Here is your college catalog. Any questions....

Call Admissions 315-786-2200
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Information contained in this catalog is accurate as of April 1, 2006. Changes made after this college guide was printed are available in the Office of the Academic Dean, Office of the Registrar and the Jefferson Community College website: www.sunyjefferson.edu

Jefferson Community College is committed to Equal Opportunity in employment, admission and treatment for all individuals without regard to race, color, religion, national origin, sex, age, handicap, or any other basis prohibited by federal or state law. Coordinator for compliance with Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 is Gail Miller, Assistant to the President for Special Programs and Affirmative Action / Diversity Officer, 315-786-6560.

**Jefferson Community College**

**1220 Coffeen Street**

**Watertown, New York 13601**

**315-786-2200**
Fall 2006

The schedule for Saturday and off-campus classes may vary.

Faculty Report Back ................................................................. Monday, August 21
Instruction Begins ................................................................. Monday, August 28
Labor Day (No Classes) .......................................................... Friday, October 6 & Monday, October 9
Recess (No Classes) ............................................................... Friday, October 6 & Monday, October 9
Classes Resume ................................................................. Tuesday, October 10 (Monday Schedule)
Mid-Semester Grades Due ................................................... Thursday, October 19 - 5 p.m.
Thanksgiving Recess Begins ............................................... Tuesday, November 21 - 10 p.m.
Classes Resume ................................................................. Monday, November 27 - 8 a.m.
Last Day for Non-Penalty Withdrawal ..................................... Monday, November 27
Last Day for Withdrawal ..................................................... Monday, December 4
Instruction Ends ................................................................. Monday, December 11 (Friday Schedule)
Reading Day ......................................................................... Tuesday, December 12
Examinations ...................................................................... Wednesday, December 13 - Tuesday, December 19
Final Grades Due ............................................................... Monday, December 21 - Noon

*All students must be registered for their class(es) prior to the first scheduled meeting of the second week of classes.

Spring 2007

The schedule for Saturday and off-campus classes may vary.

Faculty Report Back ............................................................... Wednesday, January 17
Instruction Begins ................................................................. Monday, January 22
Winter Recess Begins ........................................................... Saturday, February 17 - 5 p.m.
Classes Resume ................................................................. Wednesday, February 21 - 8 a.m.
Mid-Semester Grades Due .................................................... Wednesday, March 14 - 5 p.m.
Spring Recess Begins ........................................................... Saturday, March 24 - 5 p.m.
Classes Resume ................................................................. Saturday, March 24 - 5 p.m.
Last Day for Non-Penalty Withdrawal .................................... Tuesday, April 24
Last Day for Withdrawal ...................................................... Tuesday, May 1
Instruction Ends ................................................................. Tuesday, May 8
Reading Days ................................................................. Wednesday, May 9 - Thursday, May 10
Examinations ................................................................. Friday, May 11 - Thursday, May 17
COMMENCEMENT CEREMONIES .............................................. Friday, May 18, 7:30 p.m.
Final Grades Due ............................................................... Monday, May 21 - 7:30 p.m.
Last Reporting Day for Faculty ............................................ Thursday, May 24

*All students must be registered for their class(es) prior to the first scheduled meeting of the second week of classes.
Fall 2007

The schedule for Saturday and off-campus classes may vary.

Faculty Report Back ................................................................. Monday, August 20
Instruction Begins ................................................................. Monday, August 27
Labor Day (No Classes) .......................................................... Monday, September 3
Recess (No Classes) ............................................................... Friday, October 5 & Monday, October 8
Classes Resume ................................................................. Tuesday, October 9 - 8 a.m. (Monday Schedule)
Mid-Semester Grades Due ..................................................... Thursday, October 18 - 5 p.m.
Veterans’ Day (No Classes) .................................................. Friday, November 11
Thanksgiving Recess Begins ................................................. Tuesday, November 20 - 10 p.m.
Classes Resume ................................................................. Monday, November 26 - 8 a.m.
Last Day for Non-Penalty Withdrawal ................................... Monday, November 26
Last Day for Withdrawal ......................................................... Monday, December 3
Instruction Ends ................................................................. Monday, December 10 (Friday Schedule)
Reading Day ........................................................................... Tuesday, December 11
Examinations ................................................................. Wednesday, December 12 - Tuesday, December 18
Final Grades Due ................................................................. Thursday, December 20 - Noon

*All students must be registered for their class(es) prior to the first scheduled meeting of the second week of classes.

Spring 2008

The schedule for Saturday and off-campus classes may vary.

Faculty Report Back ................................................................. Wednesday, January 16
Instruction Begins ................................................................. Tuesday, January 22
Winter Recess Begins ........................................................... Saturday, February 16 - 5 p.m.
Classes Resume ................................................................. Wednesday, February 20 - 8 a.m. (Monday Schedule)
Mid-Semester Grades Due ..................................................... Thursday, March 13 - 5 p.m.
Spring Recess Begins ........................................................... Saturday, March 22 - 5 p.m.
Classes Resume ................................................................. Monday, March 31 - 8 a.m.
Last Day for Non-Penalty Withdrawal ................................... Wednesday, April 23
Last Day for Withdrawal ......................................................... Wednesday, April 30
Instruction Ends ................................................................. Wednesday, May 7
Reading Days ......................................................................... Thursday, May 8
Examinations ................................................................. Friday, May 9 - Thursday, May 15
COMMENCEMENT CEREMONIES ........................................ Friday, May 16, 7:30 p.m.
Final Grades Due ................................................................. Monday, May 19 - Noon
Last Reporting Day for Faculty ................................................ Thursday, May 22

*All students must be registered for their class(es) prior to the first scheduled meeting of the second week of classes.
GENERAL INFORMATION

OUR VISION
Jefferson Community College will be a dynamic educational leader, transforming lives and our community.

OUR MISSION
Teaching and learning are the focus of Jefferson Community College. Through educational excellence, innovative services and community partnerships, the College advances the quality of life of our students and community.

STRATEGIC GOALS
- Strengthen program mix, including curricular and co-curricular offerings.
- Enhance facilities and technology to meet the needs of the college and support sustainability.
- Strengthen long-term financial resources within and beyond the operating budget.
- Foster an environment that encourages campus civility, diversity, communication, and openness.
- Promote student achievement through affordable, accessible, flexible educational opportunities of the highest quality.

FULFILLMENT OF THE MISSION
Jefferson Community College is committed to building community and building success by providing an educational, social and cultural environment in which all members of the community can learn, question, grow and contribute effectively to a changing world.

Towards fulfillment of its mission, the College pledges:

1. To provide Associate Degree programs in the arts, sciences and professional fields enabling graduates to transfer and continue their study.
2. To provide Associate Degree and certificate programs in career-oriented fields designed to prepare graduates for employment in a variety of vocational and technical areas.
3. To provide opportunities for lifelong learning and for specific job training through certificate, workshop, seminar and community service programs.
4. To provide library, media, and other technical resources to support courses, curricula, and life long learning activities of the College and the community.
5. To provide assessment, advisement, and counseling services to assist students in establishing and achieving their educational, vocational and personal goals.
6. To provide appropriate equipment, facilities and human resources to support academic programming and support services.
7. To provide a wide range of cultural programming for the members of the College community and area residents.
8. To provide community service through the availability of College staff, facilities, resources and programs.
9. To provide appropriate instruction, support services, and facilities for all members of the campus community - including the academically talented, the academically disadvantaged and the learning and physically disabled - to advance and enrich the educational experience.
10. To expand educational opportunities by establishing partnerships with area businesses, colleges, schools and community organizations and agencies.
11. To promote an understanding and appreciation of diverse cultures.
12. To promote the College's General Education Objectives and Statement of Student Development.
13. To promote the friendly spirit across the campus in the belief that this provides a better environment for learning.

ACCREDITATION
Jefferson Community College was chartered in 1961 and was initially accredited in 1969 by the Middle States Association, 3624 Market St., Philadelphia, PA 19104-2680, (215) 662-5606, www.msache.org.

In addition to its Middle States accreditation, the College is fully accredited by the National League for Nursing Accrediting Commission, 61 Broadway, New York, NY 10006, (212) 363-5555, www.nlnac.org and is a member of the Servicemembers Opportunity College (SOC) and the Servicemembers Opportunity College Associate Degree Network (SOCAD). Jefferson is a founding member of the higher educational consortium, SUNY Colleges in the North Country.

ABOUT THE COLLEGE
Jefferson Community College is one of 64 campuses--and one of 30 community colleges--which comprise the State University of New York (SUNY) system; it is the only institution of higher education whose campus is within a 50 mile radius of the city of Watertown, NY.

The College is supervised by the State University of New York and sponsored by Jefferson County. Its service area is largely rural, with agriculture and tourism the dominant industries. In 1985, the US Army posted the 10th Mountain Division at nearby Ft. Drum, bringing some 30,000 new residents to the area and doubling the population of the Watertown metropolitan area.
Jefferson admitted 119 full- and 221 part-time students to its first class in September of 1963. In the Fall 2005 semester, Jefferson’s total headcount was 1,821 full-time and 1,769 part-time students.

The College offers 15 A.A.S. career curricula, 11 transfer A.A. or A.S. curricula, 6 certificate programs and a jointly registered program in Business Administration with SUNY Potsdam. (A complete listing is available on page 36 and www.sunyjefferson.edu.) Along with its credit bearing programs, the College offers a variety of workshops, seminars and workforce training opportunities. Cultural events, open to the public, routinely include film and theatrical events, lectures, seminars, and art exhibitions. The library resources are open to the public, and community members are encouraged to use them. Personal, academic, and vocational counseling are provided to both students and the community.

The Center for Community Studies at Jefferson conducts community-based research and provides a forum for the productive discussion of ideas and issues of significance to the community. Additionally, a SUNY Small Business Development Center was opened on the campus in 1986.

The College is located near Interstate Highway 81 on the western boundary of the City of Watertown, in close proximity to Fort Drum. The campus consists of eight buildings, athletic fields and ample parking for its commuter student body.

Technology plays an important role in supporting the educational process at the College. There are multiple instructional computer classrooms and an open computer resource center which are all connected to a campus-wide network. Faculty and staff have access to the same campus-wide network from their offices for application and information sharing as well as electronic mail and Internet access. Members of the campus community also have access to aspects of the campus-wide network via wireless technology from many areas on campus. In addition, there are several computer clusters in areas such as geology, biology, physics, nursing and criminal justice. Several electronic classrooms provide access to on and off-campus resources for multimedia presentations.

The Internet is available in the Melvil Dewey Library, the open computer resource center and all computer classrooms. An email ID is created for all students enrolled in at least one credit course. In addition, there are two Interactive Distance Learning rooms which enable the College to send instruction to and receive courses from other institutions with similar capabilities.

**General Education**

Jefferson Community College affirms its view of education as an ongoing continuum of personal, intellectual, emotional and social growth. This view recognizes the student’s need to acquire substantive knowledge, the need to develop personal and intellectual resources fundamental to evaluation and assessment, and the need to develop the ability to communicate to others the processes of this effort.

Thus, JCC recognizes the merit of establishing General Educational Objectives for students pursuing studies in its Associate Degree programs.

**Objectives of General Education**

In the establishment of specific and measurable General Education Objectives, JCC is making a statement of intent to provide its students with the capacity and the skills to continue their educations as a lifelong pursuit, should they so choose.

Therefore, under the auspices of its various Associate Degree programs, JCC is committed to enabling its students to meet the following General Education objectives:

- Graduates shall be able to utilize effective communication skills in reading, writing, speaking and listening.
- Graduates shall be able to solve problems through logical reasoning and the scientific method and they shall be able to discern thought patterns and beliefs in their own decisions and in the works of others.
- Graduates shall be mathematically competent to interpret, compute and apply quantitative data.
- Graduates shall demonstrate the ability to select and use the most appropriate technological tool(s) and understand technology’s impact on self and society.
- Graduates shall have the ability to access, evaluate, synthesize and communicate information effectively using a variety of sources, including print and electronic.
- Graduates shall demonstrate knowledge of diverse peoples and their cultures.

In the adoption of these General Education Objectives, JCC affirms its commitment to provide an academic foundation of such caliber that its graduates, with confidence and purpose directing their efforts, may take genuine pride in the continuing enrichment of their academic, professional and personal lives.
**SUNY-Based General Education Objectives**

In December 1998, the SUNY Board of Trustees adopted a resolution establishing a 30 credit hour General Education requirement for all baccalaureate degree candidates to begin with the freshman class entering in the fall of 2000. The resolution requires SUNY baccalaureate degree holders to spread their general education course work across the following ten categories of knowledge and skills learning outcomes: Mathematics, Natural Sciences, Social Sciences, American History, Western Civilization, Other World Civilizations, Humanities, the Arts, Foreign Languages, and Basic Communication.

The following competencies are expected to be infused throughout the General Education program: Critical Thinking and Information Management. Specific Jefferson Community College courses approved as meeting the knowledge and skills learning outcomes are listed on SOAR (Student Online Access to Records). Associate degree graduates transferring to a SUNY baccalaureate program are expected to have met seven of the ten knowledge and skills learning outcomes.

**Statement of Student Development**

It is Jefferson Community College’s intent to promote student development through offering a wide array of campus programs, activities, and support services that encourage intellectual, emotional, social, personal, and cultural growth among its students. Students of Jefferson Community College will be afforded the following opportunities:

- To enhance their self-image and sense of self-worth;
- To enhance their interpersonal relationship skills;
- To clarify and to act upon their values as individuals, as community members, and as global citizens;
- To enhance life skills necessary to become positively integrated into a complex and dynamic society;
- To develop their commitment to personal health and a wellness lifestyle;
- To develop their intellectual and creative potential;
- To develop positive career/life goals and the skills necessary to plan and pursue those goals;
- To develop their ecological awareness and the ability to make informed choices with regard to environmental impact;
- To develop their autonomy and to enhance their sense of personal responsibility.

**Campus Facilities**

The College campus, located in Watertown, NY, provides excellent facilities for its programs of study. Located on 90 acres near the intersection of Interstate 81 and Coffeen Street (Exit 46), there are eight buildings, well-maintained athletic fields, and ample parking.

The **Samuel Guthrie Building (2)**, contains classroom and laboratory space for physics, chemistry, biology, engineering, geology, mathematics, nursing, and paramedic including three electronically-smart classrooms and amphitheater. This building also houses the Center for Community Studies, Purchasing, Financial Services and Facilities departments.

The **John Foster Dulles Building (3)** contains accounting labs as well as general purpose classrooms including four smart classrooms and the offices of the business faculty.

The **MELVIL DWEY LIBRARY BUILDING (5)** is the home of the College’s collection of print materials, and a Media Center for non-print materials and the Local History Collection. The Library has Internet Stations available for use by students and community members. The College Computer Center, Instructional Technology, Public Relations, Distance Learning Center, networking technology lab, and the Liberal Arts departments and faculty offices are also located here.

The **James McVean College Center Building (4)** houses a large, multipurpose gymnasium, including locker rooms, showers and offices. The building provides space for student activities and development, the health office, an instructional music room, the Walker instructional kitchen and dining room, cafeteria, fitness center, dance studio, Athletic Department offices, study lounges and the 478-seat Sturtz Theater.

The **Robert Lansing Administration Building (1)** is the administrative center of the College and houses the offices of the President and the Deans, Public Relations, Institutional Research, Human Resources, JCC Foundation and Alumni Development offices.

The **John T. Henderson Child Care Center (8)** was completed in the fall of 1990 and accommodates up to 40 children, ages 18 months to 5 years in three classrooms.
The College’s newest building, the Jules Center (6), houses ten general (including thirteen smart classrooms) and five computer classrooms, a 130-seat amphitheater which is equipped as an “electronically smart” classroom with state-of-the-art technology, a 72-station open access computer resource center, the Business and Industry Training Center and Continuing Education Division. The Scanlon Learning Skills Center, Advising Center, Security Office, College Switchboard and Counseling Center are housed in this building, as well as the offices of Admissions, Financial Aid, the Bursar, Registrar and the College Bookstore.

The College offers a baseball diamond, soccer/lacrosse fields, tennis and basketball courts and a walking/running/x-country skiing trail.

**JEFFERSON COMMUNITY COLLEGE FOUNDATION**

The JCC Foundation is a nonprofit educational organization the purpose of which is to raise, manage and distribute funds to assist students and to enrich and enhance the educational opportunities provided by the College. The Foundation was established in 1979 through the merger of two organizations that formed when the College was founded. Governed by a 25-member board of directors, the Foundation annually distributes approximately 140 scholarships totaling over $100,000. In partnership with the Alumni Association, the scholarships are supported through philanthropic gifts as well as proceeds from various annual events. The Foundation works closely with the Financial Aid Office to offer assistance to both part-time and full-time students in a variety of degree programs. A complete list of available scholarships is available on the College’s website, www.sunyjefferson.edu.

**ALUMNI INFORMATION**

The College’s Alumni Office is open year round to assist alumni with questions about career planning, placement, and educational information. The Alumni Association sponsors a number of activities throughout the year for the College alumni, and maintains a comprehensive list of graduates. More information about Alumni Association membership and programs may be obtained by contacting the JCC Alumni Office, Lansing Administration Bldg., 315-786-2327.

**EMPLOYMENT INFORMATION**

Career development services at JCC are designed to help students engage in vocational self-assessment; obtain occupational information; explore the full range of employment opportunities and/or further study; present themselves effectively as candidates; and obtain optional referrals for employment or further professional preparation. Employment information is available to help students assess the job market and how it is subject to constant change. Individuals must consider whether employment conditions in a chosen field will remain the same, deteriorate, or improve. Individuals are educated in terms of how they can become more marketable in today’s job market, and they learn that employability prospects are strongly affected by personal characteristics as well as individual educational programs. Candidates with good scholastic records, strong work habits, and defined career goals are usually well-prepared for the job market. An annual graduate report is prepared by the Office of Institutional Research and information about previous graduates is available with regard to their employment plans upon graduation. This information can be helpful, but the best decision will be based on an honest self-evaluation of ability and willingness to work.

**CONTINUING EDUCATION**

The Continuing Education Division, located in the Jules Center, Room 6-217, oversees the Summer and Winter Sessions, business and adult training, and non-credit workshops and seminars for the community. Workshop and seminar topics range from many popular computer software applications to Successful Money Management to Ballroom Dancing and Holiday Baking. A complete list of all Continuing Education (CED) workshops can be found at www.sunyjefferson.edu.

Programming provided for the community by the Continuing Education Division includes: Fort Drum, Extension Sites, Credit Offerings for High School Students, Non-Credit Workshops and Seminars, Workshops for Kids, Business and Industry Training Programs and Teleconferencing.

**Summer Session / Winter Session** - The Continuing Education Division offers a variety of sessions of instruction during the summer months and during the period between fall and spring semesters. Formal application is not required for enrollment in either the summer or winter session. The courses are open to those who believe they may benefit from them. Participation by students from other institutions is welcome; however, these students should check with their respective institution to ensure both course acceptance and appropriate course selection. The Summer Session course list and Winter Session course list are both available online in the Course Schedule.

**Extension Sites** - Jefferson Community College regularly schedules credit courses at off-campus locations, known as “extension sites.” These locations may change from time to time based on community needs. Currently, Jefferson offers courses on post at Fort Drum.
**Melvil Dewey Library**

**General Collections** - The collections of the Melvil Dewey Library support the courses and curricula of Jefferson Community College. The Library contains approximately 57,000 book volumes, 3084 microfilm reels, and 25,000 microfiche negatives, and currently subscribes to 233 periodicals and newspapers. Library databases provide access to over 13,000 full text periodical titles. Library users also have access to more than 11,000 electronic books through netLibrary. The Media Center owns 4,388 video titles and 83 DVD’s that support classroom instruction.

Cannon Cat provides access to JCC’s book, periodical, and media holdings. Records in Cannon Cat indicate the availability of specific titles. In addition, the automated library system provides a gateway to the catalogs of many other SUNY libraries.

**Media Center** - The Media Center, located on the second floor of the Library, maintains a collection of videocassettes, DVD’s, and music CDs. These materials have been carefully selected to supplement many of the academic programs at Jefferson Community College. Access to the collection is provided through Cannon Cat. Materials from the media collection may be borrowed by JCC faculty only. Students and community residents may use video materials in the viewing area of the Media Center. With prior notification, specific videocassettes and DVD’s can be delivered to the library circulation desk for viewing in the library during hours when the Media Center is closed. Telephone: 315-786-2282.

**Local History Room** - The Local History Room contains a special collection of books, periodicals, manuscripts, pamphlets, and clippings about Watertown, Jefferson County, the North Country, the Adirondacks, and Jefferson Community College. Materials designated Archives - Reference must be used in the library. A reference librarian is available to assist patrons doing research on local history. The Local History Room is open limited hours. Please call 315-786-2225 in advance to schedule an appointment.

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**LIBRARY: Hours of Operation**

<table>
<thead>
<tr>
<th>Fall and Spring Semesters</th>
<th>Monday - Thursday</th>
<th>8:00 a.m. - 8:00 p.m.</th>
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<td>Friday</td>
<td>8:00 a.m. - 5:00 p.m.</td>
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<td>Saturday</td>
<td>11:00 a.m. - 5:00 p.m.</td>
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<td>Sunday</td>
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<table>
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<th>Monday - Friday</th>
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<td>Saturday - Sunday</td>
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<th>Monday - Friday</th>
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<td>Saturday - Sunday</td>
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**MEDIA CENTER: Hours of Operation**

<table>
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<th>Monday - Friday</th>
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<td>Saturday - Sunday</td>
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<tbody>
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<td>Saturday - Sunday</td>
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### 2004-2005 Graduates of Associate of Science and Associate of Arts Degree Programs - “Transfer Programs”

<table>
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<tr>
<th>Curriculum</th>
<th>Continuing Education</th>
<th>Returning to JCC</th>
<th>Employed in Field of Study</th>
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<td>Business Admin A.S.</td>
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<td>56.5%</td>
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<td>8</td>
<td>17.4%</td>
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<td>Computer Info Sys A.S.</td>
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<td>50%</td>
<td>1</td>
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<td></td>
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<td></td>
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<td></td>
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<td></td>
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<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td></td>
<td></td>
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<td>Liberal Arts/Humanities</td>
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<td>13.6%</td>
<td>1.6%</td>
<td></td>
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<td>10.9%</td>
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<td></td>
<td></td>
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<tr>
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<td>4</td>
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<tr>
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<td>1</td>
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<td>38.9%</td>
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<th>Returning to JCC</th>
<th>Employed in Field of Study</th>
<th>Employed out of Field of Study</th>
<th>Military Service</th>
<th>Not Seeking Employment</th>
<th>Employment Seeking</th>
<th>Other</th>
<th>Non-Respondents</th>
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<td>1</td>
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<td>20%</td>
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<td>9.1%</td>
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<td></td>
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<tr>
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<td>Office Studies Cert.</td>
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<tr>
<td>Paralegal A.A.S.</td>
<td>4</td>
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<td>7.7%</td>
<td>15.4%</td>
<td>40.8%</td>
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<td>7.7%</td>
<td>1.33%</td>
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<tr>
<td>EMT- Paramedic A.A.S.</td>
<td>1</td>
<td>33.3%</td>
<td>0</td>
<td>33.3%</td>
<td>0</td>
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<td>23</td>
<td>13.9%</td>
<td>1.06%</td>
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</tbody>
</table>
ADMISSION TO JEFFERSON COMMUNITY COLLEGE

Jefferson Community College is a member of the State University of New York and is officially designated a full opportunity college. Admission to Jefferson is determined without regard to race, color, sex, religion, age, national origin, disability, or sexual orientation of the applicant.

GENERAL INFORMATION
Admission is open to any individual whose academic records, potential and personal qualifications indicate that he or she could successfully pursue one of the programs of study. Jefferson Community College is sponsored by Jefferson County and residents of the county are given first preference for admissions, but the College accepts and encourages applicants from other counties as well as other states.

ADMISSION REQUIREMENTS
Admission to a program of study will be determined by individual academic preparation. Applicants must be a graduate of an accredited high school, have earned a GED (high school equivalency diploma) or meet the Academic standards on the College Placement Test (CPT). Diplomas such as IEP and annotated are not valid documents unless the school certifies the student has met all requirements including successful completion of the New York State Regents competency tests.

Applicants who have not completed high school graduation requirements will be considered for admission based on their demonstrated ability to benefit from college level work. Their ability to benefit will be determined by scores on the CPT test administered by the College Learning Skills Center. Students who are admitted but do not have a high school diploma must complete the coursework required for the equivalency diploma. The equivalency diploma may be earned by completing the GED Exam or by college credit (see the 24 Credit Hour Rule). These credits can generally be applicable to degree or certificate requirements. Contact the Admissions Office, 315-786-2277, for details.

The College reserves the right to determine full or part-time study, admissibility to certain programs and matriculated status.

ACE: ACHIEVING COLLEGE EARLY
The ACE program allows motivated high school students to enroll in college level courses and earn college credit while still in high school. Students may enroll in a college course offered at their high school during the regular school day or enroll in a course offered on the Jefferson Campus.

High school students who enroll at JCC while completing requirements for their high school diploma are not eligible for any federal aid, including student loans. Students in this category may apply for New York State TAP awards if they are enrolled full-time and have successfully completed ability-to-benefit testing.

ADMISSION WITH ADVANCED STANDING (TRANSFER STUDENT)
Students who have attended another college and wish to transfer credits to Jefferson must follow the same application procedures as a new student. Official college transcripts must be requested by the student and sent directly to the Admissions Office. Transfer credit cannot be granted unless an official transcript is provided.

Transfer Credit - Transfer credit may be granted for courses completed at an accredited college provided the courses are applicable to the degree or certificate program at JCC. A minimum grade of 2.0(C) is required for all credit transferred. To earn a degree or certificate at Jefferson, a minimum of 50% of the required course work must be completed through JCC. Students applying for admission must follow application procedures and have an official transcript sent to the Admissions Office. Once admitted (matriculated), the transcript will be evaluated for credit. Transfer credit will not be used in calculation of the student grade point average.

Military Service School educational achievements and experiences can be accepted for admission with advanced standing in either required or elective areas. Military transcripts must be submitted for evaluation to the Admissions Office. Once admitted to a degree program, the transcript will be evaluated for credit.

College credit may be granted for Advanced Placement Examination tests taken through the College Board. These tests are administered at the high school. A score report must be forwarded to the Admissions office.

College credit may be granted under several examination programs. Students may submit scores from the Regents College Examination of the State University of New York and/or The College Level Examination Program (CLEP) of the College Board.
Readmission
Students who previously attended Jefferson Community College as a matriculated student and are in good standing are welcome to re-enroll. If it has been 5 or more years since attending, it is necessary for the student to re-apply. Otherwise students may contact the Advising Center to schedule an appointment for registration.

Readmission after Dismissal - Students who have been academically dismissed and have not attended as a matriculated student for at least one semester may request readmission through the Admissions Office. The application will be reviewed to determine if the student has addressed the issues relating to previous failure. Students are encouraged to try again to complete their college program once adjustments are made.

Admission for a Second Associate Degree
Students who have completed an associate degree at Jefferson and are seeking a second degree from JCC must apply through the Admissions Office.

Felony Conviction/Disciplinary Dismissal
JCC complies with the State University of New York Admission Policy for Ex-Offenders. Applicants who have been convicted of a felony or dismissed from a college due to disciplinary reasons must complete a supplemental application and participate in a review process. The supplemental application is available upon request in the Admissions Office. Failure to disclose a felony conviction or disciplinary dismissal may result in expulsion from the College.

General Equivalency Diploma (24-credit hour rule)
The New York State High School Equivalency Diploma Based on Earned College Credit is awarded to candidates who have completed 24 credit hours as a recognized candidate for a degree or a certificate at an approved institution.

The 24 credits must be distributed as follows:
- 6 credits in English language arts
- 3 credit hours in mathematics
- 3 credit hours in natural science
- 3 credit hours in social science
- 3 credit hours in humanities
- 6 credit hours applicable to the students program of study

Credit for courses taken solely for personal and/or cultural advancement, and not required as part of an approved degree or certificate program, may not be used to obtain an equivalency diploma. To qualify for the 24 credit hour rule, the student must be matriculated in a program of study.

More information about the High School Equivalency Program is available through the NYSED website, www.nysed.gov

Home School Student
Students who have been home schooled or who have graduated from a non-accredited high school are welcome to continue their studies at Jefferson Community College. In order to be eligible to enroll with matriculated status, the student must provide one of the following documents:
Valid high school diploma or General Equivalency Diploma (GED) OR A letter from the school district in which the student resides attesting to the student’s completion of a program of home instruction that is the substantial equivalent of a four-year high school course of instruction and meets the requirement of Section 100.10 of the Regulations of the Commissioner of Education or meets Admission Standards as a non-high school graduate through the Ability to Benefit Provision.

Ability to Benefit Provision
An applicant who has left high school prior to graduation and has not earned a GED diploma may be considered for admission if the following conditions are met:
- Applicant’s high school class has graduated
- Applicant is at least nineteen years of age
- Applicant takes ability-to-benefit tests and achieves satisfactory scores on pre-admission testing as approved by the Secretary of Education

Assessment/Computerized Placement Testing (CPT)
Jefferson Community College is committed to assessment testing as an essential element in the enrollment process. The College assesses the reading, writing and math skills of new students in order to determine appropriate course placement. Assessment testing is required of all matriculated students unless the student is exempt because of transfer credit earned in an appropriate college-level English or math course or qualifying score on Regents test or standardized college entrance examination. Students exempt from assessment testing will be so notified by the Admissions Office.

Upon admission to the College, if required, the student will be asked to schedule an assessment testing appointment through the Scanlon Learning Skills Center. CPT results provide important information regarding appropriate
course placement and may be used as part of the advising process in helping a student develop educational and career goals.

The College reserves the right to place students in courses based on CPT results and/or high school preparation. Non-matriculated students registering for either English or math courses must be tested prior to registration unless otherwise exempt.

Advising/Registration/New Student Orientation
Once assessment testing is complete, newly admitted students are contacted by mail or telephone and asked to schedule an advising appointment with a member of the Advising Center staff or assigned faculty advisor. The student will complete the course registration process and schedule a New Student Orientation Session, which is considered to be an essential part of getting off to a good start at Jefferson. Once admitted, a new student will receive a Cannon Mail email account which will allow the student and the College to easily communicate electronically. The student is encouraged to contact the Admissions Office or the Advising Center should they have any questions or concerns prior to the start of classes.

International Students
An international student is any student who is not a citizen of the United States, and wishes to study at the College under an F-1 non-immigrant student visa. Applicants who are permanent residents of the United States should follow the normal admissions procedures and are not considered international students.

Admissions Procedure - International students should complete admissions materials from Jefferson Community College at least 2 months prior to the start of the semester for which they wish to enroll. All applicants must provide a letter of support from a local sponsor (an individual living in Jefferson County, New York). The steps listed in the International Student Admissions checklist need to be completed before an admission decision can be made. Applications will be reviewed upon completion of the steps in the International Student Admissions checklist. An I-20 Certificate of Eligibility for non-immigrant (F-1) students will be issued concurrent with an acceptance letter to the College.

Fees Associated with Applying for an Initial F-1 Visa: Beginning September 1, 2004 students applying for a F-1 or J-1 visa must pay a non-refundable $100.00 fee to SEVIS (Student Exchange Visitor Information System). SEVIS is a system used by the Department of Homeland Security (DHS) to facilitate the entrance of legitimate students while safeguarding America’s national security.

Cost to Attend JCC - Estimated annual educational and living expenses associated with attending JCC is U.S. $11,000. International students are required to submit certified documentation showing financial support equal to or greater than this amount. All documentation must be dated within 6 months of the date of application.

Financial Aid Availability - International students are not eligible for financial aid while attending JCC.

Working While Attending College: International students entering with an F-1 visa are not allowed to work on-campus or off-campus during their first year of study. Under special circumstances, it may be possible to seek employment after the first year of study.

Additional Information - Refer to the following websites for additional information: www.suny.edu and www.ins.usdoj.gov.

International Student Checklist
- Complete the free JCC Application for Admission
- Complete the International Student Supplemental Application (ISSA) and remember to provide the following:
  - English Proficiency Report*
  - Confidential Financial Statement
  - Biographical Essay
- Provide a copy of TOEFL scores* (500 or higher; 173 or higher if computer-based test are required for admission)
- Submit a translated copy of all academic records including any post-secondary courses.
- Provide a letter of support from a local sponsor.

*Not required for Canadian Applicants.

Print your free JCC application for International Students, fill it out and mail or fax it.

Mail to: JCC Admissions Office
1220 Coffeen Street
Watertown, New York 13601

Fax to: (315)786-2459
SERVICES FOR PROSPECTIVE STUDENTS

The Admissions Office offers a wide variety of services to prospective students and their families. We encourage students to visit the campus and spend quality time assessing the strengths of the academic programs, advantages of our location and opportunities presented due to our low cost tuition.

STUDENT AMBASSADOR/SHADOW PROGRAM

The shadow program is designed to allow a student the opportunity to tour the library, talk with faculty members, attend a club meeting or campus event, eat in the dining hall and more. Prospective students are assigned a student guide based on their personal interest. Maybe the student would like to tour with a student athlete or a biology major. Whichever the case, opportunity is just a phone call away.

INTERVIEWS

Personal interviews, while not generally required, are encouraged. During an interview with an admissions representative, a student can review the course requirements for their program of study, clarify the application process, and ask important questions concerning enrollment. Another important feature is the opportunity to determine which program best fits the students’ future plans.

*Students who are applying for admission to the Nursing program are required to schedule an appointment with an admissions counselor.

CAMPUS TOURS

The Office of Admissions offers tours of the campus on a regular basis. Tours can accommodate any schedule; however, touring is encouraged when the campus is open and in session. This provides the students with a more accurate view of college life. Campus tours are led by student ambassadors who are assigned, whenever possible, based on the prospective student’s program or activity of interest.

APPLICATION REVIEW

The staff at the Office of Admissions is available throughout business hours (9 a.m. - 5 p.m.) to review applications and answer any processing questions. Students and counselors should feel free to call, e-mail or stop by with questions or concerns. We are all here to help clarify and support students during this process.

SPECIAL PROGRAMS

SERVICEMEMBERS OPPORTUNITY COLLEGES

Jefferson Community College has been designated as an institutional member of Servicemembers Opportunity Colleges (SOC), a group of over 1000 colleges and universities providing voluntary postsecondary education to members of the military throughout the world. As a SOC member, Jefferson Community College recognizes the unique nature of the military lifestyle and has committed itself to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training. SOC has been developed jointly by educational representatives of each of the Armed Services, the Office of the Secretary of Defense, and a consortium of thirteen leading national higher education associations. It is sponsored by the American Association of State Colleges and Universities (AASCU) and the American Association of Community Colleges (AACC).

Servicemembers Opportunity Colleges Army Degree (SOCAD) Program

In 1985, Jefferson Community College became a member of the Servicemembers Opportunity Colleges Army Degree (SOCAD) program. SOCAD is a worldwide system composed of an ever-growing number of colleges united together to form a network designed to facilitate the education of servicemembers.

As a SOCAD College serving the educational needs of servicemembers at Fort Drum, Jefferson Community College commits itself to criteria and requirements defined in the College’s formal SOCAD Agreement. The College agrees to require no more than twenty-five percent of approved SOCAD degree programs in residence, guarantees transfer among colleges in the SOCAD network, completes an official evaluation for each student enrolled, and accepts appropriate credit for non-traditional programs and Military Occupational Specialty (MOS) experience as recommended by the American Council on Education (ACE Guide).
In December 2002, Jefferson was officially named an education provider for eArmyU, an innovative program of online learning designed to provide active duty soldiers with high quality, flexible opportunities for study in higher education. JCC first enrolled soldier-students in eArmyU coursework in summer 2003 and currently offers five degrees through the eArmyU program—

- Business Administration A.S.;
- Individual Studies A.A.
- Individual Studies A.S.
- Individual Studies A.A.S.
- Liberal Arts and Sciences: Humanities and Social Services A.A.

See [www.sunyjefferson.edu/earmyu/home.html](http://www.sunyjefferson.edu/earmyu/home.html) for additional information about Jefferson’s eArmyU offerings.

**SUNY Colleges in the North Country**

Jefferson Community College is a founding member of SUNY Colleges in the North Country, formerly known as the SUNY North Country/Fort Drum Educational Services Consortium. The organization was formed in response to the enhanced need for higher educational programming as a result of the location of the U.S. Army’s 10th Mountain Division at nearby Fort Drum. The purpose of the organization is to provide two-year, four-year, and graduate programming appropriate to the needs of North Country residents. SUNY units participating in the Consortium are:

- Jefferson Community College
- College of Technology at Canton
- College of Environmental Science and Forestry at Syracuse
- Empire State College
- Health Science Center at Syracuse
  - Institute of Technology at Utica/Rome
- State University College at Oswego
- State University College at Potsdam
- State University College at Plattsburgh
COST OF ATTENDING COLLEGE

The costs of attending college are both direct and indirect. Direct costs are tuition, fees, books -- things that students pay directly to the college. A current list of direct costs is available on page 26.*

Indirect costs are things like transportation, room & board, and childcare. Students may not pay the costs directly to the college, but they are costs associated with going to college. Indirect costs may vary based on individual circumstances.

The following annual budgets are used for determining 2006-07 Cost of Attendance at Jefferson Community College based on full time attendance for the fall and spring semesters.*

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<tr>
<td><strong>Tuition &amp; Fees</strong></td>
<td>$3,336</td>
<td>$3,336</td>
<td>$3,336</td>
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<td>4,960</td>
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<tr>
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<td>1,100</td>
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<td>900</td>
<td>900</td>
<td>900*</td>
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<tr>
<td><strong>Transportation</strong></td>
<td>1,064</td>
<td>1,064</td>
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<td>$8,700</td>
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*These costs are estimates and subject to change without notice. Contact the Bursar’s Office, Jules Center, Room 6-024, 315-786-2411 or www.sunyjefferson.edu for the most current tuition and fee information.

