tuition Refund Application.....	Student Development .....	2228
Tutoring (subject-specific) .....	Content Tutoring Center, Coulter Library, C342 .....	2573
Vehicle Lockout/Jumpstarts .....	Campus Safety & Security, Service & Maintenance Building, S125 .....	2478
Veterans' Assistance.....	Veterans' Affairs, Coulter Library, C103 .....	2200
Volunteer Opportunities.....	Career and Applied Learning Center, Ferrante Hall, F262.....	7207
WebAccess .....	students.sunyocc.edu, Helpdesk, Student Central.....	2999, 2000
Withdrawals during the semester* .....	WebAccess or in-person at Student Central .....	2000
Withdrawals after the semester ends* ..	Student Central .....	2000
Writing Skills Center .....	English, Mawhinney Hall, M350 .....	2260

\* NOTE:

1. Students who want to withdraw from courses are encouraged to speak with their advisor before withdrawing. Students who received financial aid or financial aid refunds should also inquire at the Financial Aid office whether their decision to withdraw will affect their eligibility to receive financial aid for this or a future semester.
2. Students who need to withdraw from the entire semester should speak with the Counseling office to complete a Complete Withdrawal Form and to plan for the next steps.

# 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.

### Arriving by Bus:

Syracuse's Centro bus route 26 comes directly to campus. You may connect to this route at downtown Syracuse at One Lincoln Center (corner of South Salina and Fayette Streets.)



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