KEY:

A. Will reside with parents during the school year.

B. Will not reside with parents during the school year.

C. Will not reside with parents and have dependents that reside at home and for whom you pay childcare cost while in classes.

D. Less than half-time; costs will be prorated based on enrollment.

*Pro-rated by number of credit hours
STUDENT FINANCIAL AID

Student Financial Aid helps students and their families by educating students about available financial aid resources and assisting students during the application process. It is our mission to help students find the resources to meet their educational expenses.

Most financial aid programs are based on the student’s financial need and are intended to supplement the family’s contribution towards the student’s educational costs.

Financial aid comes in several forms: grants, scholarships, college employment and loans. It is available through various sources, primarily the federal and state governments, the Jefferson Community College Foundation, civic organizations and local foundations.

Applying for financial aid can be confusing, especially for new students. To begin the application process, students should contact our office for an application packet, or call 315-786-2355 or toll free at 1-888-435-6522. The Financial Aid Office is located in the Jules Center, Suite 6-005. During the school year, our office hours are 8:30 a.m. to 5:00 p.m., Monday through Friday, 8:30 a.m. to 4:00 p.m. during the summer. Our mailing address is Jefferson Community College Financial Aid, 1220 Coffeen Street, Watertown, NY 13601.

HOW TO APPLY FOR AID

The financial aid application process begins with the Free Application for Federal Student Aid (FAFSA). To file the FAFSA, students have two choices: appling online at www.fafsa.ed.gov or mail the paper application. Students are recommended to contact the financial aid office for a full financial aid packet. It is important to apply for financial aid no later than March 1 for the following academic year in order to receive full consideration for all financial aid.

If you file the FAFSA online and are a NY resident attending a NY school, you will automatically be taken to TAP on the Web if you click on the “New York Residents” section of the FAFSA confirmation page. If you miss this opportunity or file a paper FAFSA, you may apply for TAP online at www.tapweb.org approximately two weeks after your FAFSA has been processed. Our TAP school code is 2220.

TAP is for full time students only; part time students may apply for Aid for Part Time Students (APTS). Contact us for an APTS application.

Late Application Information - A student is a late applicant if the student wants to use financial aid to pay the bill and it is after:

- July 1 and the student wants to start classes during fall semester (August);
- December 1 and the student wants to start classes during the spring semester (January);
- April 1 and the student wants to start during the summer semester (June).

We strongly recommend late applicants apply online at www.fafsa.ed.gov to be sure that their financial aid will be completed on time. Students select “Entering a FAFSA online” and then the “Fill out a FAFSA” option. If you choose to mail the application, plan on four to six weeks for processing.

Transfer Students - Students who are transferring to Jefferson may transfer their financial aid information to the College by adding Jefferson Community College to their FAFSA online at www.fafsa.ed.gov and to TAP at www.hesc.org.

Our federal school code is 002870 and our TAP code is 2220.

FEDERAL FINANCIAL AID

The federal government makes available a wide range of financial support to students. This includes: grants - these do not have to be repaid, college employment - through the work-study program, loans - student loans and parent loans.

Pell Grant and the Supplemental Educational Opportunity Grant

These are the two primary grants provided by the federal government directly to students. Eligibility is generally based on the financial status of the family, determined by completing the Free Application for Federal Student Aid (FAFSA). Students must be in a degree program, enrolled in at least 3 credits (Pell) or 6 credits (SEOG).

SEOG funds are awarded to the students in most need and funds are limited. Apply by March 1 for full consideration for the following academic year. Pell Grant funds are not limited. You may apply for Pell at any time, although we encourage everyone to apply early. At least thirty percent of all FAFSA applicants are selected to complete a process known as verification. Verification means that the student (and family) must provide documentation of selected application information (tax returns, W-2s, verification statements, etc.) prior to receiving any federal funds. If discrepancies are found, the Financial Aid Office will correct the data. In addition, JCC may select students for this process to clarify conflicting or confusing information.
Work-Study Program
Work-Study is a great way to work on campus. If eligible, students may work up to 20 hours weekly during the semester and 35 hours weekly during breaks. Schedules will accommodate students’ classes and students can earn a paycheck every two weeks. To apply, students need to:

- Apply for financial aid with the Free Application for Federal Student Aid (FAFSA).
- Check financial aid award letters to see if they are work-study eligible. Work-Study will be included in financial aid packages if students were eligible and they indicated on the FAFSA that they wanted to participate in the program. If not, students should contact our office.
- Check the employment listings on the Career Placement and Planning Services and Financial Aid bulletin boards. A job book is also available in the Counseling Center with a listing of open positions.
- Contact the employer for a job that interests the student.
- Interview for the position.
- The employer will contact students if they are hired. Students will be required to come to the financial aid office to complete personnel paperwork.

Student and Parent Loans
Nearly all students are eligible for student loans. Students who have demonstrated financial need according to federal guidelines may borrow money on a subsidized basis. Subsidized loans are subsidized by the federal government -- the government pays the interest on the loan while the student is in school.

Many students who do not demonstrate financial need may secure a loan on an unsubsidized basis. The student is responsible for the interest accrued while in school as well as during repayment on an unsubsidized loan.

Banks, credit unions, and other lending organizations make Stafford Loans. Maximum annual loan limits are $2,625 for freshman and $3,500 for sophomores. Independent freshman and sophomore students may borrow an additional $4,000 each year on an unsubsidized basis. Effective July 1, 2006, the interest rate on subsidized and unsubsidized Federal Stafford Loans is a fixed rate. These loans are also subject to an insurance and origination fee, which is up to 4.0% of the amount borrowed and is deducted at the time the loan is disbursed. Payment is deferred until graduation or withdrawal from school.

As of July 1, 2006:
- Stafford Loan Interest Rate (in school): 6.8%
- PLUS Loan: 8.5%

Parents are also able to borrow to assist the student in paying educational costs. The amount will depend on the cost of attendance and the financial aid package of the student. Interest rates are fixed at 8.5% effective July 1, 2006. Payment is not deferred for parent loans.

Student Refunds
After midterm grades are posted, the College begins the Financial Aid refunding process. All amounts due the College are first deducted from the awards. The balance is issued to students in check form, depending on the availability of State and Federal Funds. Students should be prepared to cover early semester expenses with non-financial aid funds (their own funds). Examples of these expenses may be transportation, rent, living expenses or child care.

Veteran’s Information - Federal Programs
Montgomery GI Bill Chapter 30: The Montgomery GI Bill - Active Duty program provides a student with up to 36 months of education benefits. These benefits may be used for degree and certificate programs. Generally, benefits are payable for 10 years following release from active duty.

Montgomery GI Bill Chapter 106: The Montgomery GI Bill - Selected Reserve program may be available if student is a member of the Selected Reserve. The Selected Reserve includes the Army Reserve, Navy Reserve, Air Force Reserve, Marine Corp Reserve, and Coast Guard Reserve, and the Army National Guard and Air National Guard. Students may use this educational assistance program for degree and certificate programs.

Eligibility for this program is determined by the Selected Reserve components. VA makes the payments for this program. Students may be entitled to receive up to 36 months of education benefits. The student’s benefit entitlement ends 10 years from the date of eligibility for the program or on the day student leaves the Selected Reserve.

Vocational Rehabilitation Chapter 31: The Vocational Rehabilitation program provides services and assistance necessary for service-connected disabled veterans to achieve independence and to obtain and maintain suitable employment. Vocational Rehabilitation services include, in part, assessment, counseling,
### Student Eligibility for Federal Programs

To receive consideration for any financial aid, students must be matriculated into a degree program and enrolled in credit-bearing courses.

<table>
<thead>
<tr>
<th>Federal Financial Aid Programs**</th>
<th>Who is Eligible?</th>
<th>Eligibility Criteria</th>
<th>Award Amounts*</th>
<th>Application Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Pell Grant</td>
<td>Undergraduate students who are pursuing their first bachelor's degree and meet federal need criteria.</td>
<td>An Expected Family Contribution (EFC) that qualifies the student for an award, as determined by the Free Application for Federal Student Aid (FAFSA).</td>
<td>During 2003-04, annual awards ranged from $400 to $4,050, depending on the cost of attendance and the amount of money appropriated in the federal budget. Award ranges are determined annually by the federal government.</td>
<td>Must file the Free Application for Federal Student Aid (FAFSA). Forms are available at JCC’s Financial Aid Office, high school guidance offices and <a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a>.</td>
</tr>
<tr>
<td>Federal Supplemental Educational Grant</td>
<td>Undergraduate students who are pursuing their first bachelor’s degree, and meet federal need criteria.</td>
<td>Students with high financial need. Must be a Federal Pell Grant recipient.</td>
<td>Awards may range from $200 to $2000 depending on the cost of attendance and the amount of need per student.</td>
<td>Must file the FAFSA.</td>
</tr>
<tr>
<td>Federal Work-Study Program</td>
<td>College students in degree programs with financial need. Most jobs provided through departments on campus.</td>
<td>An EFC that qualifies the student for an award, as determined by the FAFSA.</td>
<td>Varies, depending on hours and wage rate. JCC wage scale begins at minimum wage.</td>
<td>Must file the FAFSA.</td>
</tr>
<tr>
<td>Federal Stafford Loan Program - Subsidized</td>
<td>Based on demonstrated need. There is no interest charged while student attends school on at least a half-time basis and for six months afterward (grace period).</td>
<td>An EFC that qualifies the student for an award, as determined by the FAFSA.</td>
<td>Undergraduates limited to $2,625 for first year (0-23 credits), $3,500 for second year (24+credits); cumulative borrowing limit of $23,000. Independent undergraduates may have additional unsubsidized eligibility of $4,000 for first and second years; additional cumulative borrowing limit of $23,000.</td>
<td>Must file a FAFSA, loan worksheet form available at the Financial Aid Office and complete a Master Promissory Note (MPN).</td>
</tr>
<tr>
<td>Federal Stafford Loan Program - Unsubsidized</td>
<td>Available to those unable to demonstrate need, but will accumulate interest during periods of enrollment.</td>
<td>Cost of attendance minus other financial aid.</td>
<td>Undergraduates limited to $2,625 for first year, $3,500 for second year minus subsidized loan eligibility; cumulative borrowing limit of $23,000. Independent undergraduates have additional unsubsidized eligibility of $4,000 for first and second years; additional cumulative borrowing limit of $23,000.</td>
<td>Must file a FAFSA, loan worksheet form available at the Financial Aid Office and complete a Master Promissory Note (MPN).</td>
</tr>
<tr>
<td>Federal Stafford Parent Loan for Undergraduate Students (PLUS)</td>
<td>Parents of dependent undergraduate students.</td>
<td>Good credit history.</td>
<td>Student’s total cost of attendance minus financial aid.</td>
<td>Contact JCC for PLUS loan application. Completed form should be submitted to JCC’s Financial Aid Office.</td>
</tr>
<tr>
<td>Veterans Administration &amp; Montgomery G.I. Bill</td>
<td>Eligible veterans and children of deceased veterans or service-connected disabled veterans.</td>
<td>Contact any regional Veterans Administration Office for information, details and forms or contact JCC’s Veterans Counselor at (315)786-2352.</td>
<td>Varies.</td>
<td>Contact any regional Veterans Administration Office in your area or call 1-888-838-7697.</td>
</tr>
<tr>
<td>Aid to Native American Indians</td>
<td>Aid to Native American Indians U.S. Bureau of Indian Affairs offers grants to needy applicants who are at least 1/4 American Indian, Eskimo or Aleut.</td>
<td>Must meet eligibility requirements.</td>
<td>Awards may vary depending on need and availability of funds.</td>
<td>Applications are available from: U.S. Department of Interior, Bureau of Indian Affairs, Federal Bldg. Room 523, 100 South Clinton Street, Syracuse, New York 13202.</td>
</tr>
</tbody>
</table>

**Additional information covering Federal financial aid programs is provided in the U.S. Department of Education Student Guide.**
training, subsistence allowance, and employment assistance. VA also will assist the student in job placement. While student is enrolled in a Vocational Rehabilitation program, VA pays the cost of tuition, fees, required books, supplies and equipment.

If eligible for Vocational Rehabilitation benefits, the student may receive up to 4 years of rehabilitation services. Generally, a rehabilitation program must be completed within 12 years from the date VA notifies veteran of entitlement to compensation benefits.

Survivors’ and Dependents Educational Assistance Program Chapter 35: This program provides financial aid for the education of dependent sons, daughters, and spouses of:

- Veterans who died or are permanently and totally disabled as the result of a service-connected disability. The disability must arise out of active service in the Armed Forces.
- Veterans who died from any causes while such service-connected disability was in existence.
- Servicepersons missing in action or captured in line of duty by a hostile force.
- Servicepersons forcibly detained or interned in line of duty by a foreign government or power.

If eligible for Chapter 35 Benefits the student may be entitled to receive up to 45 months of education benefits. Generally speaking, for a son or daughter to receive benefits for attending school, the student must be between the ages of 18 and 26. Marriage of a child does not prohibit this benefit. A young person eligible for training may not enroll while in the Armed Forces. For a spouse, benefits end 10 years from the date VA finds veteran eligible or from the date of death of the veteran.

For further information and eligibility requirements for the above programs, contact the Department of Veterans Affairs at 1-800-827-1000 or visit their web site at www.gibill.va.gov. If the student is activating veteran benefits for the first time, the Financial Aid Office should be contacted for a Veteran’s packet.

NEW YORK STATE AID PROGRAMS

For New York residents, the Tuition Assistance Program (TAP) provides grants to eligible full-time students. TAP grants are based on income eligibility requirements and a percentage of the tuition charges at the college. TAP awards cannot exceed tuition rates. Active duty military students stationed in New York, and their family members, are eligible for TAP and Aid to Part Time Study (APTS). See the Eligibility Chart for a full picture of the NYS financial aid programs.

New York residents who will attend full time may apply for the Tuition Assistance Program (TAP) online after filing the FAFSA online. Select ‘NY Residents’ on the FAFSA confirmation page to apply for TAP. If the student misses this opportunity, the Express Tuition Assistance Application (ETA) will be emailed to the student about 2 weeks after submission of the FAFSA. Our TAP code is 2220. Please note the following:

- If there are errors on a student’s TAP application, New York State Higher Education Services (NYSHESC) will ask student to correct the errors. Please respond to any requests from NYSHESC - TAP cannot be awarded until all problems are resolved.
- TAP awards are not issued until the state budget is finalized. Students receive an award letter in the mail from NYSHESC when award is completed. JCC will receive the award electronically and post it to student’s account.
- TAP is only for full time students. Part time residents may contact our office for an Aid to Part Time Study (APTS) application.
- A variety of NYS financial aid programs are available to residents. See www.hesc.com for more information.

VETERAN’S INFORMATION-STATE PROGRAMS

NYS National Guard Educational Incentive Program: This program provides up to $4,350 of tuition assistance to members of the NYS National Guard or Naval Militia who are in good military and academic standing. To be eligible, Guard members must:

1. be a legal resident of New York State,
2. have successfully completed Initial Active Duty training, Naval enlisted Code, or Commissioning Program,
3. be pursuing their first Baccalaureate Degree,
4. be enrolled in a degree program for at least 6 credit hours at a Board of Regents accredited college or university in New York State, and
5. apply for all available tuition assistance and grants (i.e. Federal Pell Grant & NYS TAP).

For more information, call the NYS National Guard at (800)356-0552 or (518)786-4681, or visit their web site at www.dmna.state.ny.us.
**Persian Gulf Veterans Tuition Award Supplement (PGVTA):** This program provides financial assistance to eligible veterans matriculated in undergraduate and graduate degree programs on either a full-time or part-time basis. Students can be awarded up to $1,000 per semester for full-time study and up to $500 per semester for part-time study. To be eligible for this program, the veteran must:

1. be a legal resident of New York State,
2. have served in the armed forces of the United States in the hostilities that occurred in the Persian Gulf from August 2, 1990 to the end of such hostilities by receipt of the Southwest Asia Service Medal,
3. have been discharged from the service under other than dishonorable conditions, and
4. apply for a Federal Pell Grant and NYS Tuition Assistance Program (TAP) award (part-time students do not need to apply for a TAP award).

For additional information, contact Higher Education Services Corporation (HESC) at (888) NYS-HESC or visit the HESC web site at www.hesc.com.

**Vietnam Veterans Tuition Awards (VVTA):** This program provides financial assistance to eligible veterans matriculated in undergraduate and graduate degree programs on either a full-time or part-time basis. Students can be awarded up to $1,000 per semester for full-time study and up to $500 per semester for part-time study. To be eligible for this program, the veteran must:

1. be a legal resident of New York State,
2. have served in the armed forces of the United States in Indochina between December 22, 1961 and May 7, 1975,
3. have been discharged from the service under other than dishonorable conditions, and
4. apply for a Federal Pell Grant and NYS Tuition Assistance Program (TAP) award (part-time students do not need to apply for a TAP award).

For additional information call HESC at (888) NYS-HESC or visit the HESC web site at www.hesc.com.

**Student Eligibility for NY State Programs**
To receive consideration for any financial aid, students must be matriculated into a degree program and enrolled in credit-bearing courses. The chart on the following two pages illustrates the New State Eligibility guidelines.

**Maintaining Your Financial Aid**
In order to maintain eligibility for financial aid, students must meet the following minimum requirements.

**Federal Satisfactory Academic Progress Guidelines**
Federal regulations require that financial aid recipients show satisfactory academic progress towards their degree or certificate objective. Satisfactory academic progress includes both a qualitative and a quantitative measure.

Quantitative progress standards measure a student’s progress in a degree program and set a maximum time frame in which a student must complete a degree. The qualitative measure examines the student’s GPA and total credit hours earned to determine if a student is adequately progressing towards the degree or certificate.

**Quantitative Progress Standards Credit Progression:**
Students must make satisfactory academic progress towards their degree. Full time students must satisfactorily complete 6 credit hours in a semester. All students must meet the cumulative standards (50% of the first 47 attempted credit hours must be satisfactorily completed, 67% from 48 credits and beyond). Satisfactorily completed credits are those for which grades of A, B, C, D, H, and P are earned. Non-credit course work is also included in this calculation (S grades).

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-47</td>
<td>50% of Attempted Hours</td>
</tr>
<tr>
<td>48 or more</td>
<td>66% of Attempted Hours</td>
</tr>
</tbody>
</table>

**Maximum Hours:** Students who have attempted 150% of the number of credit hours required by the degree or certificate will be ineligible for financial aid unless they have an approved waiver. Non-credit course work will not be included in the calculation of maximum hours.

**Qualitative Progress Standard**
Students must maintain a minimum cumulative grade point index. Refer to Standards for Academic Probation and Dismissal for detailed information.

When students lose federal financial aid eligibility, they lose it for a period of one year or until they make up their academic deficiencies. One exception to this policy is for First Time, Full Time Freshmen. Students who are first time, full time freshmen may have their federal eligibility reinstated after a one semester (spring or fall semester, not summer) loss of financial aid.
Upon reinstatement of federal aid, students are expected to meet the Satisfactory Academic Progress standards after a period of one year.

**New York State Pursuit and Progress**

Program pursuit is defined by the State Department of Education as receiving a passing or failing grade in a certain percentage of a full-time course load. This percentage increases from 50 percent of the minimum full-time load in each term of study in the first year for which an award is made, to 75 percent of the minimum full-time load in each term of study in the second year for which an award is made, to 100 percent of the minimum full-time load in each term of study in the third and each succeeding year for which an award is made. Minimum full-time load at Jefferson Community College is 12 credit hours.

Academic Progress is defined by the State Department of Education as a standard of satisfactory academic progress including the successful earning of a minimum number of credits with a minimum cumulative grade point average at the conclusion of each semester. The chart below displays, for each financial aid payment sought, how many credits a student must accumulate toward graduation and the grade point average to be eligible for the payment.

Students not meeting these requirements will be denied state aid for one year or until they make up their academic deficiencies. For students who have already utilized the equivalent of four TAP payments (24 payment points) and have less than a 2.0 cumulative grade point average, sitting out one year will not reinstate their eligibility for TAP and APTS. The student may not apply for a waiver of the 2.0 requirement.

<table>
<thead>
<tr>
<th>Before being certified for this payment</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
<th>Fifth</th>
<th>Sixth</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student must have completed this many credits in this semester with grades of A, B, C, D, F</td>
<td>n/a</td>
<td>6</td>
<td>6</td>
<td>9</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>With at least this grade point average</td>
<td>n/a</td>
<td>0.5</td>
<td>0.75</td>
<td>1.3</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>And have accrued this many credits towards graduation</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>18</td>
<td>30</td>
<td>45</td>
</tr>
</tbody>
</table>

To avoid this problem, students should work closely with faculty advisors when making your class selections. Students should make sure that they are enrolled in the right degree program and all transfer credit from other colleges has been evaluated. Use SOAR at www.sunyjefferson.edu to check that all courses are applicable to the student’s degree.
# Student Eligibility for New York State Aid Programs

To receive consideration for any financial aid, students must be matriculated into a degree program and enrolled in credit-bearing courses.

<table>
<thead>
<tr>
<th>Program</th>
<th>Who is Eligible?</th>
<th>Eligibility Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Assistance Program (TAP)</td>
<td>U.S. citizen or permanent resident and also N.Y. State resident enrolled (matriculated) for 12 credits or more in a degree program; cannot be in default on any NYS guaranteed education loan.</td>
<td>Undergraduate students who are dependent or independent and married OR have tax dependents; $80,000 NYS NET taxable income or less. Single independent with no dependents: $10,000 NYS NET taxable income or less. Income adjusted for number of family members in full-time college attendance.</td>
</tr>
<tr>
<td>Aid for Part Time Study Program (APTS)</td>
<td>U.S. citizen or permanent resident and also NYSD resident enrolled (matriculated) for 3-11 credits in a degree program; cannot be in default on any NYS guaranteed education loan.</td>
<td>Students who are dependent or independent and have tax dependents other than a spouse: $50,550 NYS net taxable income or less.</td>
</tr>
<tr>
<td>Regents Award for Child of Veterans (CV) and Child of Corrections Officer Awards (CO)</td>
<td>Children of veterans who are deceased, disabled or missing in action as a result of service during World War I, World War II, Korean Conflict or Vietnam (CV) or who died as a result of injuries sustained in line of duty (CO).</td>
<td>Must meet eligibility requirements. Contact your local Division of Veterans Affairs for information or call 1-800-635-6534 (N.Y. State Div. Of Veteran Affairs).</td>
</tr>
<tr>
<td>Memorial Scholarships for Children and Spouses of Deceased Police Officers and Firefighters</td>
<td>Child or spouse of person who died in service.</td>
<td>Must meet eligibility requirements. Must submit documentation supporting eligibility as noted in special supplement.</td>
</tr>
<tr>
<td>Aid to Native American Indians</td>
<td>Member on the official tribal roll of a New York State tribe or child of a member.</td>
<td>Must provide documentation.</td>
</tr>
<tr>
<td>Vietnam Veterans Tuition Award Program &amp; Persian Gulf Veterans Tuition Award Program</td>
<td>Recipients must meet New York residency requirements and have served in the armed forces in Indochina or the Persian Gulf during specified periods of hostility.</td>
<td>Students complete all eligibility requirements including filing for TAP and Pell grants.</td>
</tr>
<tr>
<td>Scholarship for Academic Excellence</td>
<td>Outstanding New York State High School Graduates</td>
<td>High School recommendation. Only full-time, matriculated, New York high school graduates are eligible.</td>
</tr>
<tr>
<td>Robert C. Byrd Honors Scholarships Program (Federally Funded)</td>
<td>U.S. citizen and permanent New York State resident.</td>
<td>Must demonstrate outstanding academic achievement &amp; show promise of continued academic achievement. Scholarships are based on SAT or ACT scores, and contingent on federal funding.</td>
</tr>
<tr>
<td>Volunteer Recruitment Service Scholarship</td>
<td>Volunteer firefighters and ambulance personnel who have been NY residents for at least one year. Contact <a href="http://www.hesc.com">www.hesc.com</a> for more eligibility criteria.</td>
<td>Volunteer organization selects one candidate annually.</td>
</tr>
<tr>
<td>World Trade Center Memorial Scholarship</td>
<td>Families and financial dependents of innocent victims who died or were severely and permanently disabled as a result of the Sept. 11, 2001 terrorist attacks on the United States of America and rescue and recovery efforts.</td>
<td>Undergraduate students who are full-time and matriculated in an approved program and meet requirements for the receipt of New York State grants and scholarships are eligible. Recipients need not be New York State residents or U.S. citizens to receive the scholarship.</td>
</tr>
<tr>
<td>Military Service Recognition Scholarship (MSRS)</td>
<td>Children, spouses and financial dependents of members of the armed forces of the United States or state organized militia who, at any time on or after Aug. 2, 1990, while New York State residents, died or became severely and permanently disabled while engaged in hostilities or training for hostilities.</td>
<td>Undergraduate students who are full-time and matriculated in an approved program and meet requirements for the receipt of New York State grants and scholarships may be eligible.</td>
</tr>
<tr>
<td>Award Amounts</td>
<td>Application Instructions</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>TAP awards based on NYS net taxable income. Awards for first-time recipients range from $275 to $2,500 per year for dependent undergraduates or independent students with dependents. Single independent students’ (without dependents) awards range from $425 - $2,500.</td>
<td>In addition to the FAFSA, you must file a N.Y. State TAP application. The Express TAP Application (ETA) will be sent to you as a result of filing the FAFSA, or the TAP application can be filed on-line from a link on the on-line FAFSA confirmation page or contact NYSHESC at 1-888-697-4372.</td>
<td></td>
</tr>
<tr>
<td>Single or married independents with no dependents: $34,250 NYS net taxable income or less. APTS awards based on NYS net taxable income &amp; number of credits registered. Awards range from $100-$500 per semester based on APTS funds available.</td>
<td>Applications are available at JCC’s Financial Aid Office.</td>
<td></td>
</tr>
<tr>
<td>$450 per year, for up to five years, depending on the normal length of the program</td>
<td>Same as TAP above. In addition, file the CV or CO Award Supplement available on request from NYSHESC: 1-888-697-4372 or online at <a href="http://www.hesc.com">www.hesc.com</a></td>
<td></td>
</tr>
<tr>
<td>Award amounts are based on tuition and non-tuition costs of attendance. In combination with certain other state and federal grants, may equal the average cost of attendance at the State University of New York.</td>
<td>Same as TAP above. In addition, file the appropriate award supplement, available on request from NYSHESC: 1-888-697-4372 or online at <a href="http://www.hesc.com">www.hesc.com</a>.</td>
<td></td>
</tr>
<tr>
<td>Up to $875 per year for a maximum of four years or five years in certain programs.</td>
<td>Contact: Native American Indian Education Unit, New York State Education Dept. Education Building Annex, Rm. 374, Albany, NY 12234, 518-474-0537</td>
<td></td>
</tr>
<tr>
<td>Awards are $2,000 per year for full-time study or up to $1,000 per year for part-time study. Awards cannot exceed cost of tuition.</td>
<td>Same as TAP above. In addition, file the Vietnam Veterans Tuition Award Supplement or Persian Gulf Veterans Tuition Award Supplement to establish eligibility. Call NYSHESC at 1-888-697-4372 for information.</td>
<td></td>
</tr>
<tr>
<td>Up to $1500.00 annually.</td>
<td>Contact: High School Guidance Counselor.</td>
<td></td>
</tr>
<tr>
<td>Amounts vary pending federal funding, renewable up to 4 years.</td>
<td>Applications available in high school guidance offices.</td>
<td></td>
</tr>
<tr>
<td>Up to tuition, minus any tuition-based grant.</td>
<td>Scholarship application may be obtained from the volunteer organization or online at <a href="http://www.hesc.com">www.hesc.com</a>.</td>
<td></td>
</tr>
<tr>
<td>The award covers up to four years of full-time undergraduate study (or five years in an approved five-year bachelor’s degree program); the amount varies depending on applicant need, financial aid, school choice, and current SUNY charges. Contact <a href="http://www.hesc.com">www.hesc.com</a> for more information.</td>
<td>Print a copy of the New York State World Trade Center Memorial Scholarship Application and submit it with the necessary documentation to Higher Education Services Corporation.</td>
<td></td>
</tr>
<tr>
<td>The award amount varies. Contact <a href="http://www.hesc.com">www.hesc.com</a> for more information.</td>
<td>Print a copy of the supplemental application and submit it with the necessary documentation to Higher Education Services Corporation.</td>
<td></td>
</tr>
</tbody>
</table>
**Special Circumstances Affecting Financial Aid Eligibility**

**Repeating Courses:** When a student has earned a passing grade (D or better) in a course, and decides to repeat the course, the repeat cannot be included in the calculation of full or part time status for New York State aid. There are four exceptions to this rule:

1. When a passing grade is achieved, but the grade is not acceptable to the program in which the student is matriculated.
2. When a passing grade is achieved, but the grade is not acceptable for the student to move on to the next course in the sequence.
3. When two courses must be taken concurrently and a passing grade is achieved in only one of the courses. If the student is required to repeat both courses, both may be included in the calculation of enrollment status.
4. When a course may be repeated and credit is earned toward the degree each time the course is taken.

**Developmental Courses:** Developmental courses (non-credit remedial) are not included in the assessment of Progress for New York State aid. Students must complete a minimal number of college level credits each semester to retain state aid eligibility (see chart p.22).

**Incomplete Grades:** In the evaluation of financial aid eligibility at the end of the semester, incomplete grades will not be counted as completed hours, but will count as attempted hours. The student is responsible for notifying the Financial Aid Office that the incomplete grade has been changed and requesting a re-evaluation of Title IV and NYS aid eligibility.

**Appeals for reinstatement of financial aid:**
If a student does not meet the standards for Title IV or NYS Aid, the student may appeal for reinstatement of aid due to mitigating circumstances. These reasons must be well documented in writing with determination by the Financial Aid Petitions Committee.

**Total Withdrawals**
Students who officially or unofficially withdraw from all of their courses are subject to the Federal Return of Title IV Funds Policy. The student’s eligibility for federal aid is recalculated for any student who completely withdraws, stops attending classes, or is dismissed during the semester. This ruling affects federal financial aid only including the Pell Grant, FSEOG, and student loans.

This policy governs the amount of federal student aid the student has earned; our institutional refund policy governs what charges a student may owe (see Tuition Refunds). This policy may result in a student having to repay portions of their federal financial aid. A student earns full financial aid at the 60% point of the semester.

**Financial Aid Probation**
Students who have previously lost financial aid and are eligible for reinstatement may be placed on Financial Aid Probation. Students with a GPAs below 2.0, low course completion rates, and multiple dismissals or withdrawals, will be considered for probation. Students will be notified of the probation status in writing. Probation may include delayed disbursement of student loans and financial aid refunds, and periodic attendance verification.

**Financial Need**
The information reported on the student’s Free Application for Federal Student Aid (FAFSA) is used to calculate the Expected Family Contribution (EFC). The formula used to calculate your EFC is established by law and is used to measure the student’s family’s financial strength on the basis of income and assets. The EFC indicates how much money the student and the student’s family are expected to contribute toward the cost of attendance for the school year, and determines eligibility for federal student aid. To calculate eligibility for need-based financial aid, the EFC is subtracted from the Cost of Attendance.

\[
\text{Cost of Attendance} - EFC = \text{Financial Need}
\]

If the student’s EFC is below a certain number, the student will be eligible for a Federal Pell Grant, assuming all other eligibility requirements are met. Students can get worksheets that show how the EFC is calculated by downloading them from www.studentaid.ed.gov/pubs. Click on the appropriate award year under **EFC Formula**.

**Waiver for Reinstatement of Financial Aid Eligibility**
Students who fail to make satisfactory academic progress may apply for a waiver of satisfactory academic progress standards for the next academic year. Waivers are available online or in the Financial Aid Office. Appeals will be considered for extenuating circumstances such as illness during the semester, serious illness or death of an immediate family member, personal matter which involved professional counseling, and other special circumstances. The student must document the circumstance and, if necessary, that the situation is not likely to occur again. Federal waivers apply
only to the academic year for which it is granted. After that, the student is expected to be at the standards required for both the quantitative and qualitative satisfactory academic progress. State waivers apply only for the next semester. After that, the student is expected to meet the state standards of eligibility for Good Academic Standing. Students are limited to one state waiver during their undergraduate career.

**Appeal for Waiver of 150% Requirement Rule**

Students are expected to complete a program in fewer than 150 percent of the degree requirements. For example, students who are matriculated in a degree program requiring 60 credits for graduation should attempt no more than 90 credit hours. Students may apply for a waiver due to exceeding 150% of the program. This waiver must include a plan of action for completing the program.

**Ineligibility**

By accepting state or federal financial aid, students are obligated to comply with all rules and regulations which govern such programs. It is the student’s responsibility to be familiar with financial eligibility requirements and to immediately correct compliance issues or risk losing financial aid.

Many actions may cause a student to lose eligibility, even after the semester begins such as schedule adjustments, matriculation changes, transfer credits from other colleges, student loan defaults, and many more. Before taking any of above actions, the student should give serious thought as to how this action might change their financial aid. If you have questions regarding eligibility, contact the financial aid office before classes begin. Once classes begin, students are held accountable for tuition and fees according to the refund policy.

**Exigency Loan Fund**

A small loan fund has been established and is maintained by the Financial Aid Office to assist students who encounter financial situations that are beyond their immediate control. To be eligible, a student must be currently enrolled, in good academic standing, and in good financial standing. These loans are short term (30 days or less), non-interest bearing, and use Financial Aid Awards as collateral. The maximum loan amount is $250 (often less is awarded) and may be prorated based upon enrollment status. Unless excess funds exist, students are limited to a maximum of one emergency loan per year with final determination for loan eligibility made by the Director of Financial Aid.

**Special Conditions**

Significant changes in income for uncontrollable reasons (lost job, illness, etc.) may allow the financial aid office to make adjustments to a student’s prior year income. Please contact the financial aid office for a “Special Conditions Application”. Documentation is required.

**Scholarships**

Through the Jefferson Community College Foundation and the generosity of its donors, scholarships are available to academically gifted students and students in financial need at Jefferson Community College. Scholarships are available for freshmen, continuing, nontraditional and active duty military students. Awards range from $100 to full tuition; the amounts and availability of the awards are subject to change. Most scholarship applications are available on our website.

**Freshmen** scholarship applications are available in December and due in March for the following academic year. Local high school seniors may obtain the scholarship applications at their high school guidance counseling office or from the Jefferson Community College Admissions Office.

**Continuing Students** scholarship applications are available no later than the start of the January semester. These scholarships are for the following academic year and available online or by contacting the Financial Aid Office. The deadline is published on the application, usually March 1.

**Nontraditional Student and Active Duty** scholarships applications are generally due August 1st for the Fall semester. Contact Financial Aid or download the application online. A full listing of scholarships is available.

**Outstanding Financial Obligations**

Checks returned by the bank for any reason will be assessed a $20.00 service fee. Unpaid financial obligations will, in due course, be assigned to an external collection agency. All collection and related legal costs will be added to the amount of indebtedness.
Tuition Refunds
The following tuition refund schedule has been established for students who officially withdraw within three weeks of the start of a semester.

<table>
<thead>
<tr>
<th>Withdrawal Date</th>
<th>% Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>First week</td>
<td>75%</td>
</tr>
<tr>
<td>Second week</td>
<td>50%</td>
</tr>
<tr>
<td>Third week</td>
<td>25%</td>
</tr>
<tr>
<td>Fourth week</td>
<td>No Refund</td>
</tr>
</tbody>
</table>

Certificate of Residence
Residents of Jefferson County - A student is required by law to present once each academic year, a Certificate of Residence indicating that he or she has been a legal resident of New York State for one year and Jefferson County for six months prior to registration. Students admitted to or returning to the College will receive a Certificate of Residence card with their tuition bill. This card must be completed and returned before the student may attend class.

Other New York State Residents - Students admitted to the College will be mailed an Application for Certificate of Residence with their tuition bill. This application must be completed and returned to the County Treasurer of the county in which the student resided for the six-month period prior to registration. The County Treasurer will then issue a Certificate of Residence which must be returned to the College. This resident status must be certified each year. This Certificate must be completed and returned before the student may attend class.

Tuition and Fee Schedule
2005/2006 Academic Year
Tuition and fees are due and payable at the time of registration and may be paid by MasterCard, VISA, Discover, AMS Tuition Pay*, cash, or money order. Checks should be made payable to “Jefferson Community College.” Students are not enrolled officially until all charges have been paid. Tuition and fees are subject to change by the College without prior notification.

Contact the Bursar's Office, Jules Center, Room 6-024, 315-786-2411 or visit www.sunyjefferson.edu for the most current tuition and fee information.

Senior Citizen Policy:
Note: Citizens, 60 years of age or older, who wish to audit credit courses on a space available basis may do so tuition free.

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Part Time/Credit Hour</th>
<th>Full Time/Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York State resident from sponsorship area or non-residents of sponsorship area who present a certificate(s) of residence.</td>
<td>$122.00</td>
<td>$1,464.00</td>
</tr>
<tr>
<td>New York State resident not from sponsorship area and not presenting a certificate of residence.</td>
<td>$182.00</td>
<td>$2,184.00</td>
</tr>
<tr>
<td>Non New York State resident.</td>
<td>$182.00</td>
<td>$2,184.00</td>
</tr>
<tr>
<td>Acceptance Deposit</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

*AMS Tuition Pay requires completion of enrollment form and $35.00 enrollment fee. Four equal payments are due each Fall and Spring semester. Call (800) 635-0120 for additional information.

<table>
<thead>
<tr>
<th>Student Fees</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Life Fee</td>
<td>Full-Time: $132 per semester, Part-Time: $11 per credit hour, Summer: $2 per credit hour</td>
</tr>
<tr>
<td>Insurance/Other Fees</td>
<td></td>
</tr>
<tr>
<td>Mandatory Accident:</td>
<td>$21 per year</td>
</tr>
<tr>
<td>Optional Sickness:</td>
<td>$123 per year</td>
</tr>
<tr>
<td>SUNY Card Replacement Fee:</td>
<td>$5 per copy</td>
</tr>
<tr>
<td>Transcript Fee:</td>
<td>$5 per copy</td>
</tr>
<tr>
<td>Document/Check Replacement Fee:</td>
<td>$5 per copy</td>
</tr>
<tr>
<td>Independent Study Processing:</td>
<td>$5 per course</td>
</tr>
<tr>
<td>Credit by Examination:</td>
<td>$15 per credit hour</td>
</tr>
<tr>
<td>SUNY Learning Network:</td>
<td>$10 per credit hour (SLN courses only)</td>
</tr>
<tr>
<td>Technology Fee:</td>
<td>$2 per credit hour</td>
</tr>
<tr>
<td>Alumni Fee (optional):</td>
<td>$10 per semester</td>
</tr>
<tr>
<td>Health Transcript Fee:</td>
<td>$5 per occurrence</td>
</tr>
<tr>
<td>Facsimile Fee:</td>
<td>$5 per occurrence</td>
</tr>
<tr>
<td>Fitness Center Processing:</td>
<td>$15 one-time</td>
</tr>
<tr>
<td>Fitness Center Usage Fee:</td>
<td>$30 per semester</td>
</tr>
</tbody>
</table>
**Academic Information**

**Matriculation Policies**
A matriculated student is one who has applied for and been officially accepted into a specific degree or certificate program. All students at the College, whether full or part-time, are strongly encouraged to matriculate if they have any intention of seeking a degree or certificate at any point in the future. Non-matriculated students are students who have not applied for admission to the College. Non-matriculated students are not formally enrolled in a degree program and are not eligible for financial aid.

- Students intending to matriculate in a given semester must declare such prior to the 10th day of classes in that semester.
- Students are initially matriculated by the Director of Admissions.
- Students may take a maximum of 24 cr. hrs. in a non-matriculated status. Students may seek an extension of this non-matriculated status from the Dean for Enrollment Management and Student Life.
- Students must be matriculated in the program from which they intend to graduate prior to enrolling at Jefferson Community College for the final 3 cr. hrs. of their course work in that program.

- Students who have completed the requirements of one degree or certificate and intend to matriculate for an additional program must have the written consent of the Associate Dean responsible. To matriculate for two curricula concurrently, the written consent of the Academic Dean must be obtained. The signed matriculation form must be on file in the Registrar’s Office prior to registration for the additional program. A minimum of 15 cr. hrs. must be successfully completed in residence for each additional degree or certificate.

- Students who have been readmitted after one or more semesters of absence may elect to complete program requirements in effect at the time of original matriculation (contingent upon availability of coursework) or at the time of readmission.

- Nursing students must meet requirements in effect at the time of readmission.

**Grading System**
At the end of each semester, final grade reports are sent to students. Such grade reports become part of the student’s official transcript. In addition, mid-semester grades are also reported to students through SOAR (Student Online Access to Records). These mid-semester grades are not entered on the official transcript.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
<th>Interpretation</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>Average</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>Passing</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
<td>Failing</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td>----</td>
<td>Incomplete*</td>
<td>0.0</td>
</tr>
<tr>
<td>J</td>
<td>----</td>
<td>Completion of a Challenge Exam</td>
<td>0.0</td>
</tr>
<tr>
<td>L</td>
<td>----</td>
<td>Late starting course in progress</td>
<td>0.0</td>
</tr>
<tr>
<td>N</td>
<td>----</td>
<td>Audit. A student may enroll on a non-credit basis</td>
<td>0.0</td>
</tr>
<tr>
<td>R</td>
<td>----</td>
<td>Registered. Graded upon completion</td>
<td>0.0</td>
</tr>
<tr>
<td>H</td>
<td>----</td>
<td>Passing with Honors**</td>
<td>0.0</td>
</tr>
<tr>
<td>P</td>
<td>----</td>
<td>Passing**</td>
<td>0.0</td>
</tr>
<tr>
<td>E</td>
<td>----</td>
<td>Failing***</td>
<td>0.0</td>
</tr>
<tr>
<td>S</td>
<td>----</td>
<td>Satisfactory. A grade given in non-credit courses</td>
<td>0.0</td>
</tr>
<tr>
<td>T</td>
<td>----</td>
<td>Transfer credit</td>
<td>0.0</td>
</tr>
<tr>
<td>U</td>
<td>----</td>
<td>Unsatisfactory. A grade given in non-credit courses</td>
<td>0.0</td>
</tr>
<tr>
<td>W</td>
<td>----</td>
<td>Withdrew without penalty</td>
<td>0.0</td>
</tr>
<tr>
<td>X</td>
<td>----</td>
<td>Withdrew failing****</td>
<td>0.0</td>
</tr>
<tr>
<td>Y</td>
<td>----</td>
<td>Abandoned*****</td>
<td>0.0</td>
</tr>
<tr>
<td>Z</td>
<td>----</td>
<td>Withdrawn Administratively</td>
<td>0.0</td>
</tr>
</tbody>
</table>

* A temporary grade used at the discretion of the instructor when a student has not completed the course requirements for medical or personal reasons documented to the instructor’s satisfaction. If the student fails to complete the requirements during the sixty calendar days following the due date of the grade, the incomplete is changed automatically to F. Extensions can be granted up to a period not to exceed one year from the original due date of the grade, with the permission of the instructor.

** A grade used in certain specified courses. A student receives the designated credits for such a course, but the credits are not used in computing the grade point index.

*** A grade used in certain specified courses. The grade will not be used in computing the grade point index.

**** The grade is counted as an F in grade point index calculations.

***** Students who abandon courses or fail to withdraw properly receive this grade. The grade is counted as an F in the grade point index calculations.
The instructor’s assessment of each student’s achievement will be in accordance with the following grading system.

Once a final grade for a course has been submitted to the Registrar’s Office, no grade change (other than from a temporary grade of I, L, or R to the final grade) will be allowed after a time span of four months from the due date of the grade.

**Credit Hours/Grade Point Index (GPI)**

**Credit Hours**
At Jefferson Community College, semester hours of credit are awarded by the “Carnegie Unit” method. A semester credit hour is normally granted for satisfactory completion of one 50-minute session of classroom instruction per week for a semester of not less than fifteen weeks. This basic measure may be adjusted proportionately to reflect modified academic calendars and formats of study. A semester credit hour is an academic unit earned for fifteen 50-minute sessions of classroom instruction or its equivalent with a normal expectation of two hours of outside study for each class session.

**Semester and Cumulative Grade Point Index**
Student achievement for a given semester is measured by the student’s grade point index. The quality of all work a student has done at the College through one or more semesters is indicated by the cumulative grade point index. Academic indices for all purposes will be calculated by dividing the sum of the grade points by the sum of the credit hours carried including grades of F, X and Y.

The semester grade point index is determined as follows:

1. Allowing 4 points for an A, 3 points for a B, 2 points for a C, 1 point for a D, and 0 points for an F, multiply the number of points equivalent to the letter grade received in each course by the number of credit hours for the course to obtain the grade points earned in each course.

2. Add the grade points obtained in all courses taken during the semester.

3. Divide this sum of the grade points by the total number of credit hours of work. The quotient represents the grade point index for the semester.

The cumulative grade point index is determined in the same manner as the semester grade point index, except that all of the student’s work at the College is taken into account. The only exceptions are:

1. In cases of course repetition only the more recent grade will be used.

2. When a student changes curriculum, only courses applicable to the new curriculum will be used.

**Academic Honors**
Students who graduate from Jefferson Community College with a cumulative grade point average between 3.2 and 3.59 will graduate with Honors. Students who graduate with a cumulative grade point average of 3.6 or higher will graduate with High Honors. Such achievement is noted on the student’s official transcript.

Excellence in scholastic achievement at Jefferson Community College is recognized each semester by the compilation of a President’s List and Dean’s List. Such academic achievement is noted on the student’s official transcript.

**Full-Time Student Academic Honors Criteria**
To be eligible for the President’s List, a student must complete a minimum of 12 credit hours with a grade point index of 3.60 or higher. To be eligible for the Dean’s List, a student must complete a minimum of 12 credit hours with a grade point index between 3.20 and 3.59.

**Part-Time Student Academic Honors Criteria**
Eligibility for honors recognition by the compilation of a President’s List and a Dean’s List will occur after completion of 12, 24, 36, 48, and 60 credit hours, using the same grade point index criteria as indicated for full-time students. Such designation will not be granted if the student has earned less than a “C” grade in a qualifying semester.

**Honors Program**
Students may further distinguish themselves through participation in the Jefferson Community College Honors Program. In order to graduate with the Honors Program designation, a student must complete 12 credit hours of honors course work and maintain a 3.3 grade point average. Three credit hours will come from the INT 250 Honors Seminar, and the other nine hours will come in the form of in-class honors options. Students demonstrating excellent academic achievement in high school or who have completed 12 credit hours of college coursework are invited to apply for admission to the Honors Program. Admission criteria include:
• **New Students:** Students with a high school Regents cumulative average of 88 or higher will be eligible for the Honors Program.

• **Continuing or Transfer Students:** Students who have a college GPA of 3.5 with at least 12 credits of college-level coursework are eligible to apply for the Honors Program.

Students may receive an Honors Program application from the Admissions Office, the Associate Dean for Curriculum and Instruction or from the Honors Program Coordinator.

**Academic Standing**
The term “in good academic standing” means that a student is eligible or has been allowed to register for and undertake academic course work as a matriculated student for the semester in question. In some instances, the College may define a student as being “on academic probation.” The mechanism of academic probation, including any accompanying constraints upon a student’s activities, is intended merely as an educational device designed to encourage greater effort on the part of students who appear to be having difficulty in meeting certain academic standards. Placement on academic probation may precede denial of the right to register for academic course work as a matriculated student if certain conditions are not met, but a student on academic probation is considered to be in good academic standing. Any question concerning whether or not an individual student is in good academic standing will be determined by the College’s Faculty Petitions Committee.

**Standards for Academic Probation and Dismissal**
If a certain minimum cumulative grade point index is not maintained, a student is subject to probation or dismissal. In determining this index, a grade of "X" or "Y" is considered to be an "F." Grades of "S" or "U" in non-credit developmental courses will be considered by the Academic Review Committee in end-of-semester academic decisions regarding probation or dismissal. This minimum index varies with the total credit hours completed according to the standards charted on the table that follows this section.

Total credit hours include credits earned at Jefferson Community College, transfer credits granted and credits earned by examination (Proficiency Examinations, Jefferson Community College Examinations, C.L.E.P., etc.)

In addition to the cumulative grade point index requirement described below, students enrolled in A.A.S. and A.S. Degree programs are required to maintain a minimum cumulative index within their major course sequence of 1.4 after the first semester, 1.6 after the second semester, and 1.8 after the third semester. If the cumulative index falls below these minimums, the student will be permitted to continue in the major sequence only with the approval of the faculty in the department offering such majors. If permitted to continue, the student is obligated to raise the cumulative index in the major sequence by the end of the following semester or be denied further enrollment in the major.

Any student placed on probation at the end of a semester is advised that if the cumulative grade point index is not raised sufficiently to remove the probationary status by the end of the next regular semester, the student may be subject to dismissal.

A student who has been placed on academic probation or dismissed from the College is notified in writing of his or her status.

<table>
<thead>
<tr>
<th>Total Credit Hours</th>
<th>Dismissal Index Below</th>
<th>Probation Index Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-23.5</td>
<td>1.00</td>
<td>1.50</td>
</tr>
<tr>
<td>24-38.5</td>
<td>1.25</td>
<td>1.75</td>
</tr>
<tr>
<td>39-54.5</td>
<td>1.50</td>
<td>1.90</td>
</tr>
<tr>
<td>55 or more</td>
<td>1.75</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**Academic Reinstatement**
A student who has been academically dismissed has two options for completing studies at Jefferson Community College:

1. An appeal may be made to the Faculty Petitions Committee for consideration to be reinstated on Academic Probation for the following semester. The appeal must be submitted in writing on the appropriate petition form and must indicate to the Committee the reason(s) for unsatisfactory achievement during the past semester and plans for improvement. The student will be notified in writing of the Committee’s decision.

OR

2. Without appealing, the student may continue studies on a part-time non-matriculated basis. The student must seek assistance from an advisor in the Continuing Education Division to plan a course of study prior to registration. It might be to the student’s advantage to repeat a course in which a “D” or “F” grade has been received in order to raise the cumulative average.
Following successful completion of such part-time study, the student may apply for reinstatement to matriculated status. Such a request is made to the Director of Admissions for consideration.

In addition to the above, a student may apply to return to full-time matriculated status after an interruption of attendance of at least one semester. Evidence of increased ability and motivation to succeed in college studies must be evident.

**Attendance**

Jefferson Community College recognizes the importance of prompt and regular attendance to a student’s academic success. Therefore, it is the responsibility of the student to attend all class sessions.

If, for medical or other valid reasons, a student misses a class, it is the student’s responsibility to contact the instructor immediately on returning to arrange a procedure for maintaining continuity in the course.

The effect of absences on grades is determined by the instructor of the course with the approval of the appropriate Associate Dean. The attendance policy for each course will be stated explicitly in the course outline.

Students will be excused if their religious holidays occur when the College is in session. The following New York State law (Section 224-a of the Education Law) governs such excuses.

a. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he or she is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study or work requirement on a particular day or days.

b. Any student in an institution of higher education who is unable, because of his or her 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.

c. 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 his or her religious beliefs, an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she 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.

d. If registration, classes, examinations, study or work requirements are held on Friday after four o’clock post meridian or on Saturday, similar or make up classes, examinations, study or work requirements or opportunity to register shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.

e. 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 his or her availing himself or herself of the provisions of this section.

f. Any student who is aggrieved by the alleged failure of any faculty or administrative official 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 his or her rights under this section.

F1. It shall be the responsibility of the administrative officials of each institution of higher education to give written notice to students of their rights under this section, informing them that each student who is absent from school, because of his or her religious beliefs, must be given an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she 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 such student such equivalent opportunity.

g. As used in this section, the term “institution of higher education” shall mean any institution of higher education, recognized and approved by the regents of the university of the state of New York, which provides a course of study leading to the granting of a post-secondary
degree or diploma. Such term shall not include any institution which is operated, supervised or controlled by a church or by a religious or denominational organization whose educational programs are principally designed for the purpose of training ministers or other religious functionaries or the purpose of propagating religious doctrines. As used in this section, the term “religious belief” shall mean beliefs associated with any corporation organized and operated exclusively for religious purposes, which is not disqualified for tax exemption under section 501 of the United States Code.

**ACADEMIC HONESTY**

Academic honesty on the part of all students at Jefferson Community College is essential to individual growth and development. Upon admission to the College, each student is obligated to uphold the highest ethical standards in academic endeavors. Failure to do so can seriously undermine and impede the educational process. Thus, any form of academic dishonesty is a serious concern to the College and is therefore unacceptable.

The following is a list of unacceptable types of behavior in relation to academic honesty. No listing can define all possible types of academic dishonesty; thus, the following should be viewed as examples of infractions rather than an all inclusive list.

**A. Plagiarism**

Plagiarism is the misrepresentation of any part of another’s work as one’s own. While it is expected that a student who is engaged in writing will utilize information from sources other than personal experience, acknowledgement of such sources is necessary.

Examples of plagiarism include using a direct quotation without citing the source, paraphrasing the ideas or expressions of another without giving credit, and representing the thoughts of others as one’s own by failing to acknowledge or document sources. Additionally, plagiarism includes the submission as one’s own work, any work which has been borrowed, stolen, or purchased from someone else.

**B. Cheating**

Cheating implies conducting matters fraudulently so as to profit oneself. Some examples of cheating include the copying of an examination, assignment or other work to be evaluated; unauthorized collaboration on work to be evaluated; “cribbing” and submitting work for which previous credit has already been received in another course without the express consent of the instructor.

**C. Theft**

Theft includes the stealing of another’s work or work materials such as laboratory endeavors, computer programs, class projects and library materials.

**Disciplinary action against those who have violated the College’s Academic Honesty Policy may include:**

1. Grade reduction on the assignment in question.
2. A failing grade in the course.
3. Suspension or dismissal from the College.

Any act of academic dishonesty will be documented by the instructor and a report will be filed in the office of the Academic Dean.

A student who believes that the penalty assigned by the instructor is inappropriate or unfair may appeal the penalty by following the steps for protection against improper academic evaluation as outlined in the Statement of the Rights, Freedoms, and Responsibilities of Jefferson Community College Students, Article II, Section B, Protection Against Improper Academic Evaluation.

**LATE REGISTRATION/WITHDRAWALS**

**Late Registration** - All students must be registered for their class(es) prior to the first scheduled meeting of the second week of class(es).

A registered student may, under extenuating circumstances, add a course(s) prior to the first meeting of the third week of classes, provided the student receives explicit approval of the faculty member involved, in addition to the approval of the advisor and appropriate Associate Dean.

**Withdrawal From the College** - If a student plans to withdraw from the College, the necessary withdrawal form should be obtained from the academic advisor. The student should then have the form signed by a counselor, the student’s faculty advisor, the Financial Aid Officer, and the Bursar’s Office. The completed form is then returned to the Registrar’s Office. Failure to do this may result in loss of eligibility for future financial aid as well as a forfeiture of opportunity for withdrawal without penalty. No withdrawal is permitted after the 65th day of classes of a semester or its equivalent.
**Academic Information**

**Withdrawing from Courses** - Students wishing to withdraw from a course should secure the necessary withdrawal form from the Registrar’s Office and have the form signed by the faculty advisor and by the instructor. The completed form is then returned to the Registrar’s Office. Failure to withdraw properly results in the assignment of a grade of “Y” for the course which is treated as an “F” in determining the student’s cumulative average.

A grade of “W” is guaranteed when the withdrawal form is filed in the Registrar’s Office prior to completion of 87% of the scheduled number of days in the session. Students withdrawing after this period receive a grade of “W” if passing or “X” if failing at the time of withdrawal.

Students are not permitted to withdraw from a course after the 65th instructional day in a semester or its equivalent. Withdrawals will not be accepted on or after the last day of a course offered on other than a regular semester.

When not certain how withdrawal from a course will affect graduation, scholarship aid, veterans benefits, etc., the student should see a counselor to discuss such concerns.

**Administrative Course Withdrawal** - An instructor may initiate an administrative withdrawal when lack of class attendance may indicate that an individual is not a de facto student in a course or there is evidence a student does not have the ability to perform satisfactorily in the course. The Academic Dean will notify the student of the impending action and available options which must be pursued by a date indicated in the letter of notification. These options are official withdrawal from the course or indication by student of desire to continue in the course. No response from the student by the stated deadline will result in an administrative withdrawal. The student is encouraged to consult with the instructor to determine if continuation is feasible.

**Schedule Limitation**

A student may not register for more than 19 credit hours per semester unless permission to do otherwise has been received from the Academic Dean.

A student may not register for more than a total of 9 credit hours during summer sessions unless permission to do so has been received from the Academic Dean.

**Repeating A Course**

A student may repeat a course in which a “D” or failing grade has been received. A required course which has been failed must be repeated. A first level course in which a “D” grade has been received may not be repeated after the student has passed the second or highest level course, except with permission of the Academic Dean. A student may repeat a course in which a grade of A, B, C, H, or P has been received only by registering on an audit basis. All course grades appear on the official transcript. When courses are repeated, the official grade will be the last grade recorded except when the last recorded grade is an “audit” or “withdrawn” grade. This official grade is used in determining the cumulative average.

In the Nursing curriculum, permission of the nursing faculty is required to repeat Nursing courses.

**Course Placement**

**Credit Courses** - Usually students who have completed secondary school prerequisites for language, mathematics or other courses are not allowed to enroll in a course in the same subject requiring fewer prerequisites. When exceptions are made to this policy to allow the student to enroll for credit in such a course, the student must realize that the credit received may not be accepted as transferable by other colleges.

**Placement in Non-Credit Courses** - A student placed in non-credit course work may register for no more than twenty-four (24) hours of credit course work in his or her degree program prior to the satisfactory completion of non-credit course work into which he or she has been placed without the permission of the Academic Dean.

A student placed in non-credit course work may register for no more than twelve (12) hours of credit course work in a certificate program prior to the satisfactory completion of non-credit course work into which he or she has been placed without the permission of the Academic Dean.

**Change of Curriculum**

Students may change their curriculum only with approval of the appropriate Associate Dean. Change of Curriculum forms may be obtained from the Registrar’s Office.

Students intending to change curriculum in a given semester must declare such prior to the 10th day of class in that semester.

Each student who changes curriculum must complete the full requirements of the new curriculum as published at the time of the curriculum change.
DEGREE & CERTIFICATE REQUIREMENTS

WAIVER OF DEGREE REQUIREMENTS
A matriculated student must follow an approved curriculum as described in the College Catalog at the time of matriculation. Any requests for deviations from the sequence of an approved curriculum must be submitted in writing to the Academic Dean. Such requests are considered by the Petitions Committee of the Faculty Senate, and its recommendation is submitted to the Academic Dean for final action. The decision in response to each request is communicated in writing to the student by the Academic Dean.

CANDIDATES FOR A DEGREE OR CERTIFICATE
In addition to general requirements, candidates for a Degree or Certificate must complete and submit an “Application for Degree/Certificate” during their last semester. Forms and deadline dates may be obtained from the Office of the Registrar.

GRADUATION REQUIREMENTS
Candidates for a degree or certificate from Jefferson Community College must fulfill the following requirements.

Degree Requirements: A degree candidate must fulfill these general requirements:
1. Complete successfully a minimum of 60 credit hours of course work. Physical Education activity classes are not considered as part of this 60 hours.
2. Complete successfully all course requirements as listed under the degree program for which the candidate is matriculated.
3. Complete a minimum of 30 semester hours of credit at Jefferson Community College. (SOCAD: 15 academic credit hours)
4. Attain a minimum cumulative grade point average of 2.00 upon completion of the program.
5. Satisfactorily meet all College financial obligations.
6. Receive recommendation for graduation by the faculty of Jefferson Community College.

Certificate Requirements: A certificate candidate must fulfill these general requirements:
1. Complete successfully all course requirements as listed under the certificate program for which the candidate is matriculated.
2. Complete a minimum of 15 semester hours of credit at Jefferson Community College.
3. Attain a minimum cumulative grade point average of 2.00 upon completion of the program.
4. Satisfactorily meet all College financial obligations.
5. Receive recommendation for graduation by the faculty at Jefferson Community College.

Second Degree Requirements: Any student who has completed the requirements of one degree or certificate program may matriculate in a new program only with the following:

a. written consent of the Associate Dean responsible for that curriculum, and
b. an interview and written approval from the Academic Dean.

The Academic Dean must also give written consent when the student wishes to matriculate for two curricula concurrently.

The signed matriculation form must be placed on file in the College Registrar’s Office prior to registration for an additional program.

Requirements for attainment of an additional degree or certificate are as follows:
1. The authorized matriculation form must be on file in the Registrar’s Office.
2. A minimum of 15 credit hours must be successfully completed in residence for each additional degree or certificate.
3. All specific course and curriculum requirements must be fulfilled for each additional program.
4. A 2.0 cumulative average must be attained.
5. In the event a student has interrupted enrollment for one or more semesters and wishes to return to full-time study in an additional degree program, an application must be made through the Admissions Office in addition to all of the above.

Request forms for additional and/or concurrent matriculation are available in the Registrar’s Office.

For information about secondary degrees or certificates which are excluded, see the Guidelines for Matriculation in Additional/Concurrent Degree or Certificate Programs posted on the website.
**Change of Name or Address**
If at any time a current or former student’s legal name or mailing address is changed, notification in writing of such change must be made immediately to the Registrar’s Office. Instructions on the process of changing a legal name or mailing address with Jefferson is available by contacting the Office of the Registrar, Jules Center Room 6-024, 315-786-2308.

**Course Audit**
The privilege of auditing a course at the College is open to both day and evening students, matriculated or non-matriculated, if space is available after all students taking the course for credit have been admitted to class. No credit is granted for an audited course. Enrollment on an audit basis requires academic advisement and approval by the student’s advisor, approval by the instructor, and notification to the Registrar’s Office prior to the end of the second week of instruction.

**Pass-Fail/Credit by Examination/Directed Study**

**Pass-Fail Option**
Students may elect one course per semester outside of the major field of study on a pass-fail basis. Students may elect a maximum of four such courses during their academic career at the College. A part-time student must complete a minimum of six semester hours prior to electing a pass-fail option. This option requires approval by the student’s advisor prior to the end of the second week of instruction in a given semester.

**Credit By Examination**
Jefferson Community College grants credit for work completed through the College Level Examination Program (both General and Subject Examinations), the Advanced Placement Program, New York State College Proficiency Examinations, selected programs offered by non-collegiate organizations as recommended by the New York State Education Department, and educational experiences in the armed services as recommended by the American Council on Education.

The College grants credit for satisfactory performance on the above for courses that meet the requirements of the curriculum in which the student is registered.

The College also offers Divisional Examinations for credit in courses offered at this College for which there are no proficiency or College Level Examination Program examinations. Such examinations are offered at the discretion of the individual division. Students requesting to take such an examination must obtain prior approval from their advisor, Associate Dean, and the Academic Dean. Divisional Examinations must be completed within one month of notification of approval. Students may not take an examination at a lower level of proficiency in a subject than that which the student has already passed, and students may not repeat examinations which they have failed. Students may not usually take Divisional Examinations in courses which they have already failed at Jefferson Community College.

Credit accepted for any type of examination described above will be placed on the official transcript as transfer credit. The Division determines whether or not such exams are offered on an individual course basis.

**Directed Study**
A Directed Study is a course of study to be completed on an independent basis by the student. The study plan will be developed by the student and the instructor who has agreed to serve as mentor and evaluator of the study. A Directed Study is not a tutorial or course taught to a student on an individual basis but a course in which the student’s independent learning is facilitated and evaluated by the instructor/mentor.

The purpose of a Directed Study is to accommodate students who have extenuating circumstances and will be considered only after all other options have been exhausted. These other options include credit by examination, CLEP exams, and/or enrollment in a regularly scheduled class. The use of the Directed Study option will be on a selective basis, and participation will be determined by the appropriate Associate Dean.

Unlike the regular academic schedule, Directed Study courses are available all year around.

A student may register at any time of the year and take up to six (6) months to complete a Directed Study course.

**Cost of Directed Study:** Students enrolled in a Directed Study will be assessed a discrete tuition charge for their Directed Study. (This charge is above and beyond any tuition students may already be assessed for other course work in which they have also enrolled.)

1. Tuition: Same as the per-credit-hour rate for residence study.
2. Directed Study Processing Fee: $5.00
3. Books and Supplies: Dependent on the requirements of the particular course.
**Eligibility:** In order to be eligible for directed study, a student must meet the following conditions:

1. Have earned a grade point average of 2.5 or better from Jefferson Community College or other accredited college.
2. Show successful completion of twenty-four (24) credit hours of college work.
3. Have not previously taken the course being requested for directed study.

**Restrictions:** No more than three (3) courses (9-12 credit hrs.) of the required credits for the Associate Degree may be earned by Directed Study. For a certificate program, a maximum of one (1) course (3 cr. hrs.) may be earned by Directed Study.

Exceptions can be granted by the Academic Dean.

**Physical Education**

Physical education course work is required of all students in most degree programs. Any student who, for medical or other valid reasons, believes he or she cannot participate in physical education should discuss this with the Director of Athletics/Physical Education. The Director’s recommendation regarding a waiver of physical education will be forwarded to the Academic Dean for final action.

**Credit for Participation in an Intercollegiate Sport**

Student athletes successfully completing an intercollegiate sport at Jefferson Community College shall receive one (1) credit toward the physical education graduation requirement. Only those student athletes whose names appear on the NJCAA eligibility form are eligible for consideration under these guidelines. The eligibility form serves as a “class roster” for registration purposes.

The maximum credit to be earned in this manner is one (1). Each student athlete must earn one additional credit from regularly scheduled physical education offerings to meet graduation requirements.

Students may not take their second physical education credit in a physical education activity which duplicates the intercollegiate sport for which they receive credit.

Guideline dates for reporting grades for those “Intercollegiate Athletic Participation Courses” would be exactly the same as any other course on this campus, that is, the date for “Final Grades Due” as it appears in the College Catalog. Only grades A, Y, W, or Z are used for these courses.
## Academic Programs

To enable students to achieve their academic and occupational goals or to pursue cultural and personal interests, the College offers the following programs. Enrollment in other than registered or otherwise approved programs may jeopardize a student’s eligibility for certain student aid awards.

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Degree</th>
<th>HEGIS Code</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>A.A.S.</td>
<td>5002</td>
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<tr>
<td>Accounting</td>
<td>Certificate</td>
<td>5002</td>
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<tr>
<td>Animal Management</td>
<td>A.A.S.</td>
<td>5403</td>
<td></td>
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<tr>
<td>Business Administration</td>
<td>A.S.</td>
<td>5004</td>
<td>Available Online</td>
</tr>
<tr>
<td>Business Administration</td>
<td>A.A.S.</td>
<td>5004</td>
<td></td>
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<tr>
<td>Business Administration</td>
<td>A.A.S./B.S. or A.S./B.S.</td>
<td>5005/0506</td>
<td></td>
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<tr>
<td>Computer Information Systems</td>
<td>A.S.</td>
<td>5101</td>
<td></td>
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<tr>
<td>Computer Information Systems* (see note below)</td>
<td>A.A.S.</td>
<td>5101</td>
<td></td>
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<tr>
<td>Computer Information Technology</td>
<td>A.A.S.</td>
<td>5104</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>A.S.</td>
<td>5101</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>A.S.</td>
<td>5505</td>
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</tr>
<tr>
<td>Criminal Justice</td>
<td>Certificate</td>
<td>5505</td>
<td></td>
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<tr>
<td>Early Childhood</td>
<td>A.A.S.</td>
<td>5503</td>
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<tr>
<td>Engineering Science</td>
<td>A.S.</td>
<td>5609</td>
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<tr>
<td>Fire Protection Technology</td>
<td>A.A.S.</td>
<td>5507</td>
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<td>Hospitality &amp; Tourism</td>
<td>A.A.S.</td>
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<tr>
<td>Hospitality &amp; Tourism</td>
<td>Certificate</td>
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<tr>
<td>Human Services</td>
<td>A.S.</td>
<td>5501</td>
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<tr>
<td>Individual Studies</td>
<td>A.S.</td>
<td>5699</td>
<td>Available Online</td>
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<tr>
<td>Individual Studies</td>
<td>A.A.</td>
<td>5699</td>
<td>Available Online</td>
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<tr>
<td>Individual Studies</td>
<td>A.A.S.</td>
<td>5699</td>
<td>Available Online</td>
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<tr>
<td>Liberal Arts &amp; Sciences: Childhood Education (Teacher Education Transfer)</td>
<td>A.A.</td>
<td>5649</td>
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<tr>
<td>Liberal Arts &amp; Sciences: Humanities &amp; Social Sciences</td>
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<td>Available Online</td>
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<tr>
<td>Liberal Arts &amp; Sciences: Mathematics &amp; Sciences</td>
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<tr>
<td>Networking Technology</td>
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<td>5199</td>
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<tr>
<td>Nursing</td>
<td>A.A.S.</td>
<td>5208.10</td>
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<tr>
<td>Office Technologies - Administrative Assistant</td>
<td>A.A.S.</td>
<td>5005</td>
<td></td>
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<tr>
<td>Office Technologies - Medical</td>
<td>A.A.S.</td>
<td>5005</td>
<td></td>
</tr>
<tr>
<td>Office Studies</td>
<td>Certificate</td>
<td>5005</td>
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<tr>
<td>Paralegal</td>
<td>A.A.S.</td>
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<td>Paramedic</td>
<td>A.A.S.</td>
<td>5299</td>
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<tr>
<td>Paramedic</td>
<td>Certificate</td>
<td>5299</td>
<td></td>
</tr>
<tr>
<td>Teaching Assistant</td>
<td>Certificate</td>
<td>5503</td>
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</tbody>
</table>

*Computer Information Systems, A.A.S. program has been deactivated effective Fall 2005. During the period of deactivation, faculty will study the design, purpose, and need for the curriculum. No students will be admitted to the program during the period of deactivation.*
**TRANSFER PROGRAMS**

These curricula allow the student to complete the first two years of study toward a Baccalaureate Degree. The student is eligible for the A.A. (Associate in Arts) or the A.S. (Associate in Science) Degree. The third and fourth years of study are then completed at a four-year institution to which the student transfers.

**CAREER PROGRAMS**

These curricula are designed to provide students with the technical competence required for success in a specific commercial or technical field. These programs require the equivalent of two years of full-time study and lead to the A.A.S. (Associate in Applied Science) Degree.

**INDIVIDUAL STUDIES PROGRAM**

These curricula are specifically designed for the full or part-time student desiring a flexible course of study that meets individual interests or needs. Depending on the program of study, the student is eligible for the A.A., A.S., or A.A.S. Degree.

**ONE-PLUS-ONE PROGRAMS**

One-plus-one programs allow students to spend their first year of college taking core courses at JCC. After the first year, they transfer to another college to take the technical courses in their major. JCC participates in a one-plus-one program with SUNY College of Environmental Science and Forestry’s Forest Technology program at Wanakena.

**CERTIFICATE PROGRAMS**

In addition to the degree programs, the College offers certificate programs consisting of special sequences of courses leading to technical proficiency in specific fields. Students completing a certificate program may apply credits earned toward appropriate degree programs.

**JOINTLY REGISTERED PROGRAMS**

To facilitate and encourage the smooth transition from Jefferson’s Associate in Science and Associate in Applied Science degrees in Business Administration and SUNY Potsdam’s Bachelor of Science in Business Administration, the two institutions have formalized an agreement by which qualified students are accepted jointly by both Jefferson and SUNY Potsdam. For further information about this jointly registered program, contact the Admissions Office at JCC.

**DEGREE REQUIREMENTS**

To Qualify for an Associate Degree a student must:

1. Satisfactorily complete requirements of a program of study leading to the Degree. Curriculum requirements are outlined on the following pages.

2. Meet all other College requirements for graduation as listed in the section titled Academic Information.

Students may petition course substitutions within a curriculum but must receive formal notification of petition approval before altering their program of study.

Whenever substitutions are authorized by the College, the modified program must meet the following general requirements (New York State Board of Regents’ Administrative Policies for Associate Degrees):

**Associate in Arts (A.A.)** - The course of study leading to this Degree should be an organized curriculum composed primarily of courses in the pure liberal arts and sciences. At a minimum, there should be 45 semester credit hours of work taken in the humanities, the natural sciences and mathematics, and the social sciences. The exact balance within the 45 credit hours among these major fields is at the institution’s discretion, but there should be reasonable distribution of work in these categories as well as depth in some.

**Associate in Science (A.S.)** - The course of study leading to this Degree should be an organized curriculum composed of courses in the liberal arts and sciences. At least 30 semester hours of credit should be offered in the humanities, the natural sciences and mathematics, and the social sciences. The exact balance within the 30 credit hours among these major fields is at the institution’s discretion but there should be a reasonable distribution of work in these categories as well as appropriate depth in one.

**Associate in Applied Science (A.A.S.)** - The course of study leading to this Degree should be an organized curriculum with a minimum of 21 semester hours of credit drawn from the liberal arts and science areas comprising work distributed in the humanities, the natural sciences and mathematics, and the social sciences. In general, the 21 credit hours should be distributed with balance among the major areas.
ACCOUNTING, A.A.S.  

CAREER OPPORTUNITIES  
Accounting is one of the fastest growing professions in the United States. The A.A.S. degree in Accounting is designed to prepare people for employment in accounting. An accountant examines, analyzes and interprets accounting data for the purpose of giving advice and preparing financial statements. The analyses and reports are relied upon by individuals and organizations to make financial decisions.

Responsibilities may include recording transactions, preparing financial statements, and preparing state and federal income tax returns or other reports. Also, accountants perform many other tasks important to management, such as budgeting and controlling costs.

CAREER POTENTIAL  
Possible careers include Account Manager, Account Specialist, Accounts Receivable/Accounts Payable Clerk, Bookkeeper, Cost Accountant, Management Accountant, Payroll Accountant, Public Accountant and Staff Accountant.

With additional education and/or work experience, graduates may find employment as a Certified Internal Auditor (CIA), Certified Management Accountant (CMA), Certified Public Accountant (CPA), comptroller, or controller. The Web page of the American Institute of Certified Public Accountants, www.aicpa.org, provides additional FAQ on accounting careers and certification requirements.

<table>
<thead>
<tr>
<th>Core Requirements (21-22 Credit Hours):</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
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<tr>
<td>Economics Elective</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics: MTH 125, 155 or higher</td>
<td>3-4</td>
</tr>
<tr>
<td>BUS 112: Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 211: Business Law 1</td>
<td>3</td>
</tr>
<tr>
<td>BUS 160: Spreadsheet Applications</td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Accounting Requirements (29 Credit Hours):</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 101: Principles of Accounting 1</td>
</tr>
<tr>
<td>ACC 102: Principles of Accounting 2</td>
</tr>
<tr>
<td>ACC 201: Intermediate Accounting 1</td>
</tr>
<tr>
<td>ACC 202: Intermediate Accounting 2</td>
</tr>
<tr>
<td>ACC 207: Tax Accounting*</td>
</tr>
<tr>
<td>ACC 208: Cost Accounting</td>
</tr>
<tr>
<td>ACC 209: Management Accounting</td>
</tr>
<tr>
<td>ACC 220: Accounting Information Systems</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives (15-17 Credit Hours):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics or Science Elective</td>
</tr>
<tr>
<td>Science Elective</td>
</tr>
<tr>
<td>Social Science Elective</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
</tr>
<tr>
<td>Free Elective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
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<tr>
<td></td>
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</tbody>
</table>

EMployment Outlook: Employment in the accounting field is expected to have steady growth for the next several years. Proficiency in accounting and auditing computer software, or expertise in specialized areas such as international business, specific industries, or current legislation, may also be helpful in landing certain accounting and auditing jobs. In addition, employers increasingly seek applicants with strong interpersonal and communication skills. (Occupational Outlook Handbook, October 2000). Earnings for entry to mid-level accounting professionals range from $18,000 to $30,000.

THE PROGRAM  
The Accounting degree program is designed to prepare the student for entry-level positions in a variety of accounting-related positions in private businesses, governmental agencies and public accounting firms. The program consists of core requirements in the humanities, social sciences, and sciences in addition to an in-depth concentration in accounting theory and practice. Students who plan to earn a four-year degree in Accounting should enroll in Jefferson’s Business Administration A.S. (transfer) program.

Students graduating from this program will meet the following learning outcomes:

- Develop the ability to utilize the accounting cycle to record transactions, process information, and prepare financial statements for a business.

- Demonstrate the ability to organize, analyze, manage, and disseminate information.

- Demonstrate communication; interpersonal, research, and organizational skills; and the ability to work as part of a team.

* Students who intend to seek CPA licensure should note that ACC 207 does not fulfill the federal taxation curricular requirement.
Accounting Certificate

Career Opportunities
Individuals employed as accounting clerks perform any combination of routine calculating, posting and verifying duties to obtain primary financial data for use in maintaining accounting records.

Graduates of the program often find employment in accounts receivable, accounts payable, or payroll departments of business firms. An accounting clerk graduate may also find employment as a full-charge bookkeeper of a small firm.

Employment Outlook: Job openings for bookkeeping, accounting and auditing clerks is expected to increase in the next several years. Earnings for entry to mid-level positions range from $15,000 to $26,000.

The Program
The Accounting Certificate program is designed to prepare the student for entry-level accounting positions in business and industry. The program provides the student with a concentration in accounting theory courses and may be completed in one year of full-time study or done on a part-time basis over an extended period of time. In addition, the program provides the student with a basic core of course work which may be applied towards the requirements of an A.A.S. degree in accounting or business.

* Students who intend to seek CPA licensure should note that ACC 207 does not fulfill the federal taxation curricular requirement.

<table>
<thead>
<tr>
<th>Core Requirements (12-13 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 112: Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 160: Spreadsheet Applications</td>
<td>3</td>
</tr>
<tr>
<td>ENG 100: College Composition or ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>MTH 125: Intermediate Algebra or MTH 155: College Algebra or Higher Math</td>
<td>3-4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accounting Requirements (14 Credit Hours):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 101: Accounting Principles 1</td>
<td>4</td>
</tr>
<tr>
<td>ACC 102: Accounting Principles 2</td>
<td>4</td>
</tr>
<tr>
<td>ACC 207: Tax Accounting*</td>
<td>3</td>
</tr>
<tr>
<td>ACC 209: Management Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>Free Electives</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL 32-33
**ANIMAL MANAGEMENT, A.A.S.**  

**HEGIS Code 5403**

**Career Opportunities**

Zoo and aquarium employees have the opportunity to educate the public about the critical need for the conservation of wildlife and wild land. This responsibility assures an interesting and rewarding career, but the profession requires more than a commitment to conservation. It requires hard work and an education.

Animal Keepers are directly responsible for the care of animals and their enclosures. Job duties and titles vary by employment location, but there are several responsibilities all keepers have in common: they clean enclosures, prepare diets, and monitor behavior of the animals. Keepers feed, water, groom and exercise animals. They also provide the animals with enrichment activities. Animal caretakers must be alert to behavioral changes that could indicate illness or injury. They sometimes assist in research studies and give interpretive lectures to the public.

<table>
<thead>
<tr>
<th>Animal Management Requirements (19 Credit Hours):</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMG 101: Animal Management Seminar 1</td>
<td>1</td>
</tr>
<tr>
<td>AMG 102: Animal Management Seminar 2</td>
<td>1</td>
</tr>
<tr>
<td>AMG 111: Zoo Animal Management Clinical 1</td>
<td>3</td>
</tr>
<tr>
<td>AMG 112: Zoo Animal Management Clinical 2</td>
<td>4</td>
</tr>
<tr>
<td>AMG 201: Animal Management Seminar 3</td>
<td>1</td>
</tr>
<tr>
<td>AMG 202: Animal Management Seminar 4</td>
<td>1</td>
</tr>
<tr>
<td>AMG 211: Zoo Animal Management Clinical 3</td>
<td>4</td>
</tr>
<tr>
<td>AMG 212: Zoo Animal Management Clinical 4</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics &amp; Science Requirements (24-26 Credit Hours):</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO: Advised Elective*</td>
</tr>
<tr>
<td>BIO 121: Animal Nutrition</td>
</tr>
<tr>
<td>BIO 122: Aquarium Science</td>
</tr>
<tr>
<td>BIO 214: Ornithology</td>
</tr>
<tr>
<td>BIO 215: Mammalogy</td>
</tr>
<tr>
<td>BIO 216: Herpetology</td>
</tr>
<tr>
<td>MTH 144: Elementary Statistics (or higher)</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Liberal Arts Requirements (12 Credit Hours):</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101: Research and Composition</td>
</tr>
<tr>
<td>ENG 102: Composition &amp; Literature</td>
</tr>
<tr>
<td>Social Science Elective</td>
</tr>
<tr>
<td>STA 151: Public Speaking</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Computer Information Systems Requirements (3 Credit Hours):</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 110: Introduction to Computing with Microcomputers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Free Elective</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL** 63-65

*Chosen from the following Biology courses with the assistance of an advisor:  
BIO 111, BIO 112, BIO 131, BIO 132.*
ANIMAL MANAGEMENT, A.A.S.  
(COMPLETED)

Much of the work may be physically demanding. Keepers generally work outdoors in all kinds of weather. Animals require attention 24 hours a day, seven days a week. Most full-time keepers work about forty hours per week, some work fifty hours per week or more. It takes a special kind of dedication to provide care for captive animals.

In spite of the odd hours and hard work, keeper jobs are at a premium and the rewards are great. Competition is fierce, but the job outlook is good as opportunities continue to expand. Applicants with educational credentials coupled with hands-on experience and skill will enjoy enhanced employment opportunities, particularly if they are willing to explore job availabilities throughout the country.

The Animal Management degree may lead to employment in public and private zoos, aquariums, animal attractions, boarding kennels, and other animal care facilities. The degree can also serve as a stepping stone for study in bachelor degree programs in biology or zoology. Salaries for zoo and aquarium employees vary depending on the institution and its location. Institutions located in metropolitan areas generally offer higher salaries. An animal keeper’s salary can range from minimum wage to more than $30,000 a year, depending on skills and tenure.

This program does not prepare students for the Veterinary Technician profession.

THE PROGRAM

This degree program is designed to train students for employment as zookeepers, zoo educators, or in other animal care related positions. It can also prepare them for further studies in biology or zoology. The program will provide students with a realistic perspective of the duties and job of zookeeper by offering hands-on experience in domestic and exotic animal management through clinical laboratories each semester. The New York State Zoo at Thompson Park is the primary clinical site and provides students with the opportunity to work alongside zookeepers, veterinarians, curators, educators and administrators. Experience at other animal care facilities will provide a broad learning experience. Course work will focus on zoo animal management, but the care and management of domestic species will also be used to illustrate the fundamental principles of animal husbandry and provide additional hands-on experience. While not required as part of the program, summer internships at other animal facilities are encouraged and may be facilitated. The program will also provide coursework that focuses on animal biology, behavior, and nutrition. Additional general education courses add breadth to the program.

Students planning to enter JCC’s Animal Management program should have developed strong written and analytical skills. High school preparation should include three or more years of math and English. Some students may require skill building before entering the program.

Graduates planning to continue their education can focus on one of several baccalaureate degrees including, but not limited to, zoo management and environmental studies. The animal management program will provide valuable experience for any individual entering an animal related career. However, careful transfer planning is recommended to maximize transfer credit. Clinical and seminar courses are unique to this program and may not transfer to other schools.

Students graduating from the Animal Management program with an A.A.S. degree will meet the following learning outcomes:

- obtain a broad understanding of animal care theory, including animal husbandry, exhibitry, terminology, behavior, training, genetics, reproduction, nutrition, conservation, and research;
- gain valuable hands-on experience working with domestic and exotic animals;
- be able to communicate effectively, both orally and in writing.

For more information about the Animal Management, A.A.S. program, please visit: www.sunyjefferson.edu/amg/amg_index.html
BUSINESS ADMINISTRATION, A.A.S. HEGIS Code 5004

CAREER OPPORTUNITIES
Business Administration A.A.S. graduates are well prepared to become entrepreneurs who start their own successful businesses or fill management or technical roles in existing businesses.

Entrepreneurs have enormous potential for personal and financial success, but starting a new business requires substantial commitment and hard work. No business is ever guaranteed success and every entrepreneur should understand the risks. This is the fastest paced and perhaps the most exciting choice in business, but one of the most demanding. Entrepreneurs must develop their business plans, find financing and investors, and manage the execution of their plans.

Working for an existing business allows a manager to specialize in some area of business. These could include areas like finance and money management, marketing or customer service, or general management - supervising other employees and leading people.

Work in business often demands long hours and frequent travel but offers good financial rewards and a chance to work with advanced technologies and interesting people. The most significant trends facing today’s business graduate are the globalizing of business, the explosive growth of internet business, and the volatile shifts of the stock and bond markets.

THE PROGRAM
The Business Administration A.A.S. is a generalist business program, covering all the basics of business. Coursework includes finance and accounting, marketing, law, and general management. There are also enough electives for students to pursue a special interest, such as information technology or investing.

<table>
<thead>
<tr>
<th>Core Requirements (41-42 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 101: Accounting Principles 1</td>
<td>4</td>
</tr>
<tr>
<td>ACC 102: Accounting Principles 2</td>
<td>4</td>
</tr>
<tr>
<td>BUS 112: Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 116: Business Mathematics or</td>
<td>3-4</td>
</tr>
<tr>
<td>Appropriate Mathematics Course</td>
<td></td>
</tr>
<tr>
<td>BUS 124: Marketing 1</td>
<td>3</td>
</tr>
<tr>
<td>BUS 127: Management Communications</td>
<td>3</td>
</tr>
<tr>
<td>BUS 131: Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 211: Business Law 1</td>
<td>3</td>
</tr>
<tr>
<td>BUS 226: Basic Finance</td>
<td>3</td>
</tr>
<tr>
<td>CIS 110: Introduction to Computing with Microcomputers</td>
<td>3</td>
</tr>
<tr>
<td>Economics Elective</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>STA 151: Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives (21-23 Credit Hours):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Electives</td>
<td>9</td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td>6</td>
</tr>
<tr>
<td>Science Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>Science or Mathematics Elective</td>
<td>3-4</td>
</tr>
</tbody>
</table>

| Physical Education                       | 2           |

TOTAL 64-67

NOTES:
1. In choosing 9 credit hour business electives, students should select courses in consultation with their advisors to provide a depth of study in an academic area related to their career goals. The courses should be selected from the following areas: ACC, BUS, CUL, ECO, HOS, HRM, OFC.

2. Students who plan to transfer to a SUNY school should use the economics, mathematics and science or mathematics electives to fulfill the Social Science, Mathematics and Natural Science General Education requirements. They should use the liberal arts elective to fulfill one of the following General Education requirements: American History, Western Civilization, Other World Civilizations, Arts or Foreign Language.
BUSINESS ADMINISTRATION, A.S.  
HEGIS Code 5004

CAREER OPPORTUNITIES
Graduates from this program who continue with their business/leadership education will be well-positioned to be successful entrepreneurs as well as employees. This usually involves working with banks and other financial institutions who will see an advanced business degree as an indicator of likely business success.

Work in business often demands long hours and frequent travel but offers good financial rewards and a chance to work with advanced technologies and interesting people. As a leader in a business, government, academic, or other organization, graduates should expect to play a major role in decision-making and shaping the future of their organization.

THE PROGRAM
The Business Administration A.S. is a generalist business/liberal arts program. Coursework includes economics and accounting as well as a solid grounding in various areas of general education/liberal arts.

There are also enough electives for students to pursue a special interest, such as information technology, marketing, or stock/bond investing.

The Business Administration A.S. program is a transfer degree, designed to be the first two years of a 4+ year business education. This program is intended for students who plan to transfer to another college or university, perhaps continuing through a graduate degree or higher. The curriculum is designed to let graduates be successful in any business or business-related transfer program, regardless of the transfer school chosen.

There are also enough electives for students to pursue a special interest, such as information technology, marketing, or stock/bond investing.

The Business Administration A.S. program is a transfer degree, designed to be the first two years of a 4+ year business education. This program is intended for students who plan to transfer to another college or university, perhaps continuing through a graduate degree or higher. The curriculum is designed to let graduates be successful in any business or business-related transfer program, regardless of the transfer school chosen.

This program positions students who plan to become senior corporate managers or to fill management, leadership, or teaching roles in government, academia, or not-for-profit organizations. It also positions students to enter fields such as:

- Economics
- Banking and financial services
- International business
- Law
- Consulting/strategic planning
- Health care management
- Not-for-profit management

Students can be jointly enrolled in the Business Administration B.S. program through SUNY Potsdam. SUNY Potsdam courses for the B.S. degree are taught on JCC’s campus, allowing graduates to move seamlessly through their entire undergraduate education without leaving Jefferson County.

NOTES:
1. ENG 100 is acceptable as a Liberal Arts or Humanities Elective but does not meet SUNY Gen. Ed. Requirements.

2. Students who plan to transfer to a SUNY college should take CIS 110 as a Business or Liberal Art Elective.

3. Students who plan to transfer to a SUNY college may use the Social Sciences, Humanities, and the Business or Liberal Arts Electives to fulfill the following five SUNY Gen. Ed. Requirements: A, AH, FL, OWC, WC.

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### Business Requirements (26 Credit Hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 101: Accounting Principles 1</td>
<td>4</td>
</tr>
<tr>
<td>ACC 102: Accounting Principles 2</td>
<td>4</td>
</tr>
<tr>
<td>ECO 101: Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 102: Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 112: Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 124: Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 131: Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 211: Business Law 1</td>
<td>3</td>
</tr>
</tbody>
</table>

### Liberal Arts Requirements (28-31 Credit Hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Composition &amp; Literature</td>
<td>3</td>
</tr>
<tr>
<td>MTH 144 or 174</td>
<td>3</td>
</tr>
<tr>
<td>MTH 155, 185 or higher</td>
<td>3-4</td>
</tr>
<tr>
<td>Humanities Electives</td>
<td>6</td>
</tr>
<tr>
<td>Social Science Electives</td>
<td>3</td>
</tr>
<tr>
<td>Science Electives (at least one laboratory science is required)</td>
<td>7-8</td>
</tr>
</tbody>
</table>

### Liberal Arts or Business Electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Business Electives Include Only; ACC, BUS, CIS 110 &amp; ECO)</td>
<td>9</td>
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</table>

### Physical Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
</tbody>
</table>

TOTAL 65-67
BUSINESS ADMINISTRATION, A.A.S./B.S. or A.S./B.S.  
HEGIS Code 5005/0506  
Jointly registered program with SUNY Potsdam.

Career Opportunities  
This program prepares students to manage a variety of functions in small or large businesses. Typical positions for graduates from this program include: marketing manager, human resource specialist, operations manager, business analyst, or general professional manager/supervisor. The program is also excellent preparation for pursuing a career as a stock/bond broker or financial manager.

The Program  
Students enrolled in this program are simultaneously admitted to both Jefferson Community College and SUNY Potsdam. They will earn either the A.S. or the A.A.S. in Business Administration from JCC and then proceed without interruption to Potsdam where they will complete the degree requirements for the B.S. in Business Administration. The program is structured to allow students to complete virtually all coursework on the JCC campus.

BUSINESS ADMINISTRATION/A.S.  
Jointly Registered Program Requirements

<table>
<thead>
<tr>
<th>Business Requirements (20 Credit Hours)</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>ACC 101: Accounting Principles 1</td>
<td>4</td>
</tr>
<tr>
<td>ACC 102: Accounting Principles 2</td>
<td>4</td>
</tr>
<tr>
<td>BUS 131: Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 221: Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 124: Marketing 1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Elective: Any Jefferson BUS or ACC course under advisement</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Liberal Arts Requirements (24 Credit Hours)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Composition and Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 218: Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>ECO 101: Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 102: Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>SOC 144: Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>STA 161: Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>MTH 144: Elementary Statistics or MTH 174: Mathematical Probability and Statistics 1</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives (19-21 Credit Hours)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics Elective: MTH 155, MTH 166, MTH 185 or MTH 221</td>
<td>3-4</td>
</tr>
<tr>
<td>Science Electives: BIO 106, BIO 111, BIO 131 or BIO 203</td>
<td>4</td>
</tr>
<tr>
<td>CHE 107, GEO 102, GEO 110, GEO 131, GEO 141, GEO 114 or SCI 107</td>
<td>3-4</td>
</tr>
<tr>
<td>Social Science Elective: POL 121, POL 122, POL 126 or PSY 133</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts or Business Electives</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education*</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>65-67</td>
</tr>
</tbody>
</table>

* Should be taken as four 1/2 credit courses.
BUSINESS ADMINISTRATION, A.A.S/B.S. or A.S./B.S.
HEGIS Code 5005/0506
Jointly registered program with SUNY Potsdam.

BUSINESS ADMINISTRATION/A.A.S.
Jointly Registered Program Requirements

<table>
<thead>
<tr>
<th>Core Requirements (38 Credit Hours)</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ACC 101: Accounting Principles 1</td>
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<tr>
<td>ACC 102: Accounting Principles 2</td>
<td>4</td>
</tr>
<tr>
<td>BUS 112: Introduction to Business</td>
<td>3</td>
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<tr>
<td>BUS 131: Principles of Management</td>
<td>3</td>
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<tr>
<td>BUS 211: Business Law 1</td>
<td>3</td>
</tr>
<tr>
<td>BUS 221: Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 124: Marketing 1</td>
<td>3</td>
</tr>
<tr>
<td>BUS 226: Basic Finance</td>
<td>3</td>
</tr>
<tr>
<td>Business Electives:</td>
<td></td>
</tr>
<tr>
<td>BUS 203 or other Jefferson BUS course under advisement.</td>
<td>9</td>
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<tr>
<td>CIS 110: Introduction to Computing with Microcomputers</td>
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<thead>
<tr>
<th>Liberal Arts Requirements (18 Credit Hours)</th>
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<tr>
<td>ENG 101: Research and Composition</td>
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</tr>
<tr>
<td>ENG 218: Technical Writing</td>
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<tr>
<td>ECO 101: Macroeconomics</td>
<td>3</td>
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<tr>
<td>ECO 102: Microeconomics</td>
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<tr>
<td>STA 151: Public Speaking</td>
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<tr>
<td>MTH 144: Elementary Statistics</td>
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<thead>
<tr>
<th>Electives (6-8 Credit Hours)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics Elective: MTH 155, MTH 166, MTH 185 or MTH 221</td>
<td>3-4</td>
</tr>
<tr>
<td>Science Elective: BIO 105, BIO 106, BIO 111, BIO 131, BIO 203, CHE 107, GEO 102, GEO 110, GEO 131, GEO 141 or SCI 107</td>
<td>3-4</td>
</tr>
</tbody>
</table>

| Physical Education*                        | 2            |

| TOTAL                                       | 64-66        |

* Should be taken as four 1/2 credit courses.
**COMPUTER INFORMATION SYSTEMS, A.S.**

**HEGIS Code 5101**

**Career Opportunities**
This program prepares individuals to analyze business information needs and prepare specifications and requirements for appropriate data system solutions. Upon completion of a bachelor's degree, students can become entry level programmers or programmer analysts. Additionally, students can pursue occupations related to this program such as systems analyst, programmer analyst, microcomputer support specialist, technical support specialist, network control operator, supervisor of network operations, and user support analyst supervisor.

According to the Bureau of Labor Statistics, employment in the Computer Information Systems field is expected to grow faster than average through the year 2010. Jobs should be plentiful in data processing service firms, software houses, and computer consulting businesses. These types of establishments are part of the computer services industry, which are projected to be the fastest growing. The number of entry level positions available in this field continues to exceed the number of qualified persons to fill them.

**The Program**
This Associate in Science degree is designed to prepare the student for transfer to a college or university offering baccalaureate programs in systems analysis and design, systems programming, operation research, database management, artificial intelligence, numerical analysis, statistics, operations management, or general business administration. Transfer articulation agreements have been established with SUNY Empire State College and the Rochester Institute of Technology.

The program provides an introduction to business and computer information systems courses that would reasonably parallel the first two years of a four year degree program. Students who are enrolled in this program attend hands-on laboratories associated with most computer courses.

<table>
<thead>
<tr>
<th>Computer Information Systems (17 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 111: Windows Operating Environment</td>
<td>1</td>
</tr>
<tr>
<td>CIS 116: Introductory Programming</td>
<td>3</td>
</tr>
<tr>
<td>CIS 130B: Programming Languages: COBOL</td>
<td>3</td>
</tr>
<tr>
<td>CIS 216: Advanced Programming</td>
<td>4</td>
</tr>
<tr>
<td>CIS 225: Assembly Language</td>
<td>3</td>
</tr>
<tr>
<td>CIS 250: Data Structures</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business (8 Credit Hours):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 101: Accounting Principles 1</td>
<td>4</td>
</tr>
<tr>
<td>ACC 102: Accounting Principles 2</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liberal Arts (35-38 Credit Hours):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 101: Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 102: Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Composition &amp; Literature</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics Electives</td>
<td>11-12</td>
</tr>
<tr>
<td>Science Electives</td>
<td>6-8</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Approved Elective*</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
</tbody>
</table>

TOTAL 65-68

**Computer Requirement:** Students entering this program are required to purchase or lease a professional microcomputer system for home use. Computers are an integral part of all course instruction within the Computer Information Systems program. Computer specifications are available upon request or online at www.sunyjefferson.edu.

It is recommended that applicants for this curriculum follow a college preparatory program in high school with, possibly, some exploratory work in business and computer related subjects.

* Tailored to meet the transfer needs of the student, the elective will be selected from Business, Mathematics or Science course offerings.
ACADEMIC PROGRAMS

COMPUTER INFORMATION TECHNOLOGY, A.A.S.  HEGIS Code 5104

CAREER OPPORTUNITIES
Computer information technology is among the fastest growing fields in business, industry, government, and education, with faster than average growth expected through the year 2010. The number of entry-level positions available in this field continues to exceed the number of qualified persons to fill them.

This program provides students with skills and knowledge that match the needs of local employers for technology generalists who have a broad background and the ability to solve problems with a wide variety of technology tools. The program parallels an emerging national standard in Information Technology Education developed by the Association for Computing Machinery.

This program includes courses in the areas of applications customization, web design, database design, networking technology, and programming.

<table>
<thead>
<tr>
<th>Computer Information Systems (27 Credit Hours)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 100 Information Technology: Orientation and Operating Systems</td>
<td>2</td>
</tr>
<tr>
<td>CIS 110: Introduction to Computing with Microcomputers</td>
<td>3</td>
</tr>
<tr>
<td>CIS 116: Introductory Programming</td>
<td>3</td>
</tr>
<tr>
<td>CIS 119: Introduction to Web Page Design</td>
<td>3</td>
</tr>
<tr>
<td>CIS 210: Advanced Computing with Microcomputers</td>
<td>3</td>
</tr>
<tr>
<td>CIS 212: Systems Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>CIS 216: Advanced Programming</td>
<td>4</td>
</tr>
<tr>
<td>CIS 221: Computer Architecture</td>
<td>3</td>
</tr>
<tr>
<td>CIS 222: Systems Development and Implementation</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Networking Technology (6 Credit Hours):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NET 100: Networking Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>NET 131: Local Area Networks</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business (6 Credit Hours):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 112: Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 127: Management Communications</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liberal Arts (22 Credit Hours):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 218: Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>Economics Elective</td>
<td>3</td>
</tr>
<tr>
<td>MTH 155: College Algebra or higher</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics Elective</td>
<td>3</td>
</tr>
<tr>
<td>Lab Science Elective</td>
<td>4</td>
</tr>
<tr>
<td>Social Science or Humanities Elective*</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Free Elective*</th>
<th></th>
</tr>
</thead>
</table>

| TOTAL | 64 |

* Students considering transfer to a SUNY baccalaureate program should use these electives to fulfill additional SUNY General Education requirements.

THE PROGRAM
This career program will prepare students for employment as computer information technologists in a variety of industrial, business, government, and public-service settings.

Specifically, the CIT A.A.S. program will educate students as generalists in multiple computer-related skill areas, including programming, web design, networking technology, database design, and application customization. The program is intended to prepare computer “generalists” who will be employable in small organizations typical in the North Country, which often have the resources to hire only one or two computer-related staff members and which are not large enough to employ an array of computer “specialists.”

The program will provide students with hands-on experience in a variety of information technology areas, including 33 credit hours of coursework that focuses on software application use and customization, programming, database design and implementation, web page development and Internet use, and networking technology. An additional six credit hours provide students with general business/management communications principles. The remaining twenty-five credit hours include three free elective credits and 22 hours in the arts and sciences.

Requiring a total of 64 credit hours, the program is structured so that it can be completed in two years of full-time study.

Continued on next page...
Students graduating from the Computer Information Technology program with an A.A.S. degree will meet the following learning outcomes:

- Effectively analyze and determine client/user needs
- Demonstrate the ability to customize software applications
- Design, implement, and maintain computer networks
- Understand database design principals
- Understand web page design principals
- Develop basic computer programs
- Prepare written technical documentation

**Career Potential:**

**Networking Job Titles:**
- Hardware Support/Maintenance
- Local Area Network Technician
- Network Maintenance and Operations
- Network Technician

**Information Services and Database Job Titles:**
- Database Administrator
- Database Analyst
- Database Developer

**Programming and Software Development:**
- Entry (Junior Level) Programmer
- Programmer Analyst
- Software Applications Specialist
- Software Designer
- Software/Application Support
- Systems Analyst

**Interactive Media, Multimedia and Web Job Titles:**
- Web Content Designer
- Web Designer

**Technical and Customer Support Job Titles:**
- Call Center Support Representative
- Customer Service Representative
- Help Desk Technician
- LAN Applications Support Analyst
- PC Support Specialist
- Software Application Specialist
- Technical Sales Consultant

**Systems Engineering and Staff Analyst Job Titles:**
- Computer Analyst
- Programmer Analyst
- Systems Analyst

The required courses develop problem definition, problem solution, and application coding skills. Students who are enrolled in this program attend hands-on laboratories associated with most computer courses.

**Computer Requirement:** Students entering this program are required to purchase or lease a professional microcomputer system for home use. Computers are an integral part of all course instruction within the Computer Information Technology program. Computer specifications are available upon request or online at www.sunyjefferson.edu

Students wanting to pursue advanced studies may consider the Rochester Institute of Technology, SUNY Morrisville, SUNY Institute of Technology at Utica/Rome, and SUNY Canton. Those planning to transfer are advised to research baccalaureate requirements to maximize transfer credit.
COMPUTER SCIENCE, A.S. HEGIS Code 5101

CAREER OPPORTUNITIES
According to the Bureau of Labor Statistics, employment in the Computer Science field is expected to grow faster than average through the year 2010. Jobs should be plentiful in data processing service firms, software houses, and computer consulting businesses. These types of establishments are part of computer services which are projected to be the fastest growing industry. The number of entry level positions available in this field continues to exceed the number of qualified persons to fill them.

The curriculum for this program is designed primarily for transfer to a bachelor's degree program; however, skills learned can be applied directly to some positions in the computer science field. Transfer articulation agreements have been established with SUNY Oswego, SUNY Empire State College, and the Rochester Institute of Technology. Many technical innovations within the computer industry have advanced computing technologies and sophisticated new languages and programming tools which continually redefine employment possibilities. Employment titles may include software engineer, computer theorist, computer scientist, and computer engineer.

THE PROGRAM
This program is designed to prepare the student for transfer to a college or university offering a baccalaureate program in computer science or mathematics. This program is for students who are interested in computers and their applications and have an aptitude for mathematics and science. Students who are enrolled in this program attend hands-on laboratories associated with most computer courses.

Applicants are strongly encouraged to have three to four years of high school mathematics and three years of science.

Computer Requirement: Students entering this program are required to purchase or lease a professional microcomputer system for home use. Computers are an integral part of all course instruction within the Computer Science program. Computer specifications are available upon request or online at www.sunyjefferson.edu.

<table>
<thead>
<tr>
<th>Computer Science Requirements (13 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 116: Introductory Programming or CIS 126: Intermediate Programming-FORTRAN</td>
<td>3</td>
</tr>
<tr>
<td>CIS 216: Advanced Programming</td>
<td>4</td>
</tr>
<tr>
<td>CIS 225: Assembly Language</td>
<td>3</td>
</tr>
<tr>
<td>CIS 250: Data Structures</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liberal Arts Requirements (34-35 Credit Hours):</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101: Research and Composition</td>
</tr>
<tr>
<td>ENG 102: Composition and Literature</td>
</tr>
<tr>
<td>Humanities Elective</td>
</tr>
<tr>
<td>Social Science Electives</td>
</tr>
<tr>
<td>Mathematics Electives*</td>
</tr>
<tr>
<td>Laboratory Science**</td>
</tr>
<tr>
<td>Program Electives***</td>
</tr>
<tr>
<td>Free Electives</td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
</tbody>
</table>

TOTAL 65-66

* Mathematics courses to be selected in consultation with student’s advisor and to include at least two semesters of MTH 221: Calculus 1 and MTH 222: Calculus 2.

** PHY 131: General Physics 1 and PHY 132: General Physics 2 are recommended.

*** Program electives to be selected from Computer Science
CRIMINAL JUSTICE, A.S.  

HEGIS Code 5505

CAREER OPPORTUNITIES
Criminal Justice graduates earn top dollar in secure positions. JCC’s criminal justice degree leads to professional employment as a police investigator, corrections officer, crime lab technician, probation officer, or dozens of other jobs. Employers at the local, state, and federal level range from Sheriff’s Departments and State Police to Military Police, Border Patrol, FBI, and Secret Service. Specialties include homicide, arson, cyber-crime, drug enforcement, K-9 and SWAT teams.

THE PROGRAM
Whether individuals are just finishing high school or 20-year law enforcement veterans, JCC’s criminal justice degree challenges them to sharpen essential skills and make informed judgments. In today’s fast-paced world, professionals must communicate clearly, analyze situations, and apply proven tactics. Our criminal justice degree includes solid grounding in criminal evidence, criminal administrative procedures, technical writing, psychology, sociology, and American government. Students also choose between criminology and juvenile delinquency while completing requirements in laboratory science and mathematics. There are plenty of electives to choose from including community corrections, sex-crime investigations, interviews/interrogations, and hundreds of classes in other subject areas.

Approximately 60% of our criminal justice graduates choose to continue their education. Popular transfer institutions include SUNY Oswego, Canton College of Technology, SUNY Potsdam, Syracuse University, LeMoyne College, Rochester Institute of Technology, and other institutions across the United States.

The field of Criminal Justice is widely varied, containing many diverse job descriptions and opportunities. Many skills will be obtained in this course of study, which are applicable to both transfer students and those seeking employment immediately upon graduation. Students graduating from the Criminal Justice programs with either an A.S. degree or a certificate will be able to achieve the following outcomes:

- Prepare written material in a criminal justice setting;
- Read, understand and interpret written information;
- Apply written information in the form of laws, policies, procedures, directives, etc., to situations that are similar to experiences faced in the criminal justice system;
- Communicate effectively; and
- Understand the organizational structure of criminal justice agencies.

Assessment of competence in these areas will be measured through the use of examination questions.

<table>
<thead>
<tr>
<th>Criminal Justice Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English (6 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 218: Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td><strong>Humanities (3 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>STA 101: Fundamentals of Communication or any ASL, FRE, GER or SPA Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Science (18 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>SOC 144: Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 133: Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>POL 121: Introduction to American Government</td>
<td>3</td>
</tr>
<tr>
<td>SOC 244: Social Problems or SOC 245: Criminology or SOC 246: Juvenile Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Criminal Justice (21 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>CRJ 101: Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 102: Criminal Administration Procedures</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 110: Criminal Evidence</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice Electives</td>
<td>12</td>
</tr>
<tr>
<td><strong>Mathematics and Sciences (9-11 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>MTH 144: Elementary Statistics or MTH 155: College Algebra or MTH 174: Mathematical Probability &amp; Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Lab Science Elective</td>
<td>4</td>
</tr>
<tr>
<td>Lab Science or Mathematics Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>63-64</strong></td>
</tr>
</tbody>
</table>
CRIMINAL JUSTICE CERTIFICATE  
HEGIS Code 5505

CAREER OPPORTUNITIES
Employment opportunities involve such areas as law enforcement, corrections, and related areas within criminal justice. A number of related careers are open to graduates who are interested in the growing fields of security, anti-terrorism and investigations.

THE PROGRAM
The purpose of this program is to provide the student with the skills, knowledge, and attitudes needed to become an effective law enforcement officer. All course work may be applied toward the associate’s degree requirements at a later date. Students can complete the program in one year of full time study or on a part time basis over an extended period of time.

The field of Criminal Justice is widely varied, containing many diverse job descriptions and opportunities. Many skills will be obtained in this course of study which are applicable to both transfer students and those seeking employment immediately upon graduation. Students graduating from the Criminal Justice program with either an A.S. degree or certificate will be able to achieve the following outcomes:

- Prepare written material in a criminal justice setting;
- Read, understand and interpret written information;
- Apply written information in the form of laws, policies, procedures, directives, etc., to situations that are similar to experiences faced in the criminal justice system;
- Communicate effectively; and
- Understand the organizational structure of criminal justice agencies.

Assessment of competence in these areas will be measured through the use of examination questions.

<table>
<thead>
<tr>
<th>Required Courses (9 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 144: Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 245: Criminology or SOC 246: Juvenile Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>ENG 100: College Composition or ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice Electives</td>
<td>21</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>
EARLY CHILDHOOD, A.A.S.  

HEGIS Code 5503

**Career Opportunities**
The demand for childcare is rising due to growing numbers of single parents and families with both parents working outside the home. Qualified, educated professionals are needed - both locally and nationally. This need is expected to grow by 60% over the next decade.

To be successful in this field, a person should be energetic, motivated, creative, flexible and possess a sense of humor as well as excellent written and verbal communication skills. A thorough understanding of young children's (ages 0-8) development and the ability to create developmentally appropriate lessons, curricula and environments are essential.

Job titles include preschool teacher, early childhood specialist, family advocate, trainer, home visitor, case-worker, teacher assistant, director/administrator and school-age childcare program director. Places of employment include Head Start, YMCA, military child development centers, private and public day care centers, preschools, non-profit agencies, and government agencies.

**The Program**
Our Early Childhood program offers:
- A College degree that can be completed in 2 years;
- Field work at child care centers emphasizing Developmentally Appropriate Practice;
- Financial Aid opportunities and Educational Incentive Program (EIP) benefits;
- Contacts to help graduates find jobs; or
- Contacts to help graduates open their own child care agencies.

**Note:**
The Early Childhood Program is designed for those who will seek employment in a child care agency after earning an associate's degree. Individuals who plan to continue their studies to earn the bachelor's and master's degrees necessary for certification as elementary or secondary teachers should consider the following JCC programs:
- **Liberal Arts & Sciences:** Humanities and Social Sciences/ A.A. Degree
- **Liberal Arts & Sciences:** Mathematics and Sciences/ A.S. Degree

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### Early Childhood Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Humanities (9 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Electives from ART, MUS or STA</td>
<td>6</td>
</tr>
<tr>
<td><strong>Social Science (12 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>PSY 133: Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 220: Child and Adolescent Development</td>
<td>3</td>
</tr>
<tr>
<td>SOC 144: Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 241: Marriage and the Family</td>
<td>3</td>
</tr>
<tr>
<td><strong>Early Childhood (21 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>ECD 101: Introduction to Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>ECD 102: Agencies and Resources</td>
<td>3</td>
</tr>
<tr>
<td>ECD 181: Child Health and Safety</td>
<td>3</td>
</tr>
<tr>
<td>ECD 201: Lesson Planning, Design, Techniques and Resources 1</td>
<td>3</td>
</tr>
<tr>
<td>ECD 202: Lesson Planning, Design, Techniques and Resources 2</td>
<td>3</td>
</tr>
<tr>
<td>ECD 240: Field Work in Early Childhood Development</td>
<td>3</td>
</tr>
<tr>
<td>ECD 280: Field Work in Early Childhood Development 2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mathematics and Sciences (6 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>Biology Elective (BIO 106: Human Biology recommended)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Restricted Electives - (6 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>Chosen from any HUS, ECD, PSY, SOC course or STA 101: Fundamentals of Oral Communication</td>
<td>6</td>
</tr>
<tr>
<td><strong>Free Electives</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>62-63</td>
</tr>
</tbody>
</table>
ENGINEERING SCIENCE, A.S.  

HEGIS Code 5609

CAREER OPPORTUNITIES
Career opportunities available to students graduating with a baccalaureate engineering degree from an accredited institution abound. Career opportunities can vary from research intensive product development to private consulting, and from international corporate settings to opportunities with public agencies. In 2004, salaries ranged from $65,707 to $78,978, depending on the field of engineering specialization and geographic location, according to the U.S. Bureau of Labor Statistics.

THE PROGRAM
Engineering is the integration of physical principles, mathematics, modeling and common sense to create solutions or develop enhancements. Engineers are trained problem solvers. Engineers develop new technology and innovative materials to benefit the population of tomorrow.

This Associate in Science degree is designed to provide students with the first two years of a general baccalaureate engineering degree. Students possessing this engineering A.S. degree typically transfer to a four-year institution and major in their desired field of specialization. Continued on next page....

<table>
<thead>
<tr>
<th>Engineering Science (16 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENS 100: Engineering Orientation</td>
<td>1</td>
</tr>
<tr>
<td>ENS 101: Engineering Graphics</td>
<td>3</td>
</tr>
<tr>
<td>ENS 201: Statics</td>
<td>3</td>
</tr>
<tr>
<td>ENS 204: Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>Engineering Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics and Sciences (36 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 131: General Chemistry 1</td>
<td>4</td>
</tr>
<tr>
<td>CHE 132: General Chemistry 2</td>
<td>4</td>
</tr>
<tr>
<td>MTH 221: Calculus 1*</td>
<td>4</td>
</tr>
<tr>
<td>MTH 222: Calculus 2</td>
<td>4</td>
</tr>
<tr>
<td>MTH 241: Calculus 3</td>
<td>4</td>
</tr>
<tr>
<td>MTH 242: Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>PHY 143: Science and Engineering Physics 1</td>
<td>4</td>
</tr>
<tr>
<td>PHY 144: Science and Engineering Physics 2</td>
<td>4</td>
</tr>
<tr>
<td>PHY 145: Science and Engineering Physics 3</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Computer Science Requirements (3 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 116: Introductory Programming or CIS 126: Intermediate Programming FORTRAN</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Humanities &amp; Social Science Requirements (12 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>English Elective**</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

| Physical Education                                       | 2            |

TOTAL 69

* Students who have not completed the minimum 3 1/2 units of high school Mathematics are required to take additional Mathematics before entering the Calculus sequence. Also, calculus is a prerequisite for Engineering Physics. Therefore, students entering with a deficiency in Mathematics will normally not be able to complete the Engineering Science Program in two years.

** Restricted to ENG 102 or higher except for students who have been advised to take ENG 100 prior to ENG 101.
ENGINEERING SCIENCE A.S. (CONTINUED)

Since 1961, the engineering program at Jefferson has gained a reputation for providing a strong academic foundation for engineering students. The degree program focuses on conceptual and theoretical understanding of physical principles integrated with laboratory exercises.

Graduates of this program transfer to various four-year colleges and universities, typically, with full-junior status. Our graduates have transferred to engineering universities such as Rochester Institute of Technology, Rensselaer Polytechnic Institute, Clarkson, Syracuse, Cornell, SUNY Buffalo, Clemson, SUNY Binghamton, University of Buffalo, SUNY ESF at Syracuse, and many more. Transfer articulation agreements exist with Clarkson University, Rochester Institute of Technology, and SUNY Empire State College.

Applicants for this program should follow a college preparatory program in high school including a minimum of 3 units of high school mathematics as well as physics, chemistry, and 4 units of English. Where possible, courses in computer problem solving and mechanical drawing are recommended.

A number of engineering scholarships are available for students when entering this program and also when transferring from this program.

**Computer Requirement:** Students entering this program are required to purchase or lease a microcomputer system for home use. Computers are an integral part of all courses of instruction within the Engineering Science program. Computer specifications are available upon request or on [www.sunyjefferson.edu](http://www.sunyjefferson.edu).

**Career Options**

- Civil Engineer (Water Resources/Transportation/Structural)
- Biomedical Engineer
- Environmental Engineer (Water Resources/Hazardous Waste)
- Aeronautical Engineer
- Construction Engineer
- Aerospace Engineer
- Mechanical Engineer
- Computer Hardware Engineer
- Electrical Engineer (Power Distribution/Electronics)
- Industrial Engineer (Distribution/Industrial Hygiene)
- Paper Engineer
- Forestry Engineer (Dept. of Environmental Conservation)
- Consulting Engineer
- New Product Research and Development
- Engineering Sales
- Nuclear Engineer
- Academia/Education
- Chemical Engineer
- Technical Engineer
- Plant/Manufacturing Engineer
- Fire Science Engineer
FIRE PROTECTION TECHNOLOGY, A.A.S.  

HEGIS Code 5507

CAREER OPPORTUNITIES

Safeguarding individuals and property from fires offers rewarding career opportunities to people with many and varied skills. Firefighters use their requisite skills to respond to emergencies in a variety of locations: Residential, Business/Industry/Farms, Transportation/Vehicles, Medical Facilities and Forests. They prevent fires by making fire inspections and enforcing laws and codes enacted at all levels of government. Firefighters also provide fire prevention education for adults and children, investigate fires, control arson, and train others in fire fighting procedures and fire prevention measures. In the fire insurance business, they may assess rates, write policies, and remove hazards.

THE PROGRAM

Public Safety is a major concern in our society and Jefferson Community College recognizes the need to support our community in an area that directly impacts Public Safety - Fire Protection Technology. JCC understands that professional and volunteer firefighters, as well as people employed in emergency management services, have a critical need to stay informed and expand their skills and knowledge in the area of Fire Protection Technology. It is also understood that the recruitment, training, and retention of employees in emergency management services is critical to the community. The purpose of this A.A.S. Program is to provide area firefighters and related service personnel with specialized training. This Program will also be open to individuals interested in firefighting as a career path.

This Associate in Applied Science Degree offers a balance of liberal arts and science courses, comprising work distributed in the humanities, the natural sciences and mathematics, and the social sciences (25-29 credit hours), as well as a concentration in Fire Protection Technology and related coursework (24-27 credit hours). Specialized courses include Fire Investigation, Building Materials and Inspection, Fire Fighting Tactics and Strategies, and Counter Terrorism. Graduates of this program should be able to provide emergency fire service, emergency medical service, emergency rescue service, emergency hazardous material service, and non-emergency services (such as code enforcement and equipment status records); maintain facilities; and participate in public relations activities (such as presentations, parades and tours).

The program is designed primarily as a part-time course of study. However, with close supervision of a faculty advisor, a student can design a full-time program that could be completed in two years. To accomplish this, students should be prepared to enroll in both day and evening coursework.

<table>
<thead>
<tr>
<th>Requirements:</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities (12 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 218: Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>STA 101: Fundamentals of Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>Language Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences (9 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>SOC 144: Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 133: Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics and Sciences (10-12 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>CHE 107: Introduction to Chemistry 1 or CHE 131: General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>MTH 125: Intermediate Algebra; or MTH 144: Elementary Statistics or higher</td>
<td>3-4</td>
</tr>
<tr>
<td>Math or Lab Science Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>Fire Protection Technology (21 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>FPT 101: Introduction to Fire Protection Technology</td>
<td>3</td>
</tr>
<tr>
<td>FPT 105: Fire Fighting I</td>
<td>4</td>
</tr>
<tr>
<td>FPT 205: Fire Fighting II</td>
<td>2</td>
</tr>
<tr>
<td>Fire Protection Technology Electives</td>
<td>12</td>
</tr>
<tr>
<td>EMS 100: Certified 1st Responder or EMS 121: EMT Basic</td>
<td>3-6</td>
</tr>
<tr>
<td>Criminal Justice or Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>63-68</td>
</tr>
</tbody>
</table>
HOSPITALITY & TOURISM, A.A.S.  

HEGIS Code 5011.10

CAREER OPPORTUNITIES

The Hospitality and Tourism A.A.S. degree program positions students to take a leadership role in career areas involving travel, tourism, destination marketing, hotel/restaurant management, or culinary. Through selection of the professional electives in this program, students can develop expertise in one of three distinct career tracks, as indicated below.

CULINARY

This track will prepare students for employment in the second largest job market in the country. The Foodservice Industry is a dynamic and challenging array of employment opportunities. The Culinary Arts coursework in our program will prepare you for a rewarding and satisfying career. Culinary Arts students will work in our Hospitality Facilities to prepare a variety of dinner events and luncheons. Visiting chefs and winemakers are regular guest lecturers in our kitchen and dining room.

Some of the opportunities available to graduates that many of our students have been employed in are:

- line cook
- sous chef
- executive chef
- pastry chef
- baker
- foodservice director
- catering director
- food journalist
- food photographer
- corporate chef
- food salesperson
- food stylist
- foodservice educator
- corporate research chef

Some positions may require additional study or additional work experience in a related specialty and almost one third of our graduates continue their education at four year schools.

HOTEL/RESTAURANT MANAGEMENT

This track prepares students to manage hotel or restaurant properties and to supervise others in the hospitality and tourism fields. Coursework includes the particular management challenges of the industry, as well as a grounding in law, marketing, human resource management, and other areas of general business. Job titles for these graduates may include the following:

- Hotel/motel/restaurant manager
- Resort/regional marketer or property manager
- Dining room manager
- Concierge

TRAVEL AND TOURISM

This track prepares students for a career in travel agencies as a tourism director for a major commercial resort or in a region where tourism is part of the local economy. Students learn to market travel experiences, design travel programs, and use tools such as Internet travel programs or airline reservation systems. Jobs for these graduates may include the following:

- Travel agent/agency manager
- Corporate travel manager
- Hotel/resort tourism manager
- Regional tourism marketer

Note: Travel and Tourism course work is not routinely available at this time.

THE PROGRAM

The Hospitality and Tourism A.A.S. degree program is designed to give graduates maximum access to the best jobs in the field. They are generally competitive with graduates from four year programs in terms of starting salaries and management opportunities, with the exception of some positions in larger firms.

The program has an extremely strong internship component, which allows students to gain real-world experience in their field, make job/career contacts, and even travel outside the region for more perspective. Some students have spent 4 - 6 months with Disney World as part of their internship experience or have been placed with an internship sponsor in another area.

Although the program is not designed as a transfer degree, as many as 1/3 of all graduates choose to transfer. The most popular transfer destinations include Johnson & Wales, Rochester Institute of Technology and Paul Smith’s College.
<table>
<thead>
<tr>
<th>Core Requirements (24-26 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 218: Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>CIS 110: Introduction to Computing with Microcomputers</td>
<td>3</td>
</tr>
<tr>
<td>MTH 125: Intermediate Algebra or Higher Math</td>
<td>3-4</td>
</tr>
<tr>
<td>Science or Lab Science Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hospitality &amp; Tourism Requirements (33 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 124: Marketing 1</td>
<td>3</td>
</tr>
<tr>
<td>BUS 221: Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>HOS 101: Intro to Hospitality &amp; Tourism</td>
<td>3</td>
</tr>
<tr>
<td>HOS 251: Convention Management</td>
<td>3</td>
</tr>
<tr>
<td>HOS 275 (A or B) Internship and HOS 276 Internship or HOS 292: In-Service Training</td>
<td>6</td>
</tr>
<tr>
<td>Professional Electives on Advisement*</td>
<td>15</td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>62-64</td>
</tr>
</tbody>
</table>

*The Professional Elective requirement is met by specializing in one of the advisory tracks listed to the right. Students must consult with their advisor in selecting the appropriate combination of courses for these elective credits.*

**Hotel/Restaurant Management**
- CUL 102: Introduction to Culinary Theory and Practice
- CUL 130: Sanitation and Safety
- HRM 110: Rooms Division Management
- HRM 160: Hospitality Law
- HRM 240: Food and Beverage Management

**Culinary Arts/Institutional Foodservice Management**
- CUL 102: Introduction to Culinary Theory and Practice
- CUL 120: Nutrition
- CUL 130: Sanitation and Safety
- CUL 140: Principles of Baking
- CUL 202: Garde Manger
- CUL 212: Quantity Foods Production
- HRM 152: Wine Selection and Appreciation

**Travel and Tourism Management**
- TTM 105: Systems and Distribution of Travel Services
- TTM 115: Planning and Development of Tourism
- TTM 125: Travel Agent Geography
- TTM 225: Travel Agency Operations

**Note:** Travel and Tourism course work is not routinely available at this time.
HOSPITALITY & TOURISM CERTIFICATE  HEGIS Code 5011.10

CAREER OPPORTUNITIES
The Hospitality and Tourism certificate program positions students to enter the fields of travel agency work, hotel/restaurant management, or kitchen management/culinary work.

The hospitality and tourism field can be glamorous and exciting but usually involves long hours and hard work. Formal education is an important factor in holding all but the lowest skilled jobs in the industry although education beyond a 2-year degree is normally not required for most positions. A certificate allows students to begin their professional career quickly. They can then plan to continue their education at different points, as their career progresses.

Experience is a key factor in this industry and graduates are advised to seek initial employment in positions where they can gain broad experience and be involved in as many aspects of the industry as possible. Virtually every job in this field requires regular contact with the public and an emphasis on good customer service.

THE PROGRAM
The Hospitality and Tourism certificate program is designed to give graduates good preparation for professional entry level jobs in the field. The certificate allows significant tailoring to meet students’ specific needs or interests.

The certificate is also an excellent vehicle to allow graduates to enter the field quickly and then return for more training as their careers progress.

<table>
<thead>
<tr>
<th>Core Requirements (24 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 8 courses from the following:</td>
<td>24</td>
</tr>
<tr>
<td>Any course listed under HOS, HRM, CUL, TTM</td>
<td></td>
</tr>
<tr>
<td>and/or</td>
<td></td>
</tr>
<tr>
<td>BUS 103: Dynamics of Leadership</td>
<td></td>
</tr>
<tr>
<td>BUS 131: Principles of Management</td>
<td></td>
</tr>
<tr>
<td>BUS 203: Organizational Behavior</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>24</td>
</tr>
</tbody>
</table>
**HUMAN SERVICES, A.S.**

**CAREER OPPORTUNITIES**
The employment of social workers is expected to grow faster than average for all occupations through 2012. The rapidly growing elderly population and the aging baby boom generation will create greater demand for health and social services. There will be an increased need for substance abuse workers as more are being placed in treatment programs instead of prison. There is also an increase in need for social workers in public welfare, child welfare, family services, schools, employment assistance and working with the disabled (source: www.bls.gov).

Human services workers are focused on improving the lives of others, thereby improving the well being of the community. They offer services such as counseling, support, and advocacy to individuals in need. Human services professionals observe and assess needs, conduct interviews, design plans of action, employ problem solving techniques, and implement strategies to meet desired goals.

As society changes, so does the nature of human services work. Current issues attracting attention are poverty, healthcare issues, aging adults, HIV/AIDS, school violence, developmental disabilities, substance abuse, and abusive relationships. The human services worker is dedicated to providing necessary services and the intrinsic rewards are great.

Employers include such organizations as state, county, and federal governments; private not-for profit human services agencies; hospitals; schools; and residential care facilities. Job titles include caseworker, family support worker, youth counselor, advocate, client advocate, alcohol counselor, eligibility counselor, residential counselor, rehabilitation caseworker, home health aide, group home worker, and social work assistant.

Human Services electives include:

- HUS 103: Introduction to Alcohol Studies
- HUS 104: Introduction to Mental Retardation/Developmental Disabilities Studies
- HUS 106: Introduction to Substance Abuse
- HUS 202: Introduction to Group Counseling
- HUS 241: Insights/Interventions - Expressive Therapies
- HUS 243: Insights/Interventions - Family Systems
- HUS 244: Insights/Interventions - Child Abuse & Maltreatment

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th><strong>Academic Programs</strong> 59</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English (6 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 218: Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td><strong>Humanities (6 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>STA 161: Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mathematics and Sciences (10-11 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>Lab Science (BIO 106: Human Biology recommended)</td>
<td>4</td>
</tr>
<tr>
<td>MTH 144: Elementary Statistics <strong>or</strong> MTH 174: Mathematical Probability and Statistics 1</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics or Lab Science Elective</td>
<td>3-4</td>
</tr>
<tr>
<td><strong>Social Science (9 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>POL 122: State and Local Government</td>
<td>3</td>
</tr>
<tr>
<td>PSY 133: Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 144: Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Human Services (15 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>HUS 101: Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HUS 102: Agencies and Resources</td>
<td>3</td>
</tr>
<tr>
<td>HUS 201: Introduction to Helping Skills</td>
<td>3</td>
</tr>
<tr>
<td>HUS 240: Human Services Practicum 1</td>
<td>3</td>
</tr>
<tr>
<td>HUS 280: Human Services Practicum 2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Science or Human Services Electives</strong></td>
<td>9</td>
</tr>
<tr>
<td><strong>Free Electives</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>63-64</strong></td>
</tr>
</tbody>
</table>

*Continued on next page...*
HUMAN SERVICES, A.S. (CONTINUED)

The Program
The Human Services A.S. degree program is designed to give the student a broad academic background in human services, social sciences and other arts and science fields. The program is designed primarily as a transfer program. Employment opportunities exist for A.S. graduates; however, opportunities expand for those who continue studies at the bachelor’s and master’s level. JCC’s Human Services program rests on these foundations:

- Academic preparation;
- Quality “hands-on” internships;
- Volunteer experience/community awareness;
- Easy transfer for advanced degrees;
- Small, personalized learning community;
- Specific Human Services scholarships.

Those students wishing to pursue baccalaureate degrees have successfully transferred to many public and private colleges and universities, including SUNY Brockport, SUNY Oswego, SUNY Potsdam, Empire State College, Utica College, Cornell University and Syracuse University. Formal articulation agreements exist with SUNY Albany, SUNY Brockport, SUNY Cortland, SUNY Plattsburgh and others.

Policy on Waiver of a Practicum Course Based on Work Experience:

If a Human Services student has worked in a paid full-time capacity in a human services agency for a year or in a paid part-time capacity for two years (the equivalent of 20 hours per week for a two year period), then the student may request a waiver of HUS 280 (Human Services Practicum 2).

The other practicum will have to be completed in an agency other than the employment site. Students will substitute a free elective (3 credits) in place of the waived practicum.
INDIVIDUAL STUDIES, A.A., A.A.S., A.S.  

HEGIS Code 5699

CAREER OPPORTUNITIES
This program is designed specifically to address the needs of full-time or part-time students for whom a flexible course of study tailored to meet individual interests and needs is appropriate.

Therefore, this program is designed to offer the student flexibility in career and/or academic options, with the understanding that an advisor will be assigned through the Continuing Education Division to provide direction to and evaluation of this program.

The employment outlook is dependent upon the career route chosen upon completion of this program. This program can be very diversified and, thus, the integration and application of transferable skills obtained through the Individual Studies programming may prepare students well for future employment.

### INDIVIDUAL STUDIES, A.A.

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HUMANITIES</strong> To include at least one (1) writing course selected from ENG 100, ENG 101, ENG 218</td>
<td>15</td>
</tr>
<tr>
<td><strong>SOCIAL SCIENCES</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>LIBERAL ARTS ELECTIVES</strong></td>
<td>9</td>
</tr>
<tr>
<td><strong>MATHEMATICS ELECTIVE</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>MATHEMATICS OR SCIENCES</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>FREE ELECTIVES</strong></td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>60</td>
</tr>
</tbody>
</table>

### INDIVIDUAL STUDIES A.S.

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong> To include at least one (1) writing course selected from ENG 100, ENG 101, ENG 218</td>
<td>3</td>
</tr>
<tr>
<td><strong>MATHEMATICS ELECTIVE</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>LIBERAL ARTS &amp; SCIENCES ELECTIVES</strong></td>
<td>24</td>
</tr>
<tr>
<td><strong>FREE ELECTIVES</strong></td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>60</td>
</tr>
</tbody>
</table>

### INDIVIDUAL STUDIES, A.A.S.

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong> To include at least one (1) writing course selected from ENG 100, ENG 101, ENG 218</td>
<td>3</td>
</tr>
<tr>
<td><strong>MATHEMATICS ELECTIVE</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>LIBERAL ARTS &amp; SCIENCES ELECTIVES</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>FREE ELECTIVES</strong></td>
<td>39</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>60</td>
</tr>
</tbody>
</table>

### DISTRIBUTION REQUIREMENTS - A.A.
Minimum 60 hours of which 48 are to be Liberal Arts and Sciences with reasonable distribution in humanities, social sciences, and math/science (15-15-9 hours distribution recommended) with remaining 12 hours open electives.

### DISTRIBUTION REQUIREMENTS - A.S.
Minimum 60 hours of which 30 are to be Liberal Arts and Sciences with reasonable distribution among humanities, social sciences, and math/science. Remaining 30 hours free electives.

### DISTRIBUTION REQUIREMENTS - A.A.S.
Minimum 60 hours of which 21 are to be Liberal Arts and Sciences. Remaining 39 hours free electives.

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Academic Programs 61
Academic Programs

LIBERAL ARTS & SCIENCES

-CHILDHOOD EDUCATION, A.A. (Teacher Education Transfer)

HEGIS Code 5649

Career Opportunities
The purpose of this A.A. program is to prepare students to transfer into baccalaureate-level study in childhood education, grades 1-6. Accordingly, this curriculum provides a foundation that will advance future educators’ mastery of content in key disciplines while preparing them for later specialization. The curriculum meets the requirements of the SUNY Teacher Education Transfer Templates and provides the lower division coursework to fulfill the SUNY General Education and New York State Education Department certification requirements.

Employment Outlook: According to the U.S. Department of Labor and Statistics, the overall employment for teachers at any level will grow about as fast the average for all occupations over the next 10 years, with more opportunities in states that are growing in population (such as Western states like New Mexico), in cities as opposed to rural areas, and in the content areas of mathematics and science.

The Program
This curriculum is balanced between mathematics, laboratory sciences, humanities, and social science courses. Students are required to complete mathematics coursework directly tied to this curriculum, as well as a laboratory science in biology, chemistry, physics, general science or earth science. Stressing the importance of communication skills, six hours of composition and public speaking are required. At least two semesters of a foreign language are also required and students will choose at least one music or art course. Courses in social sciences include introductory courses in American history*, world history/geography or western civilization, and choices in psychology, sociology, political science, and economics that support future academic and career interests.

A Principles of Education class will introduce students to the diverse field and its conceptual base. Students will also have the option to complete a field experience that will offer an opportunity to observe and interact with classroom teachers and students. Two credit hours in physical education are included to round out a liberal arts program and facilitate transfer to upper division colleges and universities.

With a total of 62-66 credit hours, including 5 to 6 hours of electives, this curriculum ensures mastery of key content areas in the arts and sciences while facilitating transfer to baccalaureate childhood education programs. The structure of the program would:

- satisfy all of the SUNY GEN ED Learning Outcomes.
- meet the lower division course work to satisfy NYSED certification requirements.

Continuing good academic advising and close partnerships with transfer institutions will help students identify which electives will advance their specific future interests. Restricted choices guarantee that no important area of general education will be overlooked.

*History is classified as a social science rather than a humanities discipline at Jefferson.
LA&S - CHILDHOOD EDUCATION A.A.  
(CONTINUED)

<table>
<thead>
<tr>
<th>General Education/Liberal Arts Core (40 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Composition &amp; Literature</td>
<td>3</td>
</tr>
<tr>
<td>HIS 111: History of Western Civilization 1 or HIS 112: History of Western Civilization 2</td>
<td>3</td>
</tr>
<tr>
<td>HIS 150: American History to 1865 or HIS 151: American History 1865 to Present</td>
<td>3</td>
</tr>
<tr>
<td>MTH 148: Math for Elementary Education 1</td>
<td>3</td>
</tr>
<tr>
<td>MTH 149: Math for Elementary Education 2</td>
<td>3</td>
</tr>
<tr>
<td>PSY 133: Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>STA 151: Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>ART or MUS elective selected from approved GEN ED list for the arts</td>
<td>3</td>
</tr>
<tr>
<td>ASL, FRE, GER or SPA electives selected from courses numbered 121 or higher</td>
<td>6</td>
</tr>
<tr>
<td>Lab Science elective selected from approved GEN ED list for natural sciences*</td>
<td>4</td>
</tr>
<tr>
<td>*Science Concentrators - please see lab science course selection at right</td>
<td></td>
</tr>
<tr>
<td>Social Science elective chosen from: ANT 141, ANT 143, GEG 101, HIS 120, HIS 222**, or POL 126</td>
<td>3</td>
</tr>
<tr>
<td>** HIS 222 has been renumbered to HIS 122.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pedagogical Core (6 Credit Hours):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 210: Principles of Education</td>
<td>3</td>
</tr>
<tr>
<td>PSY 220: Child/Adolescent Development</td>
<td>3</td>
</tr>
<tr>
<td>***EDU 211: Practicum in Education (recommended but not required)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major/Concentration (15-18 Credit Hours):</th>
<th>15-18</th>
</tr>
</thead>
</table>

**Note:** This program requires a student to take a minimum of 15 credit hours in the major/field of concentration. Some of these credit hours may have been met by taking coursework in the General Education/Liberal Arts Core listed above. Students are required to identify their Major/Concentration area upon entering this program.

<table>
<thead>
<tr>
<th>Free Electives</th>
<th>5-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
</tbody>
</table>

TOTAL 62-66

### MAJOR/CONCENTRATION

- **English Concentration:**
  
  ENG 101 and ENG 102 (left);
  
  Then, choose 3 courses from: ENG 203, ENG 204, ENG 214, ENG 245.

- **History Concentration:**
  
  HIS 150 or HIS 151 and HIS 111 or HIS 112 (left);
  
  Then, choose 3 courses from HIS 150 or HIS 151; HIS 111 or HIS 112; HIS 222; HIS 232.

- **Earth Science Concentration:**
  
  Choose from GEO 131, GEO 132, GEO 141, CHE 131, CHE 132 to use as lab science elective (left);
  
  Then, choose an additional 3 courses from this concentration list.

- **Math Concentration:**
  
  MTH 148 and MTH 149 (left);
  
  Then, choose from the following 3 courses: MTH 221, MTH 222, MTH 241.

- **Biology Concentration:**
  
  Choose from BIO 131, BIO 132, BIO 202, CHE 131, CHE 132 to use as lab science elective (above);
  
  Then, choose an additional 3 courses from this concentration list.

- **Chemistry Concentration:**
  
  Choose from CHE 131, CHE 132, CHE 211, CHE 212 to use as lab science elective (left);
  
  Then, choose an additional 3 courses from the following: CHE 131, CHE 132, CHE 211, CHE 212, MTH 221, MTH 222.

- **Physics Concentration:**
  
  Choose PHY 131 as the lab science elective (left);
  
  Then, choose an additional 3 courses from the following: PHY 132, MTH 221, MTH 222, MTH 241.

- **General Science Concentration:**
  
  Choose from BIO 131, BIO 132, GEO 131, GEO 132, GEO 141, CHE 131, CHE 132, PHY 131, PHY 132 to use as lab science elective (left);
  
  Then, choose an additional 3 courses from this concentration list.
LIBERAL ARTS & SCIENCES - HUMANITIES & SOCIAL SCIENCES, A.A.  

HEGIS Code 5649

CAREER OPPORTUNITIES
This Liberal Arts degree program provides rigorous preparation for future study and diverse careers. As the world transforms and as individuals experience multiple career changes, success is best achieved through solid foundations and appropriate flexibility. Whether a student is interested in teaching, government, psychology, music, law, administration, or any other field, this program provides the depth, breadth and flexibility needed to pursue careers in these fields. Liberal Arts also offers excellent options for the undecided.

THE PROGRAM
This associate degree program is designed to help students choose areas of personal and career interest while preparing them for transfer to a four-year college or university. Graduates of this program acquire a general liberal arts education. A wide array of elective courses is balanced by core requirements in the humanities, social sciences, mathematics and sciences.

In addition to providing the foundation for future study and employment, studying the liberal arts and sciences also provides students with broad perspectives on the world and its diverse cultures and encourages them to become life-long learners.

A graduate of this program will demonstrate knowledge of the conventions and methods of several disciplines within the humanities as well as the quantitative and qualitative methods used by social scientists to explore social phenomena. Every graduate will also demonstrate historical awareness, the ability to communicate effectively for diverse purposes and audiences, and the ability to find, evaluate, and credit accurately authoritative sources in their writing and oral presentations.

OTHER EMPHASES
Students and their academic advisor may design other concentrations of study within the general Liberal Arts degree requirements that are of particular interest to them. The following list represents some possible emphases students may want to develop in consultation with their advisor: American Studies, Art, Communication, Humanities, Public Relations, Regional Studies, Social Sciences, Physical Education. (A joint admissions program leading to a bachelor’s degree in Physical Education from SUNY Cortland is available.)

**Students must complete a minimum of three credit hours of Mathematics on a level of MTH 144 (Elementary Statistics) or above.
LIBERAL ARTS & SCIENCES - MATHEMATICS & SCIENCE, A.S.  
HEGIS Code 5649

Career Opportunities
Graduates of the Math & Science degree program are prepared to continue their education in a variety of math, science, health care and education majors. This degree program is appropriate for students who wish to pursue careers, such as: Biologists, Chemists, Cytotechnologists, Dentists, Environmental Health Professionals, Forestry Professionals, Geneticists, Geologists, Lab Technicians, Mathematicians, Pharmacists, Physical & Occupational Therapists, Physicians, Physicists, Science Specialists, Teachers and Veterinarians

The Program
This degree program is designed to prepare the student for transfer to a four-year institution and provide the student with the basic sciences, mathematics, and liberal arts courses necessary for transfer. The Liberal Arts Mathematics and Science A.S. degree is appropriate for students who wish to pursue a variety of careers in mathematics, the sciences, medical and health professions, architecture and education. The student along with his/her advisor may design other concentrations of study within the Mathematics/Science degree requirements that are of particular interest.

A Math/Science student is expected to have completed three or four years of high school mathematics, two or three years of sciences and four years of English. Lack of this preparation may lengthen the time necessary to complete the degree requirements.

Mathematics and science students are expected to understand arithmetic, algebraic, geometric and statistical methods and to learn the general nature of scientific investigation, including the methods scientists use to explore natural phenomena. Graduates of this program should be able to combine scientific data and concepts with quantitative reasoning in problem solving and to interpret formulas and graphs, as well as evaluate alternatives, so as to select optimal results.

Several transfer articulation agreements are in place to assist graduates as they pursue their education beyond the associate's degree. Students are encouraged to work closely with their academic advisor as they make their transfer plans. Currently, articulations exist with the following four-year institutions:

- Clarkson University
- Cornell University - NYS College of Agriculture and Life Science
- Hartwick College
- New York’s Chiropractic College
- Paul Smith’s College
- Russell Sage
- SUNY Alfred
- SUNY College of Environmental Science and Forestry
- SUNY Canton College of Technology
- SUNY Empire State College
- SUNY Potsdam
- SUNY Upstate Medical University

<table>
<thead>
<tr>
<th>Humanities and Social Science Requirements (21 Credit Hours)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Composition &amp; Literature</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Electives</td>
<td>6</td>
</tr>
<tr>
<td>Social Science Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

| Mathematics & Sciences Requirements (24-32 Credit Hours):  |
|-----------------------------------------------------------|--------------|
| Mathematics* (2 courses)                                 | 6-8          |
| Laboratory Science* (2 courses)                           | 8            |
| Mathematics or Laboratory Science* (4 courses)           | 12-16        |
| Computer Science                                          | 3            |
| Social Science or Mathematics* or Science* Elective       | 3-4          |
| Free Electives                                            | 9            |
| Physical Education                                        | 2            |

**TOTAL 64-71**

* Courses which will satisfy the requirements for mathematics, and laboratory sciences, and science elective are:

<table>
<thead>
<tr>
<th>Biology: BIO 131 and Higher</th>
<th>Math: MTH 144 and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry: CHE 131 and Higher</td>
<td>Physics: PHY 131 and Higher</td>
</tr>
<tr>
<td>Geology: GEO 131 and Higher</td>
<td>Science: SCI 199</td>
</tr>
</tbody>
</table>

Academic Programs 65
FOREST TECHNOLOGY 1+1 Program with SUNY at Wanakena

The Forest Technology program at the State University of New York School of Forest Technology at Wanakena is a two-year degree program whereby the student may complete the first year of study at JCC in the A.S. Liberal Arts and Sciences: Mathematics and Science Degree Program and the second year at Wanakena.

The following information indicates which courses students would take at Jefferson in the Mathematics/Science Program and which courses students would take upon transfer to SUNY Wanakena.

<table>
<thead>
<tr>
<th>Coursework to be Taken at JCC:</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 131: Principles of Biology 1</td>
<td>4</td>
</tr>
<tr>
<td>BIO 132: Principles of Biology 2</td>
<td>4</td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 218: Technical Writing (recommended) or ENG 102: Composition &amp; Literature</td>
<td>3</td>
</tr>
<tr>
<td>MTH 166: College Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>ECO 101: Macroeconomics or ECO 102: Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td><em><em>Free Electives</em> (MTH 174: Probability and Statistics is recommended)</em>*</td>
<td><strong>10</strong></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coursework to be Taken at Wanakena (Ranger School)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTC 200 Dendrology I</td>
<td>2</td>
</tr>
<tr>
<td>FTC 202 Plane Surveying I</td>
<td>4</td>
</tr>
<tr>
<td>FTC 204 Forest Mensuration and Statistics I</td>
<td>3 1/2</td>
</tr>
<tr>
<td>FTC 206 Forest Ecology</td>
<td>3</td>
</tr>
<tr>
<td>FTC 207 Aerial Photogrammetry</td>
<td>2</td>
</tr>
<tr>
<td>FTC 208 Allied Technologies</td>
<td>3</td>
</tr>
<tr>
<td>FTC 213 Forest Protection I</td>
<td>2</td>
</tr>
<tr>
<td>FTC 223 Graphics</td>
<td>1</td>
</tr>
<tr>
<td>FTC 203 Plane Surveying II</td>
<td>1</td>
</tr>
<tr>
<td>FTC 205 Forest Mensuration and Statistics II</td>
<td>2</td>
</tr>
<tr>
<td>FTC 209 Forest Roads</td>
<td>2</td>
</tr>
<tr>
<td>FTC 211 Silviculture</td>
<td>2 1/2</td>
</tr>
<tr>
<td>FTC 214 Personnel Management</td>
<td>1 1/2</td>
</tr>
<tr>
<td>FTC 215 Timber Harvesting</td>
<td>2</td>
</tr>
<tr>
<td>FTC 217 Forest Management</td>
<td>3 1/2</td>
</tr>
<tr>
<td>FTC 218 Forest Recreation</td>
<td>1 1/2</td>
</tr>
<tr>
<td>FTC 219 Elements of Wildlife Ecology</td>
<td>1 1/2</td>
</tr>
<tr>
<td>FTC 221 Soil and Water Measurements</td>
<td>1 1/2</td>
</tr>
<tr>
<td>FTC 227 Forest Protection II</td>
<td>2</td>
</tr>
<tr>
<td>FTC 228 Structure and Growth of Trees</td>
<td>1 1/2</td>
</tr>
<tr>
<td>FTC 229 Silviculture II or FTC 230 Plane Surveying III</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>45</strong></td>
</tr>
</tbody>
</table>

NETWORKING TECHNOLOGY, A.A.S.  

HEGIS Code 5199

CAREER OPPORTUNITIES
The Bureau of Labor Statistics’ Occupational Outlook Handbook, 2002-2003 edition, reports that computer systems analysts, engineers, and scientists are expected to be among the “…fastest growing occupations through 2010. Employment of computing professionals is expected to increase much faster than average as technology becomes more sophisticated and organizations continue to adopt and integrate these technologies. Growth will be driven by very rapid growth in computer and data processing services, which is projected to be the fastest growing industry in the U.S. economy. In addition, thousands of job openings will arise annually from the need to replace workers who move into managerial positions or other occupations or who leave the labor force.”

Industries expected to employ the largest numbers of network technicians include telephone communications, federal government, computer and data processing services, state government (except education and hospitals), and colleges and universities.

THE PROGRAM
This program will prepare students in network technology for employment in a variety of industrial, business, government, and public service settings. Network technicians are employed by most major organizations across the country and around the world. Virtually no significant organization will operate without a network manager in the years to come.

In this curriculum, students learn to connect computer components to existing networks, to plan and design expanded or future networks, and to troubleshoot and to correct network problems. The underlying assumption is that students are learning to connect computers and peripherals that are operating correctly and have standard software properly installed. The focus of the Networking Technology A.A.S. degree is not computer repair.

### Networking Requirements (27 Credit Hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NET 100</td>
<td>Networking Fundamentals*</td>
<td>3</td>
</tr>
<tr>
<td>NET 131</td>
<td>Local Area Networks</td>
<td>3</td>
</tr>
<tr>
<td>NET 132</td>
<td>Wide Area Networks</td>
<td>3</td>
</tr>
<tr>
<td>NET 151</td>
<td>Network Architectures and Protocol Analysis</td>
<td>3</td>
</tr>
<tr>
<td>NET 205</td>
<td>Network Security</td>
<td>3</td>
</tr>
<tr>
<td>NET 209</td>
<td>The Internet</td>
<td>3</td>
</tr>
<tr>
<td>NET 210</td>
<td>Internetworking Devices and Concepts</td>
<td>3</td>
</tr>
<tr>
<td>NET 212</td>
<td>Network Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>NET 275</td>
<td>Networking Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

### Business Requirements (3 Credit Hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 112</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
</tbody>
</table>

### Humanities Requirements (9 Credit Hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 218</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

### Math/Science Requirements (9-12 Credit Hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics Electives **</td>
<td></td>
<td>6-8</td>
</tr>
<tr>
<td>Science Elective</td>
<td></td>
<td>3-4</td>
</tr>
</tbody>
</table>

### Social Science Requirements (6-8 Credit Hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science Electives</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

### Free Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Free Electives</td>
<td>6-8</td>
</tr>
<tr>
<td></td>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>61-66</td>
</tr>
</tbody>
</table>

Computer Requirement: Students entering this program are required to purchase or lease a professional microcomputer system for home use. Computers are an integral part of all course instruction within the Networking Technology program. Computer specifications are available upon request or online at www.sunyjefferson.edu.

* Students should have basic computer skills. Students lacking such literacy may have to take additional preparatory coursework.

** At least one Algebra-based Math course (MTH 125 or higher) is REQUIRED.
Academic Programs

NURSING, A.A.S.  
HEGIS Code 5208.10

Career Opportunities
Registered nurses promote health, as well as care for sick, disabled, and injured individuals. They administer medications and treatments, assist physicians during treatment and examination, refer patients to physicians and other health care specialists, and help patients cope with illness. Nurses are advocates and health educators for patients, families, and communities. Registered nurses are found in surgery, maternity, pediatrics, emergency room, intensive care and cancer treatment centers; in physician offices and clinics; home health care agencies and nursing homes; temporary help agencies; schools; government agencies; surgi-centers and emergency medical centers; and health maintenance organizations. With advanced training, RNs can become nurse practitioners, clinical nurse specialists, certified registered nurse anesthetists, or certified nurse midwives.

Faster than average growth in health care is expected to result in nursing as one of five occupations projected to have the second largest number of new jobs through the year 2014, according to the Bureau of Labor Statistics. This is due to technological advances in medical treatment and an aging population.

The Program
The purpose of this curriculum is to prepare the student for first level positions in patient care. Upon successful completion of the program, the student is eligible to sit for the National Council Licensure Examination for Registered Nurse.

The program is two academic years in length if pursued on a full-time basis. Because of the intense nature of the Nursing Program, the student may find that part-time study is more appropriate. The nursing courses combine theory with the opportunity to apply knowledge in the laboratory, in hospitals, and health-related agencies. Some laboratory experiences may be scheduled during evening and weekend hours. College faculty teach all courses and provide individual guidance in clinical nursing experience. Academic program requirements include a grade of “C” or higher in each required nursing course and each required science course. Students must successfully complete a medication calculation competency in NUR 111, NUR 112A/NUR 112B, NUR 231A/NUR 231B and NUR 232 in order to progress in the nursing curriculum or to graduate.

Eligibility for licensure as a registered nurse in New York State by persons who have been convicted of a crime (felony or misdemeanor) or have charges pending in any state or country will be determined through an investigation by the New York State Education Office of Professional Discipline.

Admission to the Program
Completed applications for fall admission will be reviewed starting in February. In the event there are spaces available, additional applications will be reviewed in June and again in August until the class is full. Applications for January admission will be reviewed in December. Applicants for admission to the nursing curriculum must meet the admission standards established by the College. All applications will be considered competitively. Academic preparation, experience, and motivation are considered by the Nursing Admissions Committee. When there are more qualified students than space in the Nursing class, the Nursing Admissions Committee will start a waiting list of qualified students. Students on the waiting list are notified of their acceptance into the Nursing program as space becomes available in the class. Each semester, at the end of the first week of classes, the waiting list is dissolved. Students desiring to enter the Nursing program must reapply for admission.

An applicant to the Nursing program must:

2. Submit high school transcripts, GED test scores and/or college transcripts.
3. Be a high school graduate or have an equivalency diploma.
4. Have successfully completed, with a “C” or better, a year of high school biology and chemistry within the past 7 years OR have successfully completed with a “C” or better a semester of college-level laboratory biology course equivalent to BIO 111 or higher and one year of a college-level laboratory chemistry course equivalent to CHE 107 or higher within the previous seven years*. (If the courses are older than 7 years, the applicant will be required to document current competency in science by taking one semester of either a college-level biology or chemistry with a grade of “C” or higher.)
NURSING, A.A.S. (CONTINUED)

5. a. Have successfully completed one year of high school algebra within the last 7 years with a grade of "C" or better and complete the JCC pre-admission test at a MTH 155 level or higher or have successfully completed MTH 125.

   b. If high school algebra is taken more than 7 years prior to entering the Nursing Program, the student must demonstrate current competency by completing a semester of MTH 125 or by testing at MTH 155 or higher level on pre-admission testing.

6. Pretest at the ENG 101 level OR have successfully completed ENG 100 prior to the first semester of Nursing.

7. If born on or after January 1, 1957, provide proof of immunity to measles, mumps and rubella.

8. In addition to the JCC College requirements, submit results of a current physical examination, a Mantoux test (done within 3 months of beginning clinical experience in the Nursing Program), proof of a tetanus immunization (done within the past ten years), and proof of rubella immunization or results of a rubella titer. The hepatitis B vaccine is recommended. These particular requirements may be submitted upon acceptance into the program.

9. Present a card of completion in Basic Life Support for Health Care Providers. This must be renewed annually. This may be submitted upon acceptance into the program.

10. The deadline for submitting an application for the Fall semester is January 15th; late applications will be accepted until May 1st. The application deadline for the Spring semester is November 1st.

* Prospective students who have previous college credits for BIO 111, 112, 131, 132, 203 or 204 or their equivalents will meet the Biology pre-requisite for the Nursing Program.

Readmission to the Program

The following statements describe the process and parameters for readmission:

1. Students wishing to must apply for readmission to the Nursing Program through the Jefferson Community College Admissions Office. Applications for the Fall semester is Jan. 15th; late applications will be accepted until May 1st. The application deadline for the Spring semester is Nov. 1st.

2. Once a student has been unsuccessful in the Nursing Program, s/he may reapply only once for readmission.

3. Any student who seeks readmission to the Nursing Program must meet program requirements in effect at the date of re-entry.

4. Readmission is subject to approval of the nursing faculty.

5. Except for the circumstances specified above, nursing students are governed by general College regulations regarding academic standing.

6. Once matriculated into the Nursing program, a student has four years to complete the program requirements.

Transfer Into the Program

Students wishing to transfer from another nursing program to Jefferson's nursing program must complete all pre-requisites, complete the application process, and be accepted into the program. Transfer students must provide the Nursing Department Chairperson, course syllabi of successfully completed (C or better) nursing courses. Each syllabi must indicate course hours, contact hours, clinical hours, and laboratory hours. The Chairperson will review each course and confer with appropriate Nursing faculty to ensure the student has met the equivalent course in the JCC nursing curriculum. If a student is lacking in a particular area, every effort will be made to accommodate the student's need.

Advanced Standing / Nursing Course Challenges

If an applicant wishes to enter the nursing program with advanced standing, he or she must satisfactorily complete an appropriate Excelsior College Examination (ACT-PEP) and a Departmental Clinical Examination. Credit for advanced standing will be granted after satisfactory academic and clinical evaluation by the Nursing Department Chair. To arrange for academic and clinical evaluation, an applicant first must follow the general admission requirements.
Licensed Practical Nurses may choose to challenge NUR 111 and NUR 112A/NUR 112B. There are no challenges for NUR 231A, NUR 231B and NUR 232.

The NUR 111 challenge consists of taking the Excelsior College Fundamentals of Nursing Exam with a passing score of 45 or higher, successfully demonstrating nursing college lab skills, a medication calculation competency, and successful completion of a med-surg nursing care plan.

The NUR 112A/NUR 112B challenge consists of taking the Excelsior College Maternal-Child (Associate’s Degree) exam with a passing score of 45 or higher, and a JCC beginning medical/surgical exam with a passing score of 75 or higher, successfully demonstrating nursing college lab skills, a medication calculation competency, and successfully completing two nursing care plans, one for an orthopedic surgical patient and one for a child-bearing family.

The student may have one attempt only at any challenge test, including college lab skills, medication calculation, and the medical/surgical exam. The challenge procedure for NUR 111 must be completed by July 1st and the challenge procedure for NUR 112A/NUR 112B must be completed by November 1st. It is the student’s responsibility to arrange for challenge testing with the nursing faculty.

When the student successfully completes the challenge process for NUR 111 and/or NUR 112A/NUR 112B, the student must then enroll in ALH 111, "Transitions in Nursing." This directed study course must be successfully completed before the student is admitted into the nursing program.

### Nursing Requirements (39 Credit Hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 111: Nursing 1 (Basic Needs)</td>
<td>7</td>
</tr>
<tr>
<td>NUR 112A: Nursing 2 (Alteration in Basic Needs)</td>
<td>3.5</td>
</tr>
<tr>
<td>NUR 112B: Nursing 2 (Alteration in Basic Needs - Surgical Patient/ Interruption in Mobility)</td>
<td>3.5</td>
</tr>
<tr>
<td>NUR 212: Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NUR 231A: Nursing 3 (Interruption in Basic Needs: Acute/Chronic)</td>
<td>5</td>
</tr>
<tr>
<td>NUR 231B: Nursing 3 (Interruption in Basic Needs: Psychosocial)</td>
<td>5</td>
</tr>
<tr>
<td>NUR 232: Nursing 4 (Interruption in Basic Needs: Complex)</td>
<td>10</td>
</tr>
<tr>
<td>NUR 234: Nursing 5 (Nursing Practice Seminar)</td>
<td>2</td>
</tr>
</tbody>
</table>

### Science Requirements (12 Credit Hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 202: Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 203: Anatomy and Physiology 1</td>
<td>4</td>
</tr>
<tr>
<td>BIO 204: Anatomy and Physiology 2</td>
<td>4</td>
</tr>
</tbody>
</table>

### Humanities and Social Science Requirements (15 Credit Hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Composition &amp; Literature (or another literature course)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 133: Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 233: Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

### Physical Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>68</td>
</tr>
</tbody>
</table>

Jefferson Community College is fully accredited by the National League for Nursing Accrediting Commission, 61 Broadway, New York, NY 10006 (212)363-5555 www.nlnac.org
OFFICE STUDIES CERTIFICATE

HEGIS Code 5005

CAREER OPPORTUNITIES
This certificate program prepares the student for entry-level and general office level positions in business, industry and government.

Administrative Office duties include handling telephone calls, greeting visitors, determining visitor needs, and scheduling appointments. Duties may include keyboarding documents, reports, and forms using a variety of software applications; filing and retrieving documents; sorting and distributing mail, scheduling and posting information to records using electronic mail and calendars.

Careers may include office support staff, receptionist, clerk typist, file clerk and data entry clerk.

THE PROGRAM
This program provides administrative training for those students who have had no previous office training or to provide such training for those who possess office and computer skills to a limited degree and desire an increase in or updating of present skills. In addition, this certificate program provides a basic core of work which may be applied towards the Office Technologies A.A.S. degree programs. This program may be completed in one year of full-time study or on a part-time basis over an extended period of time.

Office Technologies Core Requirements (16 Credit Hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFC 121</td>
<td>Beginning Keyboarding*</td>
<td>2</td>
</tr>
<tr>
<td>OFC 122</td>
<td>Intermediate Keyboarding</td>
<td>2</td>
</tr>
<tr>
<td>OFC 126</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>OFC 211</td>
<td>Administrative Software Applications</td>
<td>3</td>
</tr>
<tr>
<td>OFC 225</td>
<td>Administrative Support Services</td>
<td>3</td>
</tr>
<tr>
<td>OFC 226</td>
<td>Administrative Correspondence</td>
<td>3</td>
</tr>
</tbody>
</table>

Business Core Requirements (12-14 Credit Hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 116</td>
<td>Applied Business Mathematics**</td>
<td>3-4</td>
</tr>
<tr>
<td>BUS 125</td>
<td>Managing Information in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>BUS 160</td>
<td>Spreadsheet Applications</td>
<td>3</td>
</tr>
<tr>
<td>Business Elective: (Chosen from ACC, BUS, ECO and OFC)</td>
<td>3-4</td>
<td></td>
</tr>
</tbody>
</table>

Liberal Arts Requirement (3 Credit Hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100</td>
<td>Composition 1 or Research and Composition</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL 31-33

Computer Requirement: Students entering this program are required to purchase or lease a professional microcomputer system for home use. Computers are an integral part of all course instruction within the Office Studies program. Computer specifications are available upon request or online at www.sunyjefferson.edu.

* Students entering with advanced keyboarding skills may choose from the following options:

1. A student may, upon successful completion of a proficiency exam, request from the Business Division, a waiver to substitute a 2-3 credit hour Business Elective (chosen from ACC, BUS, ECO and OFC); or

2. A student will, upon successful completion of a division-approved OFC 121 Credit by Examination, be granted 2-3 credit hours to meet program requirements.

** May substitute appropriate mathematics course
CAREER OPPORTUNITIES

The Administrative Assistant A.A.S. degree offers employment opportunities in a wide range of business environments, including not-for-profit and governmental organizations. Assistance is provided to executives by coordinating and directing office services, such as staff assignments, records management, budget control, and special management studies. Careers include administrative assistant, office manager, executive secretary, and other administrative professional positions. A growing number of administrative assistants share in managerial and human resource responsibilities.

<table>
<thead>
<tr>
<th>Office Technologies Core Requirements (17 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFC 122: Intermediate Keyboarding*</td>
<td>2</td>
</tr>
<tr>
<td>OFC 126: Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>OFC 211: Administrative Software Applications</td>
<td>3</td>
</tr>
<tr>
<td>OFC 222: Integrated Business Applications</td>
<td>3</td>
</tr>
<tr>
<td>OFC 226: Administrative Correspondence</td>
<td>3</td>
</tr>
<tr>
<td>OFC 275: Office Technologies Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

Administrative Assistant Core Requirements (9-10 Credit Hours):

<table>
<thead>
<tr>
<th>Administrative Assistant Core Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFC 225: Administrative Support Services</td>
<td>3</td>
</tr>
<tr>
<td>BUS 228: Administrative Office Management</td>
<td>3</td>
</tr>
<tr>
<td>Business Elective: (Chosen from ACC, BUS, ECO and OFC)</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Business Core Requirements (14-18 Credit Hours):

<table>
<thead>
<tr>
<th>Business Core Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 100: Office Accounting or ACC 101: Accounting Principles</td>
<td>3-4</td>
</tr>
<tr>
<td>BUS 116: Applied Business Mathematics**</td>
<td>3-4</td>
</tr>
<tr>
<td>BUS 125: Managing Information in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>BUS 160: Spreadsheet Applications</td>
<td>3</td>
</tr>
<tr>
<td>Business/CIS Elective: (Chosen from ACC, BUS, CIS, ECO and OFC)</td>
<td>2-4</td>
</tr>
</tbody>
</table>

Liberal Arts/Math & Sciences Requirements (21-23 Credit Hours):

<table>
<thead>
<tr>
<th>Liberal Arts/Math &amp; Sciences Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td>6</td>
</tr>
<tr>
<td>Science Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>Science or Math Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>STA 151: Public Speaking or STA 161: Interpersonal Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

Physical Education

<table>
<thead>
<tr>
<th>Physical Education</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

TOTAL

<table>
<thead>
<tr>
<th>TOTAL</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>63-70</td>
</tr>
</tbody>
</table>

NOTE: Students planning to transfer to a SUNY school are encouraged to meet with their advisor to review appropriate selection of General Education courses. Transfer students should select one Natural Sciences elective, one Mathematics elective, and one Social Science elective from the approved General Education course listing. In addition, students should use the two Liberal Arts electives to select courses from two different categories under the remaining General Education requirements: American History, Western Civilization, Other World Civilizations, the Arts and/or Foreign Language.

* In order to meet the requirement for OFC 122, Intermediate Keyboarding, students must have completed OFC 121, Beginning Keyboarding, or pass a proficiency exam. The proficiency exam will be scheduled by the Business Division prior to the beginning of classes each semester. Students will be required to pass a timed writing and complete a variety of word processing documents. For more information, call the Business Division at 315-786-2287.

** May substitute appropriate mathematics course.
OFFICE TECHNOLOGIES-
ADMINISTRATIVE ASSISTANT, A.A.S.
(CONTINUED)

THE PROGRAM
This program provides the student in-depth administrative office preparation to meet the demands of today’s business environment for a variety of upper-level office positions. Administrative Assistants are seen as part of the management team and have administrative functions including planning, organizing and directing. Administrative support supervisors usually interview and evaluate prospective clerical employees, help train new employees in organization and office procedures, and often act as liaisons between the clerical staff and the professional, technical and managerial staff. Course topics will include general office responsibilities, composing correspondence, preparing itineraries, recording meeting minutes, collecting data and performing research, generating reports, maintaining budgets, applying accounting principles, and supervising office employees.

Through this Office Technologies program, students can obtain marketable skills applicable to various careers and industries, as well as cognitive skills transferable to other colleges, employment situations and life experience.

In addition to acquiring a high degree of proficiency in basic office/administrative, computer and communication skills, the student is required to complete at least twenty-one credit hours of liberal arts courses, and will have an opportunity to complete an internship. For some graduates, the Office Technologies program has been a stepping stone to managerial positions; for others, it has provided the necessary course work to permit transfer to a four-year business education/office systems program.

Students graduating from this program will meet the following learning outcomes:

- Develop the computer skills, including keyboarding and document processing, needed for successful employment in the contemporary business office.
- Demonstrate ability to organize, analyze, manage and disseminate information.
- Demonstrate communication, interpersonal and organization skills, emphasizing managerial and leadership ability as well as team work.

Computer Requirement: Students entering the curriculum are required to lease or purchase a professional microcomputer system for home use. Computers are an integral part of all course instruction within the Office Technologies program. Computer systems specifications are available upon request or on www.sunyjefferson.edu.
### Office Technologies Core Requirements (17 Credit Hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFC 122</td>
<td>Intermediate Keyboarding*</td>
<td>2</td>
</tr>
<tr>
<td>OFC 126</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>OFC 211</td>
<td>Administrative Software Applications</td>
<td>3</td>
</tr>
<tr>
<td>OFC 222</td>
<td>Integrated Business Applications</td>
<td>3</td>
</tr>
<tr>
<td>OFC 226</td>
<td>Administrative Correspondence</td>
<td>3</td>
</tr>
<tr>
<td>OFC 275</td>
<td>Office Technologies Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

### Medical Core Requirements (9 Credit Hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFC 245</td>
<td>Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>OFC 246</td>
<td>Medical Terminology and Transcription</td>
<td>3</td>
</tr>
<tr>
<td>OFC 248</td>
<td>Medical Office Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

### Business Core Requirements (14-18 Credit Hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 100</td>
<td>Office Accounting or ACC 101: Accounting Principles</td>
<td>3-4</td>
</tr>
<tr>
<td>BUS 116</td>
<td>Applied Business Mathematics**</td>
<td>3-4</td>
</tr>
<tr>
<td>BUS 125</td>
<td>Managing Information in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>BUS 160</td>
<td>Spreadsheet Applications</td>
<td>3</td>
</tr>
<tr>
<td>BUS/CIS Elective: (Chosen from ACC, BUS, CIS, ECO and OFC)</td>
<td>2-4</td>
<td></td>
</tr>
</tbody>
</table>

### Liberal Arts/Math & Sciences Requirements (21-23 Credit Hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Science Elective</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>Science or Math Elective</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>STA 151</td>
<td>Public Speaking or STA 161: Interpersonal Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

### Physical Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Physical Education</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL**: 63-69

### NOTE:

Students planning to transfer to a SUNY school are encouraged to meet with their advisor to review appropriate selection of General Education courses. Transfer students should select one Natural Sciences elective, one Mathematics elective, and one Social Science elective from the approved General Education course listing. In addition, students should use the two Liberal Arts electives to select courses from two different categories under the remaining General Education requirements: American History, Western Civilization, Other World Civilizations, the Arts and/or Foreign Language.

* In order to meet the requirement for OFC 122, Intermediate Keyboarding, students must have completed OFC 121, Beginning Keyboarding, or pass a proficiency exam. The proficiency exam will be scheduled by the Business Division prior to the beginning of classes each semester. Students will be required to pass a timed writing and complete a variety of word processing documents. For more information, call the Business Division at 315-786-2287.

** May substitute appropriate mathematics course.
OFFICE TECHNOLOGIES - MEDICAL, A.A.S. (CONTINUED)

THE PROGRAM
This program is designed to prepare students to provide administrative and clerical support within a healthcare setting. A growing number of medical administrative assistants share in managerial and human resource responsibilities. Students will take courses in medical terminology and transcription of medical reports. Topics in medical ethics, bookkeeping, medical insurance and claims processing, coding, and policies and procedures are also covered. Students will use current computer software to process medical documents, simulate scheduling of patients, insurance/billing data entry, and recordkeeping in health offices. Through this Office Technologies program, students can obtain marketable skills applicable to various careers and industries, as well as cognitive skills transferable to other colleges, employment situations, and life experience.

In addition to acquiring a high degree of proficiency in basic office/administrative, computer, communication skills, the student is required to complete at least twenty-one credit hours of liberal arts courses, and will have an opportunity to complete an internship. For some graduates, the Office Technologies program has been a stepping stone to managerial positions; for others, it has provided the necessary course work to permit transfer to a four-year business education/office systems program.

Students graduating from this program will meet the following learning outcomes:

- Develop the computer skills, including keyboarding and document processing, needed for successful employment in the contemporary business office.

- Demonstrate ability to organize, analyze, manage, and disseminate information.

- Demonstrate communication, interpersonal, and organization skills, emphasizing managerial and leadership ability as well as team work.

Computer Requirement: Students entering the curriculum are required to lease or purchase a professional microcomputer system for home use. Computers are an integral part of all course instruction within the Office Technologies program. Computer systems specifications are available upon request or online at www.sunyjefferson.edu.
### Academic Programs

**Liberal Arts Requirements (21-23 Credit Hours):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 218: Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>Science Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>POL 121: Introduction to American Government</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Business Requirements (20 Credit Hours):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 101: Accounting Principles 1</td>
<td>4</td>
</tr>
<tr>
<td>ACC 102: Accounting Principles 2</td>
<td>4</td>
</tr>
<tr>
<td>BUS 127: Management Communications or PLA 275: Paralegal Internship</td>
<td>3</td>
</tr>
<tr>
<td>BUS 211: Business Law 1</td>
<td>3</td>
</tr>
<tr>
<td>BUS 212: Business Law 2</td>
<td>3</td>
</tr>
<tr>
<td>OFC 205: Legal Terminology/Keyboarding*</td>
<td>3</td>
</tr>
</tbody>
</table>

**Paralegal Requirements (21 Credit Hours):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLA 101: Introduction to Law and Paralegalism</td>
<td>3</td>
</tr>
<tr>
<td>PLA 112: Legal Research &amp; Writing</td>
<td>3</td>
</tr>
<tr>
<td>PLA 201: Business Organizations Law</td>
<td>3</td>
</tr>
<tr>
<td>PLA 211: Civil Litigation</td>
<td>3</td>
</tr>
<tr>
<td>PLA 221: Family and Domestic Relations Law</td>
<td>3</td>
</tr>
<tr>
<td>PLA 232: Property Law</td>
<td>3</td>
</tr>
<tr>
<td>PLA 242: Estates, Wills and Trusts Law</td>
<td>3</td>
</tr>
</tbody>
</table>

**Physical Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL**

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>64-66</td>
</tr>
</tbody>
</table>

**Career Opportunities**

Paralegals act as assistants to attorneys or provide routine services that would otherwise require an attorney. They may work inside law offices, financial institutions, or government offices, or may operate businesses of their own. Paralegal employment is an excellent place for students who wish to pursue law school admission. Future law students can use their legal employment to defray the high cost of law school and network with numerous law firms. While Paralegals may not practice law, they are a key and growing part of the legal industry.

- Preparing legal documents for attorneys’ review
- Taking depositions and preparing legal case materials
- Processing legal forms and records
- Conducting legal research
- Speaking with clients and managing the marketing, financial, or other aspects of legal practice

Paralegal is one of the top ten fastest-growing occupations in the United States, according to the U.S. Bureau of Labor Statistics. As the demand for legal services in the US continues to grow, Paralegals are in demand in government, business, banking/finance, real estate and other fields. Large law firms are increasingly turning to Paralegals to extend their attorney staff and keep legal rates affordable yet widely available.

**The Program**

The Paralegal program at JCC is an Associate in Applied Science Degree designed to prepare graduates as paraprofessionals in law-related occupations, and as a foundation for future law school study. Graduates are prepared in a broad section of legal work, including family law, business law, property law and civil litigation. A strong emphasis is placed on legal research skills and general business management skills. All classes are taught by practicing attorneys, which enables students to be well positioned to seek a variety of paralegal positions in various sectors. In addition, students wishing to go on to law school will experience the "case method" approach, which is the preferred teaching method in many law schools. Most law courses or topics within a course are similar to those taught in law school.

The program includes an optional internship experience to allow qualified students to gain real-world experience and make contacts in the field for future career networking.

* * Proficiency examination required.
PARAMEDIC, A.A.S. 

CAREER OPPORTUNITIES

Paramedics have fulfilled prescribed requirements by a credentialing agency to practice the art and science of out-of-hospital medicine in conjunction with medical direction. Through performance of assessments and providing medical care, their goal is to prevent and reduce mortality and morbidity due to illness and injury. Paramedics primarily provide care to emergency patients in an out-of-hospital setting.

Paramedics possess the knowledge, skills, and attitudes consistent with the expectations of the public and the profession. Paramedics are recognized as an essential component of the continuum of care and serve as linkages among health resources.

Paramedics strive to maintain high quality and reasonable cost health care by delivering patients directly to appropriate facilities. As an advocate for patients, paramedics seek to be proactive in affecting long term health care by working in conjunction with other provider agencies, networks, and organizations. The emerging roles and responsibilities of the paramedic include public education, health promotion, and participation in injury and illness prevention programs. As the scope of service continues to expand, the paramedic will function as a facilitator of access to care, as well as an initial treatment provider.

Paramedics are responsible and accountable to medical direction, the public, and their peers. Paramedics recognize the importance of research and actively participate in the design, development, evaluation, and publication of research. Paramedics seek to take part in life-long professional development, peer evaluation, and assume an active role in professional and community organizations.

Earnings for the paramedic ranges from $19,970 to $43,240 depending on the employment setting, geographic location, and the individual training and experience (Bureau of Labor Statistics, 2004).

Employment is expected to grow rapidly as paid Emergency Medical Service positions replace unpaid volunteers. In addition to job growth, openings will occur because of replacement needs. Most opportunities for paramedics are expected to arise in hospitals and ambulance services.

THE PROGRAM

The primary goal of the JCC paramedic curriculum is to prepare an individual to become a competent entry-level paramedic. Upon successful completion of the program, the student has fulfilled the educational requirements to take the New York State Health Department paramedic-level practical and written examinations. Students will also be eligible to sit for the National Registry examination.

The paramedic program is an intense program that prepares students to handle the rigors of providing emergency medical care, sometimes in the face of extreme conditions. The JCC paramedic program is designed to prepare the student by providing insightful lectures, practical laboratory sessions, and practical clinical experiences. The student should be prepared to spend several hours each week on class work, studying and clinical rotations. The program is both intense and rewarding for individuals with the desire to practice pre-hospital emergency medicine.

APPLICATION FOR ADMISSION: Applicants for admission to the paramedic curriculum must meet the admission standards of JCC and New York State Department of Health. All applications will be considered competitively. Students planning to enter the paramedic program must have a current Emergency Medical Technician - Basic (EMT-B) certification and a valid cardio-pulmonary resuscitation (CPR) card. These certifications must remain valid throughout the program. An applicant must also be a high school graduate or have a GED. Students planning to enter the paramedic program need to meet minimum competencies in English and mathematics. Although not required, having had courses in medical terminology, anatomy and physiology, and biology are helpful. The program is two academic years in length.

Any student who has applied for the paramedic program will be considered for the next scheduled class start. All classes start in the fall semester.

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<th>Social Science Requirements (6 Credit Hours)</th>
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<tr>
<td>PSY 133: Introduction to Psychology</td>
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<td>Social Science Elective</td>
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| Free Elective                                            | 3            |

| Physical Education                                       | 1            |

| TOTAL                                                    | 66-67        |
Emergency Medical Technician Requirements
Credit Hours
EMS 150: EMT - Intermediate 7
EMS 170: EMT - Critical Care 8.5
EMS 250: Paramedic 1 11
EMS 270: Paramedic 2 8.5
EMS 275: Paramedic Field Summative Evaluation 1
TOTAL 36

This program is available for part-time study only and takes two years (four consecutive semesters) to complete. It is only available in the “Not Full-Time” format.
TEACHING ASSISTANT CERTIFICATE

Career Opportunities
Individually employed as Teaching Assistants provide both instructional services to students and clerical support for certified classroom teachers. General duties of Teaching Assistants may include tutoring students, assisting students with available resources, working with pupils on specialized projects, and providing students with individualized attention. Teaching Assistants may also correct and grade tests, maintain files and records, and assist with developing instructional materials. Teaching assistants are employed at all grade levels.

Employment Outlook: According to the U.S. Department of Labor, Bureau of Labor and Statistics, employment of Teaching Assistants is expected to grow about as fast as the average for all occupations through 2014. Regionally, earnings for entry to mid-level positions currently range from $12,500 to $23,600.

The Program
The Teaching Assistant program emphasizes essential communication skills such as composition, reading and public speaking; child development; and the background for historical and mathematical concepts. This program fulfills the academic requirements of 80-5.6 of the NYS Commissioner’s Regulations for Teaching Assistants. Additionally, all certificate requirements also apply to Jefferson’s two-year A.A. Childhood Education degree program and provide a smooth transition to baccalaureate level education programs.

All certificate requirements also apply to Jefferson’s A.A. Childhood Education degree program.

<table>
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<tr>
<th>Requirements (24 Credit Hours):</th>
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<tr>
<td>ENG 101: Research &amp; Composition</td>
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<td>ENG 102: Composition &amp; Literature</td>
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<td>HIS 150: American History to 1865 or HIS 151: American History 1865-Present</td>
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<tr>
<td>STA 151: Public Speaking</td>
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<tr>
<td>EDU 210: Principles of Education</td>
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**TOTAL** 24
COURSE DESCRIPTIONS

The course number does not always indicate the level of difficulty or the order in which students should take courses. Care must be taken in selecting courses with prerequisites to be sure the prerequisites have been satisfactorily completed. In general, one credit indicates attendance in class one hour each week for a semester; two or three hours of laboratory work count the same as one hour of lecture-recitation.

Please note that courses are offered every academic year unless otherwise indicated at the end of the course description. These designations are general projections and may be modified according to demand. Semester subject listings, prepared by the Registrar and available at registration periods, provide information regarding the availability of courses for specific periods. If students want to look in detail at any course offering, the course outline is available in divisional offices. The curricula offered by the College require certain Liberal Arts core courses in the areas of Humanities, Social Science, and Science or Mathematics. The following indicates areas of study acceptable in meeting these requirements. Physical education activity and fitness-based coursework may not be applied to fulfill free elective requirements.

Humanities: American Sign Language, Art, English, Journalism, Modern Languages, Music, Philosophy, Speech, and Theater Arts

Social Science: Anthropology, Economics, Geography, History, Political Science, Psychology and Sociology

Mathematics and Sciences: Biology, Chemistry, Geology, Mathematics, Physics and Science

Several curricula offered by the College allow for the use of free electives to fulfill degree requirements. A free elective requirement may be fulfilled by any credit-bearing academic course offered at the College or by any academic credits accepted in transfer by the College. Physical Education activity and fitness-based courses may not be applied to fulfill free elective requirements. Professional Elective (PRO 000) credits may be awarded for courses which do not equate to a field of study offered at Jefferson Community College and which have been established as college level. Coursework designated as Professional Electives (PRO 000) may be used to fulfill "free elective" course requirements in all JCC programs of study up to a maximum of six semester hours. The exception is the Individual Studies programs, where these credits may be used to meet all elective requirements.

ACCOUNTING

ACC 100 OFFICE ACCOUNTING
This course is designed to provide career secretarial students with a basic understanding of accounting fundamentals as practiced in almost any business office. Students completing this course will have an understanding of Generally Accepted Accounting principles as applied in both service and merchandising businesses. Prerequisite: None. 3 cr. 2 Lec. 2 Lab.

ACC 101 ACCOUNTING PRINCIPLES 1
This course is designed to give the accounting and non-accounting major an understanding of basic accounting principles and practices as they apply to the sole proprietorship. Special emphasis will be placed on: the theory of debits and credits, the accounting cycle, merchandising and service operations, payroll expenses, unearned revenues and accruals, accounting systems, internal controls, cash, receivables, trading securities, and inventory valuation. Prerequisite: None. 4 cr. 4 Lec.

ACC 102 ACCOUNTING PRINCIPLES 2
This course will continue the discussion of financial accounting topics presented in ACC 101 and expand into managerial accounting topics. Financial accounting topics to be covered include: property, plant and equipment acquisition, depreciation, and disposal, natural resources, intangible assets, payroll and current liabilities, concepts and principles, corporation formation, operation, and liquidation, long-term liabilities, statement of cash flows, and analyzing financial statements. Managerial accounting topics to be covered include: managerial accounting terminology, manufacturing firms' reports, cost behavior analysis, cost-volume-profit analysis, and budgetary preparation. Prerequisite: ACC 101. 4 cr. 4 Lec.

ACC 201 INTERMEDIATE ACCOUNTING 1
This course is designed to expand the student's knowledge of accounting theory, concepts, standards, and generally accepted accounting principles required for reporting the operating results and financial position of business entities. Special emphasis will be placed on: present and future value concepts, receivables, inventories, and temporary investments. Prerequisite: ACC 102. 4 cr. 4 Lec.

ACC 202 INTERMEDIATE ACCOUNTING 2
This course is designed to further expand the student's knowledge of accounting theory, concepts, standards, and generally accepted accounting principles required for reporting the operating results and financial position of business entities. Special emphasis will be placed on the reporting of non-current assets, current and long-term liabilities, stockholders' equity, earnings per share, and cash flows. Prerequisite: ACC 201. 4 cr. 4 Lec.

ACC 207 TAX ACCOUNTING
This course is designed to study Federal tax law and the application of tax principles to specific problems including: tax rates, exemptions, income, deductions, capital gains and losses, and payroll withholdings. Tax research techniques will also be covered. Prerequisite: ACC 101. 3 cr. 3 Lec.

ACC 208 COST ACCOUNTING
This course is designed to expand the student's knowledge of financial accounting to cost accounting concepts used by manufacturing, service, and merchandising entities. Topics to be covered include: cost planning, cost accumulation and assignment procedures, cost control, cost reports, and cost analysis. This course places emphasis on the relationship between planning and controlling costs. Moreover, the importance of using cost accounting as a management tool will be emphasized. Prerequisite: ACC 102. 4 cr. 4 Lec.
ACC 209 MANAGEMENT ACCOUNTING
This course is designed to expand the student's knowledge of financial accounting to include management accounting concepts used by manufacturing, service, and merchandising entities. Topics to be covered include: cost behavior, cost management concepts, cost-volume-profit analysis, differential cost analysis, capital investment decisions, budgeting, inventory management, profitability analysis, and quality costing. This course places emphasis on the relationship between planning and controlling costs. Moreover, the importance of using management accounting as a decision making tool will be emphasized.
Prerequisite: ACC 102. 3 cr. 3 Lec.

ACC 220 ACCOUNTING INFORMATION SYSTEMS
An introduction to accounting information systems. The course presents the principles of systems concepts in an accounting environment and approaches to systems analysis. Experience in using the microcomputer will be provided with laboratory assignments utilizing a general ledger accounting software package. Prerequisite: ACC 201, Intermediate Accounting I, and BUS 160, Spreadsheet Applications. 3 cr. 4 Lec./Lab.

ACC 275 ACCOUNTING INTERNSHIP
This course will provide students the opportunity to practice the skills learned from their coursework in a curriculum related work setting. Credit for the internship will be earned by satisfactorily completing 90 hours of approved placement in a curriculum related position in a business or organization and by attending a weekly class and completing class assignments. This course is designed for career curricula students. Prerequisite: Successful completion of at least 24 credit hours in the curriculum. Completion of ACC 101 and 102 with at least a B average and approval from Accounting faculty.
3 cr. 1 Lec. 6 Lab.

ALLIED HEALTH

ALH 105 MEETING HEALTH CARE CHALLENGES: LEARNING STRATEGIES
This course is designed to empower students enrolled in nursing and allied health courses to become more independent and effective with their own, as well as their client's, learning processes. It assists the students to develop proficiency in their learning by utilizing concepts related to their own individualized language processing style and additionally to apply these concepts to meet the learning needs of clients in the clinical setting. The course examines the attributes of learners while focusing on techniques and strategies useful for planning and implementing learning. The course will identify approaches that will fulfill the individual learner's needs.
Prerequisite: None. 1 cr. 1 Lec.

ALH 110 DOSAGE CALCULATIONS/NURSES AND HEALTH CARE PROVIDERS
This course begins with the study of systems of measurements and conversions between the systems used for dosage calculations. Equipment used in medication administration, drug orders, labels and abbreviations are explored. Dosage calculations for all routes of administration are addressed and include oral tablets, capsules and liquids, parenteral medications, intravenous flow rates and infusion times. Methods for calculating critical care medications, such as IV push and titrated IV medications, calculating dosage by weight and evaluating safe dosage are presented. Methods for calculating injectable medications from powder form are included. There is emphasis throughout the course on application of critical thinking skills to medication administration.
Prerequisite: None. 2 cr. 2 Lec.

ALH 111 TRANSITIONS IN NURSING
The role transition from LPN to RN represents a challenging evolution. This course is intended as a resource so students can manage this change positively, both personally and professionally. "Transitions in Nursing" focuses on these key content areas: (a) the transition process, (b) differentiating LPN and RN roles, and (c) concepts essential for RN practice. Emphasis will be placed on understanding and applying the nursing process to patient care situations. Dosage calculations for all routes of medication administration will be addressed, as well as application of critical thinking skills to medication administration. This required course is intended to meet the needs of LPN's seeking advance placement in the RN Nursing program. Students must receive a grade of C or better in ALH 111 to continue in the Nursing program. (Offered as a Directed Study course only.) Prerequisite: Student must be a Licensed Practical Nurse (LPN) and have successfully completed the challenge for NUR 111 and/or NUR 112. 1 cr. Lec.

ALH 145 INTRO TO MEDICAL TERMINOLOGY
In this introductory course, students will learn terms utilized in the medical field. Spelling, pronunciation, abbreviations, and the definition of symbols will be emphasized.
Prerequisite: None. 1 cr. 1 Lec.

ALH 150 ALTERNATIVES IN HEALING
Concepts of health and wellness will be discussed from the viewpoints of cultural influences and attitudes about these conditions. Examination will be made of such traditional and non-traditional healing methods as herbal medicine, nutrition, chiropractic, meditation and stress reduction, acupuncture, aromatherapy, and homeopathic. The root causes of healing and preventive measures will be emphasized.
Prerequisite: High school biology, college level biology or permission of the instructor. 3 cr. 3 Lec.

ANIMAL MANAGEMENT

AMG 101 ANIMAL MANAGEMENT SEMINAR 1
This course will introduce students to the philosophies of zoo animal care and management. Students will learn about the history and evolution of zoos from the earliest zoos to the present. Areas of study will also include an introduction to philosophies and approaches to animal exhibition, conservation, interpretation and public education.
Co-requisite: AMG 111. Prerequisite: None. 1 cr. 1 Lec.

AMG 102 ANIMAL MANAGEMENT SEMINAR 2
This course is a continuation of Animal Mgmt. Seminar 1. Topics include animal record keeping, professional development, zoo related organizations, the American Zoo and Aquarium Association (AZA), relevant government legislation, and the role of the United States Department of Agriculture (USDA).
Prerequisite: AMG 101 and AMG 111. 1 cr. 1 Lec.

AMG 111 ZOO ANIMAL MANAGEMENT CLINICAL 1
This Animal Management Clinical will introduce students to the fundamentals of zoological park operations, basic habitat design and maintenance, an introduction to animal care routines and procedures, workplace safety, emergency situations and education programming. Laboratory hours will introduce students to the clinical zoo site, research methods, workplace philosophies and application of course topics. Pre or Co-requisites: BIO 111 or BIO 112 or higher, AMG 101.
3 cr. 2 Lec. 3 Lab.
AMG 112 ZOO ANIMAL MANAGEMENT CLINICAL 2
This Animal Management clinical will provide students with further study of zoological park operations, workplace philosophies, animal exhibition and husbandry practices. Students will be introduced to record keeping, animal behavior and training, public programming, visitor services, animal restraint and handling, and animal nutrition and feeding in a zoological facility. Additionally, students will begin a hands-on rotation in a zoo animal management setting. These rotations are designed to operate as a workplace simulation. Prerequisite: AMG 111 and AMG 101. 4 cr. 2 Lec. 6 Lab.

AMG 201 ANIMAL MANAGEMENT SEMINAR 3
This course is a continuation of AMG Seminar 2. Student study will focus on conservation efforts, animal population management initiatives, and contemporary issues relating to animal welfare and ethics. Students will also examine methods of interpretation and techniques for leading tour groups. Prerequisite: AMG 101, AMG 102, AMG 111 and AMG 112. 1 cr. 1 Lec.

AMG 202 ANIMAL MANAGEMENT SEMINAR 4
This course is a continuation of Animal Management Seminar 3. It will focus on career preparation, issues of importance to captive population management, wildlife rehabilitation, professional roles and responsibilities of zoo staff, and examination of current zoo-related issues. Prerequisite: AMG 101, 102, 111, 112, 201, 211. 1 cr. 1 Lec.

AMG 211 ZOO ANIMAL MANAGEMENT CLINICAL 3
This Animal Management clinical will provide students with further practice of principles covered in previous zoo clinicals. Students will be introduced to the principles of veterinary care, and the domestic animal industries- horses, dairy, beef, sheep/goat, swine, poultry, and pet. Additionally, students will continue a hands-on rotation in a zoo animal management setting. These rotations are designed to operate as a workplace simulation. External rotations may be available for students wishing to gain experience at facilities other than the main clinical site. Prerequisite: AMG 102, AMG 112. 4 cr. 2 Lec. 6 Lab.

AMG 212 ZOO ANIMAL MANAGEMENT CLINICAL 4
This Animal Management clinical will provide students with further practice of principles covered in previous clinicals. Students will be introduced to zoo conservation and research, animal reproduction and breeding, captive population management, pest control and sanitation and wildlife rehabilitation. Additionally, students will continue a hands-on rotation in a zoo animal management setting. These rotations are designed to operate as a workplace simulation. External rotations may be available for students wishing to gain experience at facilities other than the main clinical site. Prerequisites: AMG 211 and AMG 201. 4 cr. 2 Lec. 6 Lab.

ANT 141 INTRODUCTION TO ANTHROPOLOGY
This course is a survey of the major fields, theories, and methods of anthropology. Human physical evolution, the archeological record of cultures, linguistics, methods of subsistence, and social institutions in comparative perspectives are among the topics to be studied. This course fulfills the following SUNY General Education learning outcomes: Social Sciences and Other World Civilizations. This course appears in more than one knowledge and skill area but can only be used to fulfill one requirement. Prerequisite: None. 3 cr. 3 Lec.

ANT 143 CULTURAL ANTHROPOLOGY
This course is a general survey of the theories and methods of cultural anthropology. A holistic perspective is used to study the diversity of adaptations to physical and social environments. Emphasis will be placed upon cultural systems including language, technology and economy, stratification, family, kinship, and gender, legal and political systems, personality, religion, the arts, and cultural change. This course fulfills the following SUNY General Education learning outcomes: Social Sciences and Other World Civilizations. This course appears in more than one knowledge and skill area but can only be used to fulfill one requirement. Prerequisite: None. 3 cr. 3 Lec.

ANT 145 PHYSICAL ANTHROPOLOGY
This course is a general survey of the principal areas of physical anthropology emphasizing human biological variation, human evolution, and the role of evolution and contemporary primates in the study of human development. Topics covered in this course include evolutionary theory, the fossil record of hominids, the impact of disease, forensic anthropology, primatology, and genetic influences on human populations. 3 cr. 3 Lec.

ART

ART 102 BASIC PHOTOGRAPHY
Introduction to the basic art of still photography, stressing the selection and proper utilization of photographic materials and equipment. Registrants for this course are expected to have access to a camera with adjustable controls and an exposure meter. Limited laboratory course involving lecture-discussion, demonstrations, and guided field work. This course fulfills the following SUNY General Education learning outcome: The Arts. Prerequisite: None. 3 cr. 3 Lec.

ART 103 BASIC PHOTOGRAPHY 2
Continuation of ART 102 emphasizing the practice and application of basic black and white photographic principles; including the uses of filters, electronic flash, and high contrast materials. A hands-on course emphasizing visualization in the practice of photography, improved darkroom laboratory procedures, and construction of a thematic portfolio of photographs. This course fulfills the following SUNY General Education learning outcome: The Arts. Prerequisite: ART 102. 3 cr. 2 Lec. 2 Lab.

ART 104 DIGITAL PHOTOGRAPHY
This course will be an introduction to the art of digital photography. In this course, students will learn to use a digital camera, how to optimize images using Photoshop and how to print and present their work. Students must have access to a digital camera. 3 cr. 3 Lec.

ART 113 HISTORY OF WESTERN ART 1
This course is a survey of Western art from the prehistoric through the Medieval periods concentrating on architecture, sculpture, painting and related arts. Images and concepts from other cultures may be introduced for comparison. Works of art will be discussed in relationship to their historical context; there will also be analysis of artistic developments and techniques as they affect style. This course fulfills the following SUNY General Education learning outcomes: Humanities and The Arts. This course appears in more than one knowledge and skill area but can only be used to fulfill one requirement. Prerequisite: None. 3 cr. 3 Lec.
ART 114 HISTORY OF WESTERN ART 2
This course is a survey of Western art from about 1300 to 1800, concentrating on painting, sculpture, architecture, and related arts. Images and concepts from other cultures may be introduced for comparison. Works of art will be discussed in relation to their historical context; there also will be analysis of artistic developments and techniques as they affect style. This course fulfills the following SUNY General Education learning outcomes: Humanities and the Arts. This course appears in more than one knowledge and skill area but can only be used to fulfill one requirement. Prerequisite: None. 3 cr. 3 Lec.

ART 115 ART APPRECIATION 1
Designed to make the student cognizant of our visual and visually minded world. Particular emphasis will be on the process of perception; on purposes, functions, and status of art and artist in various periods of Western and Eastern Civilizations; and on the concepts of Modern Art. Lectures and discussions around audio-visual presentations will alternate with studio sessions where the student will experiment in various art media. This course fulfills the following SUNY General Education learning outcomes: Humanities and the Arts. This course appears in more than one knowledge and skill area but can only be used to fulfill one requirement. (Alternate Academic Years) Prerequisite: None. 3 cr. 2 Lec. 1.5 Studio

ART 116 ART APPRECIATION 2
A continuation of ART 115 using related, but different, topics. his course fulfills the following SUNY General Education learning outcomes: Humanities and the Arts. This course appears in more than one knowledge and skill area but can only be used to fulfill one requirement. 3 cr. 2 Lec. 1.5 Studio

ART 117 BASIC DRAWING
ART 117 is a studio course concentrating on drawing. Instruction is given in the fundamental principles of drawing based on observation and imagination. Topics will include composition, value, line, space, textures, gesture, and proportion. This course fulfills the following SUNY General Education learning outcome: The Arts. Prerequisite: None. 3 cr. 4 Studio

ART 118 BASIC PAINTING
ART 118 is a studio course concentrating on painting. Instruction is given in the fundamental principles of watercolor painting based on observation and imagination. Topics will include color mixing, opaque and transparent paint applications, composition, and mood. This course fulfills the following SUNY General Education learning outcome: The Arts. Prerequisite: ART 117. 3 cr. 4 Studio

ART 119 SCULPTURE STUDIO 1
A studio course concentrating on various three-dimensional art media such as carving, casting, modeling, and constructing as well as ceramics and the relevant skill of sketching. (Alternate Academic Years) Prerequisite: None. 3 cr. 4 Studio.

ART 120 SCULPTURE STUDIO 2
A continuation of ART 119 using different topics including snow sculpture and recreational design. This course can be taken without (or before) ART 119. (Alternate Academic Years) 3 cr. 4 Studio.

ART 123 20th CENTURY ART HISTORY
This course explores art movements and major artists of the 20th Century. Various visual media are examined in relation to theories, historic events, scientific/technological changes and literature. The course will emphasize European art and its influence on U.S. art. This course fulfills the following SUNY General Education learning outcomes: Humanities and the Arts. This course appears in more than one knowledge and skill area but can only be used to fulfill one requirement. Prerequisite: None. 3 cr. 3 Lec.

ART 131 CERAMICS 1
The goal of this course is to teach students the basic skills in the use of clay. Coil building, slab construction and wheel-thrown work will be emphasized. A strong foundation in the use of glazes, clays and firing procedures will also be provided. There will also be a unit on various firing techniques. The history of ceramic arts will be studied, focusing on a number of influential people in the field both past and present. This course fulfills the following SUNY General Education learning outcome: The Arts. Prerequisite: None. 3 cr. 4 Studio

ART 217 INTERMEDIATE DRAWING
ART 217 is a studio course concentrating on portraiture and figure drawing. This course will continue the development of technical skills, exploration of various materials, and artistic expression. Topics will include but are not limited to gesture drawing, figure-ground relationships and composition. Prerequisite: ART 117. 3 cr. 4 Studio

ART 232 CERAMICS 2
ART 232 is a studio course designed to allow students to continue building skills working with clay. In addition, students will learn about the engineering, firing, and glazing of clay. While all areas of clay work will develop, each student will pick an area of emphasis. Students will mix their own glazes, fire the kilns, and continue to study the history of the ceramic arts. This course fulfills the following SUNY General Education learning outcome: The Arts. Prerequisite: ART 131. 3 cr. 4 Studio

ART 242 COLOR LINE & DESIGN
ART 242 is a studio & lecture course concentrating on 2-dimensional design and color concepts. Instruction is given in the principles of design, with emphasis on both fine arts and applied arts. Topics will include the expressive qualities of line, value, abstraction, composition, color mixing and color theory. This course fulfills the following SUNY General Education learning outcome: The Arts. Prerequisite: None. 3 cr. 4 Studio

AMERICAN SIGN LANGUAGE
ASL 121 AMERICAN SIGN LANGUAGE 1
This is a beginning course in American Sign Language and will provide students with the basic skills and knowledge of the Language as used within the American Deaf Community. It will introduce a set of targeted lexical items, combined eye, face and body readiness activities, fingerspelling, conceptualization, and the grammar and syntax of American Sign Language. Receptive skills (reading of signs and fingerspelling) and expressive skills (signing and fingerspelling a person’s own thoughts) are also emphasized as are an introduction to Deaf Culture and the Deaf Community. Prerequisite: None. 3 cr. 3 Lec.

ASL 122 AMERICAN SIGN LANGUAGE 2
ASL 122 is the second in a series of related courses and will continue in-depth the study of manual communication techniques, fingerspelling, vocabulary (lexicon), conceptualization, topicalization, and the grammar and syntax of American Sign Language. Receptive skills (reading of signs and fingerspelling) and expressive skills (signing and fingerspelling a person’s own thoughts) are also emphasized, as is a more in-depth study and exposure to Deaf Culture and the Deaf Community. Prerequisite: ASL 121. 3 cr. 3 Lec.
ASL 221  AMERICAN SIGN LANGUAGE 3
ASL 221 is the third in a series of related courses and will emphasize advanced development of receptive and expressive skills, fingerspelling, vocabulary building, and grammatical structures. This course will encourage more creative use of expression, classifiers, body postures and signing space. Short stories, narratives and conversations, both receptively and expressively, will be featured throughout the course, as well as an increased awareness and knowledge of Deaf Culture and the Deaf Community. Prerequisite: ASL 122. 3 cr. 3 Lec.

ASL 231  ASL INTERPRETER TRAINING 1
This is an introductory course designed to provide the student with basic interpreting skills needed to properly convey messages from English to American Sign Language and from ASL to English. It’s an advanced study of manual communication techniques, combined eye and aural training, fingerspelling, conceptualization, structure and syntax of American Sign Language. Receptive and expressive skills, as well as an introduction to the professional conduct and role of an interpreter will be strongly emphasized. Prerequisite: Conversational Skills in American Sign Language/Signed English or ASL 122. 3 cr. 3 Lec.

ASL 232  ASL INTERPRETER TRAINING 2
This is an intermediate course that focuses on building the skills necessary to become a community level interpreter. It continues the study of manual communication techniques, combined eye and aural training, fingerspelling, conceptualization, structure and syntax of American Sign Language from ASL Interpreter I. Receptive and expressive skills, as well as an introduction to the professional conduct and role of an interpreter will be strongly emphasized. Prerequisite: ASL 231. 3 cr. 3 Lec.

ASL 299  DIRECTED STUDY IN AMERICAN SIGN LANGUAGE
This course will give a general overview of the development and education of deaf children. It will examine ways in which children’s early environments interact with their linguistic, social and cognitive development in an effort to provide an understanding of the ways in which early experiences influence personal growth and life-long learning. While the course cannot provide all of the information you might like about deaf children, it will provide basic information that should support everyday activities and also guide the interpreter in the search for further resources.

BIOLOGY

BIO 105  ENVIRONMENTAL BIOLOGY
This introductory course investigates biological and ecological processes and principles. Topics include energy flow, community and population dynamics, air and water quality issues, and the human impact on natural resources. This course incorporates discussion and analysis of current environmental issues on local, regional, and global scales. BIO 105 is not open to students who have completed BIO 112, BIO 132 or BIO 201. Not recommended for students enrolled in REA 099, MTH 090, MTH 095, MTH 096 or MTH 097. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. Prerequisite: ENG 100 or equivalent. 3 cr. 3 Lec.

BIO 106  HUMAN BIOLOGY
This one semester laboratory course relates concepts of human anatomy and physiology to human behavior. Topics include cell and human organization, metabolic functions of the nervous system, reproductive system, musculoskeletal system, and cardiovascular system as they contribute to homeostasis, human inheritance and reproduction, and human evolution and ecology. Each topic covered will focus on adaptive mechanisms by which human physiology affects human behavior. BIO 106 is specifically designed to fulfill transfer requirements for Human Services majors. It is recommended that students take this course after completing any required noncredit coursework in Reading, Math or English. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. Prerequisites: None; high school biology strongly recommended. 4 cr. 3 Lec. 3 Lab.

BIO 111  GENERAL BIOLOGY 1
This course examines the dynamics of biology, emphasizing an understanding of chemical, structural and physiological principles, the molecular basis of life and cell metabolism, inheritance and development of organisms, and origin and diversity of life. It is recommended that students take this course after completing any required noncredit coursework in Reading, Math, or English. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 4 cr. 3 Lec. 3 Lab.

BIO 112  GENERAL BIOLOGY 2
This course studies the population, species, evolution, and diversity of life. An ecological-concerns approach is presented on aspects of the environment of biotic communities. Laboratories, often in the field, focus largely on populations and communities. It is recommended that students take this course after completing any required noncredit coursework in Reading, Math or English. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 4 cr. 3 Lec. 3 Lab.

BIO 121  ANIMAL NUTRITION
This course is the study of composition of foods, species-specific nutritional requirements, dietary formulation, the digestive process and dietary formulation for invertebrates, fish amphibians, reptiles, birds and mammals. Lecture activities will include food, stool, pellet dissection and analysis. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 3 cr. 3 Lec.

BIO 122  AQUARIUM SCIENCE
This course is designed to provide students with practical experience in identification, techniques of collection, maintenance, breeding and nutritional requirements of aquatic species. Emphasis also will be placed on water chemistry, fish disease and the display of these species especially for educational purposes. Prerequisite: None. 3 cr. 3 Lec.

BIO 131  PRINCIPLES OF BIOLOGY 1
This course discusses and interrelates biochemistry, cellular structure and function, cellular communication, the processes of cellular metabolism and reproduction, patterns of genetic inheritance, nucleic acid structure and function, gene expression and its regulation, and biotechnology. This course is recommended to science, math, pre-forestry, pre-health professions and pre-nursing students but is open to all students. Satisfies Math/Science curriculum laboratory science requirement. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. Prerequisite: high school biology and chemistry or BIO 111 or BIO 112 and CHE 107. 4 cr. 3 Lec. 3 Lab.

BIO 132  PRINCIPLES OF BIOLOGY 2
This course provides an overview of evolutionary biology, diversity of living organisms, and main principles of ecology and conservation biology. Topics include evolution, speciation, classification, structure and function of living organisms, population growth and regulation, animal behavior, and
ecology. Laboratories consist of hypothesis testing, taxonomy, and field investigations. Satisfies Math/Science curriculum laboratory science requirement. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. Prerequisite: high school biology or BIO 111 or BIO 112, and one year of high school chemistry or CHE 107. 4 cr. 3 Lec. 3 Lab.

**BIO 200 GENETICS**
The course is designed to teach the various levels of genetics and their application. Topics will include the structure of DNA, nature and control of gene expression, modes of inheritance, gene mutations, DNA repair, chromosomal mutations, chromosome mapping, recombination in bacteria and viruses, recombinant DNA, applications of recombinant DNA, control of cellular differentiation, clinical genetics, immunogenetics, genetics of cancer, multifactorial inheritance, common genetic diseases, genetic screening, qualitative genetics and population genetics. Prerequisite: BIO 111 or higher. 3 cr. 3 Lec.

**BIO 201 ECOLOGY**
The course develops the interrelationships of the biotic and abiotic components of the population, community, and ecosystem levels. Lecture and laboratory both stress population dynamics, ecological genetics, productivity, energy flow, biogeochemical cycling, animal behavior, and aquatic and terrestrial community structure and succession. The interaction of man with his environment, with attention given to such issues as air and water pollution, is also discussed. Satisfies Math/Science curriculum laboratory science requirement. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. Prerequisite: high school biology, college level biology (BIO 111 or higher recommended). 4 cr. 3 Lec. 3 Lab.

**BIO 202 MICROBIOLOGY**
Microbiology is the study of microorganisms including morphology, reproduction, physiology, genetics, identification, ecological significance, distribution and their relation to health and disease. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. Prerequisite: CHE 131 or BIO 111, BIO 112, BIO 131 or BIO 203. 4 cr. 3 Lec. 3 Lab.

**BIO 203 ANATOMY & PHYSIOLOGY 1**
The study of the structure and functions of the human body begins with examination of the molecular and cellular units of the body organs. Groups of body organs in turn make up the functional units known as systems. In this first course, the integumentary, skeletal, muscular, cardiovascular, lymphatic and respiratory systems will be studied in detail. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. Prerequisite: high school biology, College level biology, or permission of the instructor; some Chemistry background recommended. 4 cr. 3 Lec. 3 Lab.

**BIO 204 ANATOMY & PHYSIOLOGY 2**
This part of human anatomy and physiology will continue the study of specific body systems. Each system will be examined for its structural features and for its role in the successful functioning of the whole organism. The body systems to be covered include digestive, nervous, endocrine, urinary and reproductive. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. Prerequisite: high school biology, college level biology, or permission of the instructor; some Chemistry background recommended. 4 cr. 3 Lec. 3 Lab.

**BIO 214 ORNITHOLOGY**
This course is the study of birds including identification, taxonomy, anatomy, physiology, reproduction, and behavior. Special emphasis will be placed on identification and ecology of species native to northern New York. Conservation and diversity of bird species will be considered. Lecture and laboratory activities will be supplemented by required field trips. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. Prerequisite: BIO 111, BIO 112, BIO 131 or BIO 132. 4 cr. 3 Lec. 3 Lab.

**BIO 215 MAMMALOLOGY**
This course is the study of mammals including identification, taxonomy, anatomy, physiology, reproduction, and behavior. Special emphasis will be placed on identification and ecology of species native to northern New York. Lecture and laboratory activities will be supplemented by required field trips. Collection, museum preparation, and care of specimens will be considered. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. Prerequisite: BIO 111, BIO 112, BIO 131 or BIO 132. 4 cr. 3 Lec. 3 Lab.

**BIO 216 HERPETOLOGY**
This course is designed to introduce various aspects of the biology of amphibians and reptiles, including identification, taxonomy, ecology, behavior and physiology. Particular emphasis will be given to collection, care, display of breeding and nutrition. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. Effective with the fall semester of 2004, BIO 216 no longer fulfills the SUNY General Education Requirement for Natural Sciences. Prerequisite: BIO 111, BIO 112, BIO 131 or BIO 132. 4 cr. 3 Lec. 3 Lab.

**BUSINESS**

**BUS 104 PERSONAL FINANCE**
This course provides an overview of personal finance as it relates to personal financial planning and budgeting, credit control, expense control, mortgage and consumer financing, tax planning and investments. It also covers the economic aspects of financial planning as it relates to household and business financial management. 3 cr. 3 Lec.

**BUS 112 INTRODUCTION TO BUSINESS**
This course provides an overview of the business world in contemporary society. Topics include the economic environment of business, ethics and social responsibility, securities and investments, types of business organization, entrepreneurship, and the functions of production, marketing, finance and accounting, business law and management. Prerequisite: None. 3 cr. 3 Lec.

**BUS 114 RETAILING PRINCIPLES**
This course is designed to give an overview of the many facets of the retailing industry through an exploration of all aspects of the retail planning and management model, strategic planning, consumer behavior and career options. The course will focus on the changing nature of retailing and the many complex issues facing retailers in the future. 3 cr. 3 Lec.

**BUS 116 APPLIED BUSINESS MATHEMATICS**
This course is designed to provide students the mathematical and conceptual skills needed to solve everyday business and personal finance problems encountered in the working world. Areas covered include percentage, banking, trade and cash discounts, markups and markdowns, simple and compound interest, consumer credit, and payroll. Prerequisite: Equivalent of MTH 090 or higher. 3 cr. 3 Lec.
BUS 122 INVESTMENTS
This course is an introductory course designed to familiarize students with financial investment opportunities. Students will be provided with a practical frame of reference for evaluating and choosing alternative investments that will potentially satisfy their investment objectives. Prerequisite: None. 3 cr. 3 Lec.

BUS 124 MARKETING 1
This course is an introduction to marketing principles and functions designed to satisfy an organization's target markets by offering an appropriate marketing mix consisting of product, price, place and promotion. The course is taught from an integrated marketing communications point of view with emphasis on the formulation of competitive strategies, market analysis, marketing information and sales forecasting. Prerequisite: None. 3 cr. 3 Lec.

BUS 125 MANAGING INFO IN THE WORKPLACE
An introductory course designed to acquaint the student with a basic understanding of information management. This course provides foundational skills for students to process, evaluate, manage, and disseminate information. The important role that information plays in an organization's ability to effectively meet strategic goals is emphasized. The course primarily focuses on creating, storing, utilizing, assessing, retaining, and disposing of information, both physical and virtual. Managing information is explored within the context of business etiquette, self-management strategies, and professional relationships. 3 cr. 3 Lec.

BUS 127 MANAGEMENT COMMUNICATIONS
This course is a study of the theories, processes, and problems of external and internal business communication systems. Students will be provided an opportunity to develop effective listening techniques, prepare and deliver oral presentations, understand the causes of and correctives for the barriers to communication, prepare mailable business letters, prepare a job resume, and prepare to take and give job interviews. Prerequisite: ENG 101. 3 cr. 3 Lec.

BUS 131 PRINCIPLES OF MANAGEMENT
This course introduces students to skills and techniques used by management to achieve objectives. Included are: nature of management, qualifications of a manager, theories, mechanics, and dynamics of organizations, and planning, controlling, staffing, and coordinating. Prerequisite: None. 3 cr. 3 Lec.

BUS 133 SMALL BUSINESS MANAGEMENT
An introductory course for students interested in owning a business. Financial obligations, procedures, policies, and their relationships to lending institutions will be explored. Issues on local zoning, location selection, customer traffic and need will be investigated. Students will be required to successfully simulate the idea creation of a new business and will take that simulated business through to a successful first year of operations. Students will also develop a five-year business plan. (Fall Semester) Prerequisite: None. 3 cr. 3 Lec.

BUS 135 EFFECTIVE SUPERVISION
This course is a study of the skills needed by first line supervisors in today's competitive environment. Topics addressed in this course include the change from employee to supervisor and the many roles played and skills needed by supervisors. Prerequisite: None. 3 cr. 3 Lec.

BUS 160 SPREADSHEET APPLICATIONS
This course is designed as an introduction to the use of computers and spreadsheet applications in business. No prior knowledge of computers or spreadsheets is assumed. Prerequisite: None. 3 cr. 4 Lec.

BUS 203 ORGANIZATIONAL BEHAVIOR
This course introduces students to the field of organizational behavior. Special focus is given to the behaviors of individuals and groups and the effect of organizational structures and processes on these behaviors. Students will examine individual characteristics that will include perception, motivation, values, ethics and personality. They will also study team/group dynamics and organizational leadership and culture. Finally, students will discuss current topics in organizational behavior and organizational change. Prerequisite: None. 3 cr. 3 Lec.

BUS 205 INTRO TO INTERNATIONAL BUSINESS
This is a survey course introducing the student to those aspects of business peculiar to international transactions. Emphasis is placed on the special risks and opportunities presented by business operations conducted across borders and on common strategies for conducting these operations. Prerequisite: BUS 112. 3 cr. 3 Lec.

BUS 211 BUSINESS LAW 1
This course is a study of ordinary legal aspects of common business transactions including the topics of legal rights and social forces, the court systems, contracts, negotiable instruments, and sales. Prerequisite: None. 3 cr. 3 Lec.

BUS 212 BUSINESS LAW 2
This course is a study of the following topics: agency and employment, personal property and bailments, real property, consumer credit and security devices, insurance, bankruptcy, estates and trusts, government regulation, partnerships, and corporations. Prerequisite: None. 3 cr. 3 Lec.

BUS 218 ADVERTISING & SALES PROMOTION
This course is a study of the procedures and techniques of advertising. Creation of advertising ideas, purposes of advertising, fundamentals of advertising layout and writing copy, selection and use of media, the role of the advertising agency, and marketing research will be discussed. Prerequisite: None. 3 cr. 3 Lec.

BUS 221 HUMAN RESOURCE MANAGEMENT
A study of how organizations utilize human capital to achieve objectives. Emphasis is placed on the primary functions of human resource management, including strategic management, workforce planning and development, human resource development, compensation and benefits, employee and labor relations, and health, safety and security. Prerequisite: None. 3 cr. 3 Lec.

BUS 226 BASIC FINANCE
An introductory course intended to provide a theoretical or conceptual framework that the manager of an organization's financial resources can use to reach decisions in a dynamic economy. What is involved with effective planning and management of the firm’s assets? How may a firm most effectively acquire and manage funds? Prerequisite: ACC 102. 3 cr. 3 Lec.

BUS 228 ADMINISTRATIVE OFFICE MANAGEMENT
This course is designed to develop managerial and supervisory skills for the administrative office manager. Included is a presentation of the fundamental principles and successful practices of office administration and [demonstration of] current office operations through case studies and observations when possible. Case studies and simulations of office situations will be used to increase students’ critical thinking and problem-solving skills. Students will utilize integrated software for professional presentations and problem solving encountered by administrative personnel. Prerequisite: None. 3 cr. 3 Lec.
BUS 230 CUSTOMER SERVICE & RELATIONS
This course provides students with an overview of the basic concepts and current trends in the customer service industry. Emphasis will be placed on developing an organizational customer service philosophy as well as the role of consistency and quality in customer service delivery. Special areas of study include problem solving, development of a customer service strategy, creation of customer service systems, handling challenging customers, customer retention, and measuring satisfaction. 3 cr. 3 Lec.

BUS 234 SURVEY OF FASHION MERCHANDISING
This course explores the global business fashion through a study of fashion principles, procedures, terminology, and the development of fashion trends. The use of current fashion and merchandising news provides insight into the various aspects of how the primary, secondary, retailing and auxiliary segments of the fashion industry interrelate. Specific areas of fashion will be covered including women’s, men’s, children’s, accessories, and home furnishings. Prerequisite: None. 3 cr. 3 Lec.

BUS 235 RETAIL SYSTEMS MANAGEMENT
Students will become familiar with the decisions involved in running a retail firm and the concepts and principles for making those decisions. While the course focuses on the retail industry, the content of the course is useful for students interested in working for companies that interface with retailers such as manufacturers of consumer products or for students with a general management or entrepreneurial interest. Prerequisite: None. 3 cr. 3 Lec.

BUS 239 MERCHANDISE PLAN, BUY & CONTROL
This course is an in-depth review of the many duties of a buyer- the planning, buying, and selling of merchandise and how that function can be performed to maximize profit. Students will gain an understanding of the principles and techniques of buying, which include inventory and stock procedures, budgeting, assortment planning, how to negotiate a purchase, and selection of merchandise. Strategies and formulas needed to develop a merchandise-buying plan are also covered, including vendor sourcing, consumer research, inventory fluctuations and timing. Prerequisite: None. 3 cr. 3 Lec.

BUS 249 VISUAL MERCHANDISING
This course will focus on the retail environment, the physical and psychological effects that initiate and motivate customer activity through visual merchandising and store design. Special areas of emphasis discussed will include store planning, design architecture, fixtures, merchandising, lighting, color, and materials for all types of retail operations. Prerequisite: None. 3 cr. 3 Lec.

BUS 275 BUSINESS INTERNSHIP
This course will provide students the opportunity to practice the skills learned from their coursework in a curriculum related work setting. Credit for the internship will be earned by satisfactorily completing 90 hours of approved placement in a curriculum related position in a business or organization and by attending a weekly class and completing class assignments. This course is designed for career curricula students. Prerequisite: Successful completion of at least 24 credit hours in the curriculum. Approval from Business Faculty. 3 cr. 1 Lec. 6 Lab.

CHEMISTRY

CHE 107 INTRODUCTION TO CHEMISTRY 1
This is an introductory course in chemistry including topics in atomic structure, bonding, chemical formulas, chemical equations, matter, measurement, periodicity, states of matter, mole calculations and stoichiometry. Laboratory experiments are chosen to be meaningful and practical so as to develop a greater understanding of lecture topics. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. Prerequisite: MTH 125 or its equivalent and ENG 100 or its equivalent. CHE 107 is recommended for students with no previous chemistry background. 4 cr. 3 Lec. 3 Lab.

CHE 108 INTRODUCTION TO CHEMISTRY 2
This course is a continuation of CHE 107. The lecture course is designed to allow the student to familiarize himself/herself with the practical applications of chemistry and its relationship to everyday life. Basic concepts are developed in organic chemistry and biochemistry. Classes of compounds covered including aliphatic and aromatic hydrocarbons, alcohols, phenols, ethers, amines, aldehydes and ketones, carboxylic acids, amino acids and proteins, carbohydrates and lipids. Laboratory experiments are chosen to be meaningful and practical so as to develop a greater understanding of lecture topics. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. Prerequisite: CHE 107 or permission of instructor. 4 cr. 3 Lec. 3 Lab.

CHE 131 GENERAL CHEMISTRY 1
This course examines fundamental laws and principles underlying chemical action and the properties of elements and compounds based on the study of atomic structure, chemical bonding and the periodic system. The laboratory experience provides for quantitative and qualitative analyses. CHE 131 satisfies a Math/Science curriculum laboratory science requirement. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. Prerequisite: High School Chemistry or CHE 108. 4 cr. 3 Lec. 3 Lab.

CHE 132 GENERAL CHEMISTRY 2
This course continues Chemistry 131, covering solutions, kinetics, equilibrium, acids/bases, thermodynamics, electrochemistry, and nuclear chemistry. The laboratory portion of the course involves practical applications of these principles in qualitative and quantitative analyses. Chemistry 132 satisfies a Math/Science curriculum laboratory science requirement. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. Effective with the fall semester of 2004, CHE 132 no longer fulfills the SUNY General Education Requirement for Natural Sciences. Prerequisite: CHE 131. 4 cr. 3 Lec. 3 Lab.

CHE 211 ORGANIC CHEMISTRY 1
This course covers structure, reactivity and synthesis of hydrocarbons - alkanes, alkenes, and alkynes. The concepts of aromaticity and free radical reactivity are explored. It includes spectroscopic identification of organic compounds. This course satisfies a Math/Science curriculum laboratory science requirement. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. Effective with the fall semester of 2004, CHE 211 no longer fulfills the SUNY General Education Requirement for Natural Sciences. Prerequisite: CHE 132. 4 cr. 3 Lec. 3 Lab.

CHE 212 ORGANIC CHEMISTRY 2
This course is a continuation of CHE 211 and covers structure, reactivity, and the synthesis of aldehydes, ketones, carboxylic acids and amines. The Spectroscopic identification of organic compounds will be continued. The course includes survey of
the chemistry of carbohydrates, dyes, amino acids, peptides, and proteins. Satisfies Math/Science curriculum laboratory science requirement. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. Effective with the fall semester of 2004, CHE 212 no longer fulfills the SUNY General Education Requirement for Natural Sciences. Prerequisite: CHE 211. 4 cr. 3 Lec. 3 Lab.

CHE 215 QUANTITATIVE ANALYTICAL CHEMISTRY
This course introduces the principles of chemical analysis, qualitative and quantitative procedures, statistical treatment of analytical data, and fundamentals of spectrophotometric and electrometric methods of analysis. Laboratory work involves performing a representative selection of determinations using classical potentiometric and spectrophotometric techniques. CHE 215 satisfies a Math/Science curriculum laboratory science requirement. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. Effective with the fall semester of 2004, CHE 215 no longer fulfills the SUNY General Education Requirement for Natural Sciences. Prerequisite: CHE 132. 4 cr. 2 Lec. 4 Lab.

COMPUTER INFORMATION SCIENCE

CIS 100 INFO TECH: ORIENT & OPERAT SYS
This course is designed to help beginning information technology students gain a better understanding of their field of study. The course introduces such topics as ethics and professional responsibility, written and oral communication, and succeeding in information technology. The course also provides students with an introductory, hands-on experience with command-line operating system interfaces (one based on a MS-DOS environment and one based on a UNIX-based environment). Prerequisite: None. 2 cr. 1.5 Lec. 1.5 Lab.

CIS 110 INTRODUCTION TO COMPUTING WITH MICROCOMPUTERS
This is a non-programming course designed to familiarize the student with the use of modern microcomputers as tools for problem solving. Students will complete projects using application software for word processing, spreadsheets, graphics, telecommunications/Internet, and presentation software. Basic computer experience is required (i.e. operating system usage, fundamental word processor usage, etc.). Prerequisite: None. 3 cr. 2 Lec. 2 Lab.

CIS 111 WINDOWS OPERATING ENVIRONMENT
This course will familiarize the student with the Windows operating system. Basic concepts of system configuration and customization will be addressed. The course will also explore disk and file management through Windows utilities. Prerequisite: None. 1 cr. 1.5 Lec./Lab.

CIS 116 INTRODUCTORY PROGRAMMING
This is an introductory course designed to familiarize the student with the use of a structured programming language and the microcomputer system. A structured approach to problem solving and the development of algorithms will be presented and applied to the writing of computer programs. This course is designed for those with little or no experience with computer programming. Prerequisite: Successful completion of MTH 125. 3 cr. 2 Lec. 2 Lab.

CIS 119 INTRODUCTION TO WEB PAGE DESIGN
This is an introductory course designed to familiarize the student with the history of the World Wide Web; its use as a means of information sharing; web site design; basic web coding; aesthetics and functionality of web pages. Basic computer experience is required (i.e. operating system usage, fundamental word processor usage, etc.). Prerequisite: None. 3 cr. 4 Lec./Lab.

CIS 130B PROGRAMMING LANGUAGES: COBOL
This course is designed to teach the COBOL programming language to students who possess some prior programming experience. A structured approach to problem solving and algorithm development is applied to programming problems using COBOL. Prerequisite: Successful completion of any college level programming course. 3 cr. 2 Lec. 2 Lab.

CIS 150 INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS
This is a non-programming course designed to familiarize the student with geographic information systems (GIS). Students will learn to use a GIS for storing, displaying, and analyzing spatially located information. Course topics will include GIS design, data formats, and data representation, and the use of global positioning systems (GPS) for spatially locating data. This course emphasizes the application of GIS as an analytical tool in natural resource management, population characteristics, and marketing. Basic computer experience is required (e.g. operating system usage, word processor usage). Prerequisite: None. 3 cr. 2 Lec. 2 Lab.

CIS 210 ADVANCED COMPUTING: MICROCOMPUTERS
This is a non-programming course designed to provide the student with advanced skills in application software use and customization with an emphasis on Information Technology. Students will complete projects using application software for databases, word processing, and spreadsheets. Emphasis will be placed on the analysis of problems and implementation of technology solutions using application software. Significant computer experience is required. Prerequisite: Successful completion of CIS 110. 3 cr. 2 Lec. 2 Lab.

CIS 212 SYSTEMS ANALYSIS & DESIGN
This course is a study of the system development life cycle and the skills required to design a computer based system. This course is based on DPMA's Model Curriculum CIS-4. Prerequisite: Knowledge of a programming language. 3 cr. 2 Lec. 2 Lab.

CIS 216 ADVANCED PROGRAMMING
This course is designed to use the C++ programming language in the solution of advanced problems in the areas of business and science. Topics include recursion, data structures, file organization and processing, structures, and numerical methods. Prerequisite: Successful completion of CIS 116. 4 cr. 3 Lec. 2 Lab.

CIS 221 COMPUTER ARCHITECTURE
This course covers technical computer topics to the extent necessary to allow the student to develop an understanding of the interrelationships between computer hardware design and systems and application software. Prerequisite: Successful completion of CIS 116 or NET 100. 3 cr. 3 Lec.

CIS 222 SYSTEMS DEVELOPMENT & IMPLEMENTATION
This course is an advanced study of structured systems development. This course is based on DPMA's Model Curriculum CIS-5. The course includes a team project for a local "business." Prerequisite: Successful completion of CIS 212. 3 cr. 2 Lec. 2 Lab.

CIS 225 ASSEMBLY LANGUAGE
This course is a study of assembly language programming techniques. Topics include basic machine organization, machine representation of instructions and data, addressing techniques, character and bit operations, and macroinstructions. Extensive programming in an assembly language is required. Prerequisite: Successful completion of any college level programming course. 3 cr. 2 Lec. 2 Lab.
CIS 250 DATA STRUCTURES
This course is a further study of topics in program and algorithm development. Topics include structured and object-oriented programming concepts, arrays, structures, string processing, stacks, queues, linked lists, pointer variables, recursion, and internal searching and sorting methods. Prerequisite: Successful completion of CIS 216. 3 cr. 3 Lec.

COLLEGE LEARNING SKILLS
CLS 101 COLLEGE READING SKILLS
This course is designed to instruct students in efficient reading and thinking skills that are essential to meet the demands of college-level courses. Emphasis is placed on the development of college-level working vocabulary and basic reading skill and strategy application in college texts. The course will focus on improving reading proficiency and appreciation through extensive and varied reading exercises. Prerequisite: REA 099 for students placed in that course. 3 cr. 3 Lec.

CRIMINAL JUSTICE
CRJ 100 ACADEMIC & CAREER CONNECT FORUM
This forum is designed to assist the career curricula student in managing his or her career both as a student and as a future professional. The course content will consist of three major areas intended to connect students with the college through academic and career planning. These areas include: the college environment, academic success, and program-specific career awareness. The course instructor will select appropriate topics based on students’ needs which may include academic resources, problem-solving skills, and professional ethics. Prerequisites: None. 1 cr. 1 Lec.

CRJ 101 INTRODUCTION TO CRIMINAL JUSTICE
Introduction to Criminal Justice is the study of the criminal justice system. This includes the historical and philosophical background of law enforcement, various agencies, and their jurisdictions, and the interrelationships among these components. Career responsibilities in criminal justice and related fields are also discussed. Prerequisite: None. 3 cr. 3 Lec.

CRJ 102 CRIMINAL ADMINISTRATIVE PROCEDURES
This criminal justice course is a study of legal concepts and procedures, including the laws of arrest and the process of obtaining arrest warrants and search warrants. All procedures required to process a case through the criminal justice system are included. Accusatory instruments, indictments, arraignments, plea-bargaining, preliminary hearings, bail, grand jury, trial and appeal are emphasized. Prerequisite: None. 3 cr. 3 Lec.

CRJ 105 INTRODUCTION TO CORRECTIONS
Introduction to Corrections is a general survey of the history, evolution, theories, and processes of modern corrections. Juvenile and adult corrections systems are examined. Topics included in this course are the legal process of sentencing, the social hierarchy of inmates, characteristics of contemporary prison populations, the roles of incarceration and community based corrections, the rights of convicted offenders, issues concerning female inmates, and juvenile offenders and the justice system. Prerequisite: None. 3 cr. 3 Lec.

CRJ 110 CRIMINAL EVIDENCE
Criminal Evidence is a detailed study of the rules of evidence in New York State and the Federal system. The process of admitting evidence into court is emphasized. Types of evidence, such as circumstantial and direct, are also discussed. Constitutional rights concerning search and seizure, self-incrimination and due process are studied. Prerequisite: None. 3 cr. 3 Lec.

CRJ 115 CRIMINAL LAW
This course is a comprehensive study of criminal law, including definitions, culpability, defenses, sentencing, and classifications of specific offenses. Emphasis will be placed on New York State Penal Law statutes. The course will also include a study of the sources of criminal law as well as the basic elements of crime. Prerequisite: None. 3 cr. 3 Lec.

CRJ 116 PRINCIPLES OF CIVIL LAW
This course is an introduction to legal reasoning and non-criminal legal process. The primary material is judicial opinions. The course provides an introduction to the nature and operation of civil (non-criminal) law with emphasis on types of legal actions, basic legal principles, and legal reasoning. Prerequisite: None. 3 cr. 3 Lec.

CRJ 137 FIRE INVESTIGATION
This course is an intensive survey of the cause and origin of various types of fires. Accidental, electrical and intentional fires will be studied. The course is designed to give comprehensive exposure to most of the investigative procedures that are applicable in today’s fire scene environment. 3 cr. 3 Lec.

CRJ 139 RESPONSE TO TERRORIST ACTS
This course is a survey of the responses of the criminal justice system and emergency management systems to terrorist acts. The focus of this course will be critical incident management and response to mass casualties from law enforcement and emergency responder perspectives. Defining and analyzing a terrorist act as a crime scene will also be discussed. Federal, state, and local agency capabilities and responsibilities will be compared. Preventive tactics used by law enforcement agencies and the military are emphasized. Prerequisite: None. 3 cr. 3 Lec.

CRJ 141 ORGANIZED CRIME
This course is a survey of organized crime in America from its origins in rural and frontier America to its contemporary urban character. The succession of ethnic groups involved in organized crime in America will be studied with emphasis on the relationships among organized crime groups and to the criminal justice system. Specialized statutes enacted in response to organized crime, such as RICO, will also be studied. Prerequisite: None. 3 cr. 3 Lec.

CRJ 200 CONSTITUTIONAL ISSUES IN CRIMINAL JUSTICE
This course is a general study of the structure and content of the United States Constitution as it applies to the field of criminal justice. The course will focus on the first, fourth, fifth, sixth, eighth, and fourteenth amendments. United States Supreme Court cases such as Miranda v. Arizona, Mapp v. Ohio, Weeks v. U.S., Terry v. Ohio, and Escobedo v. Illinois will be studied in depth. Prerequisites: CRJ 101 and CRJ 102. 3 cr. 3 Lec.

CRJ 205 FORENSIC INVESTIGATION
This course studies the principles, methods, techniques, and procedures of criminal investigation. The course includes current investigative procedures used in the handling of crime scenes and the collection and preservation of evidence. Emphasis is also placed on report writing and court testimony. Prerequisite: CRJ 102 or CRJ 110. 3 cr. 3 Lec.

CRJ 206 POLICE ADMINISTRATION & MGMT
This course will analyze police organization and structure. The problems of supervision, control, responsibility, and liability will be discussed. The historical development of the professional police organization will be studied. Proactive policing methods such as community policing and problem oriented policing will
be analyzed from an administrative perspective. Management skills and styles will be analyzed. Operational considerations such as budget, allocating personnel demands for service, and personnel training and development will be emphasized. Prerequisite: None. 3 cr. 3 Lec.

CRJ 207 COMMUNITY CORRECTIONS
A course designed to provide a working familiarity with major community correctional systems. The pre-sentence investigation and report, sentencing; probation and parole supervision will be studied as well as related areas such as youthful offenders, deferred prosecution, pre-trial release, and others. Prerequisite: None. 3 cr. 3 Lec.

CRJ 208 ISSUES IN PUBLIC SAFETY
This course is designed for in-depth study of selected topics of current concern to criminal justice, corrections, firefighting, paramedic, and other public safety professionals. Topics are selected from current issues and problems confronting the criminal justice system. Diverging viewpoints are explored for each topic. Prerequisite: None. 3 cr. 3 Lec.

CRJ 209 COMMUNITY POLICING
This course is an examination of complex relationships between the police and the community. The concepts of community partnerships, community policing, and problem oriented policing will be discussed. The impact of the programs on community life and law enforcement is emphasized, including the differences and similarities between community oriented policing and traditional policing methods. Prerequisite: CRJ 101. 3 cr. 3 Lec.

CRJ 211 PRACTICUM IN CRIMINAL JUSTICE
This course is designed to provide students with first hand experience in the Criminal Justice system. Each student will be required to spend a minimum of 90 hours with a criminal justice agency, observing and participating in various functions of the agency. Prerequisite: 30 credit hours including CRJ 101 and permission of instructor. 3 cr. 1 Lec. 6 Lab.

CRJ 212 INTRODUCTION TO SECURITY
This course explores the various fields of security. The historical and contemporary role of security in American society will be studied in order to understand the function of security within the criminal justice system. Administration and personnel in the field of security will be analyzed. The concepts specific to industrial, retail, finance, aviation, healthcare and educational security will be studied. The role of law enforcement in the field of security will also be discussed. Completion of this course will provide the student certification required by New York State as a Security Officer. Prerequisite: None. 3 cr. 3 Lec.

CRJ 213 INSTITUTIONAL CORRECTIONS
A study of the correctional settings in correctional facilities (Institutional Corrections) with emphasis on the historical, economic, social, and psychological aspects and the impact on prisoners and the public. A study of parole services in New York State, both institutional and field services. Prerequisite: None. 3 cr. 3 Lec.

CRJ 225 FORENSIC INVESTIGATION 2
This course studies the principles, methods, techniques and procedures of criminal investigation. This course focuses on aspects of serious crime investigations, fingerprints, surveillance, computer crime, ritualistic crime, and crimes against property. Prerequisite: CRJ 102 or CRJ 110 3 cr. 3 Lec.

CRJ 230 GENDER, CRIME & CRIMINAL JUSTICE SYSTEM
This course examines the relationship of gender to crime and the criminal justice system. Special emphasis is placed on the changing roles of women as offenders, victims, and professionals working within the criminal justice system. Prerequisite: None. 1 cr. 1 Lec.

CRJ 231 SEX CRIMES
A survey of sex crimes including investigation of rape cases, sex crimes against children, and the terminology used to identify forms of sexual behavior. Prerequisite: 30 credit hours. 1 cr. 1 Lec.

CRJ 232 INTERVIEWS AND INTERROGATION
A survey of interviews and interrogation, with emphasis on the scientific and psychological methodology in obtaining information from victims, witnesses and suspects, and physiological indications of lying. Prerequisite: None. 1 cr. 1 Lec.

CRJ 235 NARCOTICS INVESTIGATION
A general survey of the drugs which are part of the illegal drug trade in the United States; this course also studies the techniques used by investigative personnel to halt the production, importation and distribution of these drugs at both the local and national level. Prerequisite: None. 1 cr. 1 Lec.

CRJ 236 BURGLARY INVESTIGATION
Burglary investigation is a general survey of the crime of burglary and the investigative techniques aiding prevention and successful prosecution of those involved in the crime. Prerequisite: None. 1 cr. 1 Lec.

CRJ 238 AMERICAN TRIALS
This course is an examination of several criminal trials that have had significant effects on the American criminal justice system. The historical and legal significance of trials such as Sacco-Vanzetti, Gideon v. Wainwright, Miranda v. Arizona, Chester Gillette, Caryl Chessman, and O.J. Simpson will be studied in order to understand the court’s role in the criminal justice system. The rules of procedure and evidence will be analyzed in order to determine the importance of trial in the criminal justice system. Prerequisite: CRJ 102 or CRJ 110. 1 cr. 1 Lec.

CRJ 239 COUNTER TERRORISM
This course is a survey of the responses of the criminal justice system in the United States in regards to terrorist acts. The focus of this course will be critical incident management and response to mass casualties from law enforcement and emergency responder perspectives. Procedures for analyzing a terrorist act as a crime scene will also be discussed. Federal, state and local agency capabilities and responsibilities will be compared. Preventive tactics used by law enforcement agencies and the military are emphasized. Prerequisite: None. 1 cr. 1 Lec.

CULINARY ARTS

CUL 102 CULINARY THEORY & PRACTICE
This course is designed to provide a foundation for development of culinary theory and practical skills needed by both culinary arts students and hotel/restaurant management students. Topics covered include the historical development of the culinary arts, applied sanitation and safety techniques, basic skill development, product identification, and proper cooking methods for various types of foods. Students will be introduced to and will prepare mother and minor sauces, stocks, and soups. Prerequisite: None. 3 cr. 2 Lec. 3 Lab.
CUL 120 NUTRITION
This course will provide students with the nutritional knowledge required to do menu development and recipe modification to meet the needs of an increasingly health conscious public. Students will develop a practical systems approach in delivering nutritional alternatives to foodservice customers. Prerequisite: None. 3 cr. 3 Lec.

CUL 130 SANITATION & SAFETY
This course examines the proper sanitation and safety methods in the food service industry. Emphasis on problems, procedures, techniques, and practices in sanitation and safety. This course includes the exam for a sanitation certificate from the National Restaurant Association. Prerequisite: None. 3 cr. 3 Lec.

CUL 140 PRINCIPLES OF BAKING
This course is designed to provide students with an introduction to the basic ingredients used in baking and general factors in production and preservation of baking products. Topics include an introduction to bread and roll production, sweet yeast dough products, biscuits, muffins and scones, doughnuts and crullers, pies, pastries, icings, cream and whipped toppings, cakes and cake specialties and cookies. Prerequisite: None. 3 cr. 1 Lec. 4 Lab.

CUL 202 GARDE MANGER
Students will become familiar with the necessary ingredients in garde manger and charcuterie preparations. The course will present preparation techniques for appetizers, pates, terrines, galantines, timbales, sausages, mousselines, and farces, as well as condiments and accompaniments. The course will also focus on food decoration including cold food decoration for practical and culinary displays, buffet presentation and management. Prerequisite: CUL 102. 3 cr. 2 Lec. 3 Lab.

CUL 212 QUANTITY FOOD PRODUCTION
The student will be introduced to theory and actual application of food production in a professional kitchen. Preparation of complete menus for volume food production including appetizers, soups, entrees, and vegetables. Cost control procedures, quantity recipe production, menu development, kitchen organization, and sanitation are addressed. Students will work each food preparation station on a rotation basis. Prerequisite: CUL 102. 3 cr. 2 Lec. 3 Lab.

CUL 240 PRINCIPLES OF BAKING 2
This course is designed to provide students with advanced principles of baking that yield quality baked products. Emphasis is placed on the understanding of weights and measures, tool and equipment use, baking terminology, and ingredient functions. Students will learn and practice dough mixing methods, creaming and foaming methods, fermentation techniques, and sourdough applications. Students will work with a wide array of doughs and batters as they prepare hearth breads from around the world, rustic and specialty breads, Danish and puff pastries, croissants, pies, pate a' choux, muffins and quick breads. Prerequisite: CUL 140. 3 cr. 1 Lec. 4 Lab.

EARLY CHILDHOOD

ECD 100 ACADEMIC & CAREER CONNECT FORUM
This forum is designed to assist the career curricula student in managing his or her career both as a student and as a future professional. The course content will consist of three major areas intended to connect students with the college through academic and career planning. These areas include: the college environment, academic success, and program-specific career awareness. The course instructor will select appropriate topics based on students' needs which may include academic resources, problem-solving skills, and professional ethics. Prerequisite: None. 1 cr. 1 Lec.

ECD 101 INTRO EARLY CHILDHOOD DEV & EDUC
This course is an introduction to early and primary education. It provides an overview of the Early Childhood Profession and related careers. Developmentally effective approaches are explored through a variety of educational settings. Topics include child development, learning theories, educational philosophy, parent involvement and diversity. Field observations are part of the course requirements. 3 cr. 3 Lec.

ECD 102 AGENCIES AND RESOURCES
In this course, the student will explore nonprofit organizational resources that support individuals and families that are available in the community. Students will learn management skills that they may utilize to develop, maintain and evaluate organizational effectiveness. Local resources will also be explored and analyzed as a micro system for national relevance. Prerequisite Recommendation: HUS 101, ECD 101, or ENG 101. 3 cr. 3 Lec.

ECD 145 SCHOOL AGE CHILD CARE 1
This course offers the opportunity for students to explore the growth and development of school-age care (SAC). The focus is on the understanding of the history of SAC, maintaining healthy and safe environments, designing program environments, understanding the physical and cognitive development of children, and promoting children's communication skills. New York State (NYS) registration regulations, NYS SAC credential and national standards for SAC will be explored. An appreciation of diversity issues when working with children and families will be emphasized throughout the course. This course requires 30 fieldwork hours in a SAC program. 4 cr. 3 Lec. 2 Lab.

ECD 181 CHILD HEALTH AND SAFETY
This course will examine how to promote wellness, nutrition and safety for the young child. Regulatory, licensing and the National Association for the Education of Young Children's (NAEYC's) Accreditation standards will be examined for their various roles governing the well being of the whole child. Students will study child abuse and neglect indicators and reporting techniques for mandated reporters. An understanding of how the laws and processes for obtaining evaluation and treatment for young children with special needs will be examined. Students will learn about effective techniques and community resources when working with and supporting young children and their families. Prerequisite: None. 3 cr. 3 Lec.

ECD 190 OBSERVATN/ASSMT YOUNG CHILD DEV
This course provides students with skills and methods of observing young children. Through formal and informal observations, students will develop an understanding of children's development. Applications for assessment of children's development as a tool for individual planning, working with families and program development will be explored. The lab portion of this class will require substantial outside preparation. The lab experience will be with preschool aged children. 3 cr. 2 Lec. 2 Lab.

ECD 200 INFANT & TODDLER DEVELOPMENT
This course examines various domains of infant and toddler development which will be presented and discussed in terms of its universality for all children, its uniqueness for each individual, and the impact of the cultural context in which it is taking place. The importance of non-judgmental observation will be emphasized through activities that will promote each student's ability to make detailed and pertinent observations. In addition, the caregiver skills necessary for a quality infant or toddler program will be presented and discussed. This
course provides a total of 30 hours of lecture, 45 hours of practicum experience in a supervised setting, and 45 hours of independent field work. (This is Course I of the New York State Infant - Toddler Care Certificate of Completion Program.) Prerequisite: None. 4 cr. 2 Lec. 6 Lab.

**ECD 201 LESSON PLANNING- PRESCHOOL**
This course will examine methods, materials, environments and resources used in developmentally appropriate planning for the preschooler through early primary grades. Curriculum and environment planning include, creative arts, literacy, math and science. The student will take into consideration the "whole child" when planning activities for the different areas of the classroom. Prerequisite: ECD 101 with a grade of C or better. 3 cr. 3 Lec.

**ECD 202 LESSON PLANNING DES TECH/RES 2**
This course will enable the student to design an early childhood environment for infants and toddlers following Developmentally Appropriate Practice (DAP). The student will plan materials and activities for infant and toddler classrooms taking into consideration the "whole child" in the areas of social, emotional, cognitive and physical development. The course will emphasize how to effectively work with the young child’s family. Prerequisite: ECD 101 with a grade of C or better. 3 cr. 3 Lec.

**ECD 204 FAMILY COMMUNICATION AND PROFESSIONAL COLLABORATION**
This course examines the role of the early childhood teacher/caregiver as a professional. It emphasizes the essential components of professionalism and the ethical conduct of teaching and care giving. Students will deepen their understanding and acceptance of differences in cultures, beliefs and family structures. The course will focus on communication skills to facilitate positive relationships with children, families, co-workers and the community. This course provides a total of 30 hours of lecture, 45 hours of practicum experience in a supervised setting, and 45 hours of independent fieldwork. (This is course III of the New York State Infant-Toddler Care Certificate of Completion Program.) Prerequisite: ECD 101 or Courses I & II of the New York State Infant - Toddler Care Certificate of Completion Program or fieldwork experience. 4 cr. 2 Lec. 6 Lab.

**ECD 210 WORKING WITH EXCEPTIONAL YOUNG CHILDREN**
This course explores an inclusive approach to education that combines typical children and children with special needs in early childhood education. The identification and development of the Individual Family Service Plan (IFSP) and Individual Education Plan (IEP) for exceptional young children and their families will be defined. Learning to arrange and plan the inclusive learning environment that enhances the potential of all children will be explored and developed. Prerequisite: ECD 101 or permission of instructor. 3 cr. 3 Lec.

**ECD 240 FIELD WORK IN EARLY CHILDHOOD EDUCATION**
This course is designed to give students experience implementing Developmentally Appropriate Practice (DAP) in an early childhood education classroom (preschool through early primary). Under the supervision of an experienced early childhood teacher, each student will develop basic interaction, guidance, observation and assessment techniques. Lesson plans will be developed and implemented at the field placement site. The student will spend a minimum of 105 hours at the fieldwork site. Prerequisite: Completion or concurrent enrollment in ECD 201. 3 cr. 1 Lec. 7 Lab.

**ECD 241 INSIGHTS/INTERVENTIONS-EXPRESSIVE THERAPIES**
This course will explore various theories and applied strategies for therapeutic play and art therapy. Students will have the opportunity to experience selected techniques for working with children, youth, and adults. Additional topics will include other expressive therapies, professional associations, and personal use. This course assumes some previous background in psychological theory and the helping professions. Prerequisite: None. 1 cr. 1 lec.

**ECD 242 EMERGING LITERACY**
This course examines children’s (0 to 8 years) emerging literacy. It will assist students in developing a balanced early childhood language arts curriculum. The course will provide hands-on opportunities for creating a language-rich environment and designing program activities. 1 cr. 1 lec.

**ECD 243 INSIGHTS/INTERVENTIONS - FAMILY SYSTEMS**
This course will introduce family systems theory. The historical framework, central concepts in family systems theory, and the implications of systems thinking for case management will be covered. The basic assumptions, language and application of family systems theory will be explored. This course assumes some previous background in psychological theory and the helping professions. Prerequisite: None. 1 cr. 1 Lec.

**ECD 244 INSIGHTS/INTERVENTIONS - CHILD ABUSE**
This course will provide students with the information concerning the responsibilities and procedures for identifying and reporting child abuse and maltreatment. Successful completion of this course will meet the New York State requirement for mandated reporters of child abuse and neglect. Attendance at all classes is mandatory in order to receive the New York State certificate for mandated reporter. This course will also introduce students to the historical perspective, family dynamics, and legal and social interventions of child abuse, maltreatment and neglect. This course assumes some previous background in psychological theory and the helping and/or teaching and medical professions. Prerequisite: None. 1 cr. 1 Lec.

**ECD 280 FIELD WORK IN EARLY CHILDHOOD DEVELOPMENT 2**
This course is designed to give the student experience in implementing Developmentally Appropriate Practice (DAP) in an early childhood setting for infants or toddlers. The skills include developing observation and assessment techniques needed for both the individual child and the whole group of children. Curriculum plans will be developed and implemented at the field placement site. The student will spend a minimum of 90 hours in an early childhood setting developing these skills. Prerequisite: Current enrollment in or completion of ECD 202. 3 cr. 1 Lec. 6 Lab.

**ECONOMICS**

**ECD 100 ELEMENTS OF ECONOMICS**
This one-semester course is designed to provide an understanding of the American economy as a whole and of alternative solutions to present-day economic problems therein. Study in this course will be directed to the development of economic institutions, and to economic theory, history, and economic principles as basic tools of analysis and understanding. Elements of Economics covers macro and micro topics in a survey manner. Prerequisite: Equivalent of MTH 095, MTH 129 or higher. 3 cr. 3 Lec.
ECO 101 MACRO-ECONOMICS
Macroeconomics is a study of economic analysis as applied to problems of economic growth, business fluctuations, unemployment and inflation. Monetary and fiscal policies are evaluated as techniques used to achieve the economic goals of society. This course fulfills the following SUNY General Education learning outcomes: Social Sciences. Prerequisite: Equivalent of MTH 125, MTH 155 or higher. 3 cr. 3 Lec.

ECO 102 MICRO-ECONOMICS
Microeconomics is a study of the problem of scarcity and how individuals and institutions make choices between competing uses of scarce resources. The course addresses the operation of the price system under conditions of perfect and imperfect competition and analyzes the nature of a market economy and the way it allocates resources and distributes income. This course fulfills the following SUNY General Education learning outcome: Social Sciences. Prerequisite: Equivalent of MTH 125, MTH 155 or higher. 3 cr. 3 Lec.

EDUCATION
EDU 210 PRINCIPLES OF EDUCATION
This course is designed as a comprehensive introduction to the historical, sociological, and philosophical foundations of education. The course will require students to examine the social purposes of education in historical and contemporary contexts; engage students in the study of education through the academic disciplines of sociology, history and philosophy; examine the significance of social differences for education; develop and express a personal philosophy of education; and explore best practices in all aspects of teaching. 3 cr. 3 Lec.

EDU 211 PRACTICUM IN EDUCATION
This course is designed to provide a pre-student teaching field experience in a school classroom environment. Each enrolled student will spend a minimum of 30 hours working in a classroom, with substantial outside preparation and reflection expected. Each student will observe, work with individuals and small groups within the classroom and facilitate at least one large group session. Students will reflect upon their learning both orally and in writing. Note: This course is intended for students pursuing a degree in childhood education. Prerequisite: Completion of EDU 210 with a grade of C or better. 2 cr. 1 Lec. 2 lab.

EMERGENCY MEDICAL SERVICES
EMS 100 CERTIFIED FIRST RESPONDER
This course offers basic essentials designed for professional rescuers who are first to arrive at an emergency medical scene. The job of the Certified First Responder (CFR) is to provide care for life-threatening illness or injury and, if possible, prevent the patient's condition from worsening until a higher-level care provider arrives at the scene. Successful completion and compliance with New York State Department of Health Guidelines will lead to eligibility to sit for the New York State written and practical EMT-Basic certification examinations. 6 cr. 5 Lec. 2.5 Lab.

EMS 130 EMT FIELD CLINICAL
This course prepares the student with limited basic life support experience for the paramedic program. Topics will include orientation to the ambulance, EMS systems, patient assessment, patient movement, transportation, direct verbal communications, radio communications, and documentation of clinical findings. The course is graded on a pass(P)/fail(E) basis. Prerequisites: EMS 121 or NYS EMT-Basic Certification or equivalent; and permission of the instructor. Pre- or Co-requisite: Current infection control, hazardous materials and incident command system training, conforming to the requirements of the Paramedic Program Handbook. 1 cr. 3 Clinical.

EMS 150 EMERGENCY MED TECH-INTERMEDIATE
This course is part of a series of courses, which prepare the student to provide advanced medical care to ill or injured individuals. The topics include roles and responsibilities, medical and legal concerns, ethics, introduction to pharmacology principles, techniques of venous access, cardio-pulmonary resuscitation skills, basic and advanced airway maneuvers including endotracheal intubation, oxygen administration, airway anatomy, history taking, techniques of physical exam, patient assessment techniques, communication skills, medical documentation, the concept of rapid trauma assessment and the need to identify and treat life-threatening injuries quickly. The topics include load and go situations, kinetics, mechanism of injury, patient immobilization, and how trauma affects patients in different age groups. Prerequisites: EMS 121 or NYS EMT-Basic Certification or equivalent, and acceptance into paramedic program. Pre- or Co-requisite: Current infection control, hazardous materials and incident command system training, conforming to the requirements of the Paramedic Program Handbook. 7 cr. 4 Lec. 3 Lab. 6 Clinical.

EMS 155 EMT-INTERMED FLD SUMMATIVE EVAL
This course provides an opportunity for the EMS student to manage patients in the prehospital setting. Students will demonstrate competency at the level of an EMT Intermediate in patient assessment, intravenous catheterization, communication techniques, trauma injury treatment plan formulation and implementation, as well as team leadership. The course is graded on a pass(P)/fail(E) basis. Successful completion of this course and EMS 150 is required to gain New York State EMT-Intermediate certification exam eligibility, providing all other certification requirements are met. Prerequisites: EMS 121 or equivalent and NYS EMT-Basic Certification or equivalent, and acceptance into paramedic program. Pre- or Co-requisite: Current infection control, hazardous materials and incident command system training, conforming to the requirements of the Paramedic Program Handbook. Co-requisite: EMS 150. .5 cr. 1.5 Clinical.

EMS 170 EMT CRITICAL CARE
This course prepares the student to provide advanced medical care to ill or injured individuals. The topics include roles and responsibilities, medical and legal concerns, ethics, introduction to pharmacology principles, basic and advanced airway patient assessment, electrocardiograph monitoring, as well as management of patients with traumatic, cardiac, respiratory, neurological, anaphylaxis, toxicological, or obstetric emergencies. This course, along with EMS 150 and EMS 175, prepares and qualifies the student to sit for the New York State EMT-Critical Care or National Registry EMT-Intermediate (99) certification examinations, providing
all other certification requirements are met. Prerequisites: EMS 150 or equivalent and NYS EMT-Basic Certification or equivalent. Pre- or Co-requisite: Current infection control, hazardous materials and incident command system training, conforming to the requirements of the Paramedic Program Handbook. 6 lec. 2 lab 5.5 clinical.

EMS 175 EMT-CRITICAL CARE FLD SUMMATIVE EVAL
This course provides an opportunity for the EMS student to manage patients in the prehospital setting. Students will demonstrate competency at the level of an EMT- Critical Care in-patient assessment, intravenous catheterization, medication administration, airway management, as well as formulation and implementation of care plan to address patients with traumatic, cardiac, respiratory, neurological, anaphylaxis, toxicological, or obstetric emergencies. The student will also demonstrate team leadership and emergency scene management. The course is graded on a pass(P)/fail(E) basis. Successful completion of EMS 150, EMS 170, and this course, EMS 175, is required to gain New York State EMT-Critical Care certification exam eligibility, providing all other certification requirements are met. Prerequisites: EMS 150 or equivalent and NYS EMT-Basic Certification or equivalent. Pre- or Co-requisite: Current infection control, hazardous materials and incident command system training, conforming to the requirements of the Paramedic Program Handbook.
Co-requisite: EMS 170. .5 cr. 1.5 Clinical.

EMS 190A EMERG MED TECH-BASIC REFRESHER
This course is designed for practicing Emergency Medical Technicians (EMT-Bs) to renew and update information related to their practice. The course will focus on medical and trauma management techniques that have changed or been updated. Prerequisites: EMT-Basic Certification or equivalent, or permission of instructor. This course may be repeated four times for credit. 2 cr. 1.5 Lec. 1.0 Lab.

EMS 190B EMERG MED TECH-BASIC REFRESHER
This course is designed for practicing Emergency Medical Technicians (EMT-Bs) to renew and update information related to their practice. The course will focus on medical and trauma management techniques that have changed or been updated. Prerequisites: EMT-Basic Certification or equivalent, or permission of instructor. This course may be repeated four times for credit. 2 cr. 1.5 Lec. 1.0 Lab.

EMS 190C EMERG MED TECH-BASIC REFRESHER
This course is designed for practicing Emergency Medical Technicians (EMT-Bs) to renew and update information related to their practice. The course will focus on medical and trauma management techniques that have changed or been updated. Prerequisites: EMT-Basic Certification or equivalent, or permission of instructor. This course may be repeated four times for credit. 2 cr. 1.5 Lec. 1.0 Lab.

EMS 190D EMERG MED TECH-BASIC REFRESHER
This course is designed for practicing Emergency Medical Technicians (EMT-Bs) to renew and update information related to their practice. The course will focus on medical and trauma management techniques that have changed or been updated. Prerequisites: EMT-Basic Certification or equivalent, or permission of instructor. This course may be repeated four times for credit. 2 cr. 1.5 Lec. 1.0 Lab.

EMS 190E EMERG MED TECH-BASIC REFRESHER
This course is designed for practicing Emergency Medical Technicians (EMT-Bs) to renew and update information related to their practice. The course will focus on medical and trauma management techniques that have changed or been updated. Prerequisites: EMT-Basic Certification or equivalent, or permission of instructor. This course may be repeated four times for credit. 2 cr. 1.5 Lec. 1.0 Lab.

EMS 250 PARAMEDIC I
This course prepares the student to provide advanced medical care to ill or injured individuals. The topics include well being of the paramedic, illness and injury prevention, life span development, pathophysiology, surgical airway procedures, trauma systems, mechanism of injury, hemorrhage, shock, burns, thoracic trauma, managing the multi-trauma patient, cardiac anatomy, circulatory system, heart sounds, ECG wave forms, ECG axis, identifying acute ECG changes, pathophysiology of the patient experiencing an acute myocardial infarction (AMI) and treatment modalities for the AMI patient. This course, along with EMS 150, 170, 270, and 275, prepares and qualifies the student to sit for the New York State and National Registry Paramedic certification examination, providing all other certification requirements are met. Prerequisites: EMS 170 or equivalent and NYS EMT-Basic Certification or equivalent. Pre or Co-requisite: Current infection control, hazardous materials and incident command system training, conforming to the requirements of the Paramedic program Handbook. 11 cr. 6.5 Lec. 1.5 Lab 12 Clinical.

EMS 270 PARAMEDIC 2
This prepares the student to provide advanced medical care to ill or injured individuals. The topics include neurology, gastroenterology, toxicology, geriatrics, patients with special challenges, incident command, rescue operations, ambulance operations, crime scene awareness, hazardous materials incidents, dysrhythmia review, AV blocks, acute coronary syndromes, acute ischemic stroke, cardiac arrest management, emergency pharmacology for pediatric patients, interosseous infusion, pediatric intubation, and pediatric resuscitation. This course, along with EMS 150, 170, 250 and 275 prepares and qualifies the student to sit for the New York State and National Registry Paramedic certification examination, providing all other certification requirements are met. Prerequisites: EMS 250 or equivalent and NYS EMT-Basic Certification or equivalent. Pre- or Co-requisite: Current infection control, hazardous materials and incident command system training, conforming to the requirements of the Paramedic Program Handbook. 8.5 cr. 6 Lec. 1 Lab. 6.5 Clinical.

EMS 275 PARAMEDIC FLD SUMMATIVE EVAL 2
This course provides an opportunity for the EMS student to manage patients in the prehospital setting. Students will demonstrate competency at the level of paramedic in patient assessment, intravenous catheterization, medication administration, advanced airway management, as well as formulation and implementation of care plan to address patients with traumatic, cardiac, respiratory, neurological, anaphylaxis, toxicological, neonatal, geriatric, obstetric emergencies. The student will also demonstrate team leadership and emergency scene management. The course is graded pass(P)/fail(E) basis. Successful completion of EMS 150, EMS 170, EMS 250, EMS 270 and this course, EMS 275, are required to gain New York State EMT Critical Care certification exam eligibility, providing all other certification requirements are met. Prerequisite: EMS 250 and current EMT-Basic certification or equivalent. Pre- or Co-requisite: Current infection control, hazardous materials and incident command system training, conforming to the requirements of the Paramedic Program Handbook. Co-requisite: EMS 270.

EMS 285A CLINICAL PRACTICE/ADVANCED EMT/ PARAMEDIC STUDENTS
This course provides the advanced EMT or paramedic student with additional opportunities to apply knowledge and skill obtained during the classroom and lab sessions in EMS courses. This course is conducted at a local medical facility in a session supervised by SUNY-JCC faculty or approved.
EMS 285B  CLINICAL PRACTICE/ADVANCED EMT/ PARAMEDIC STUDENT
This course provides the advanced EMT or paramedic student with additional opportunities to apply knowledge and skill obtained during the classroom and lab sessions in EMS courses. The clinical is conducted at a local medical facility in a session supervised by SUNY-JCC faculty or approved preceptors. Clinical rotations can include an emergency department, critical care setting, pediatrics, operating room, nursing home, doctors office, and pre-hospital locations, such as ambulance services. Each clinical experience is tailored to suit each student's clinical and academic needs. (Offered on demand.) Prerequisite: EMS 150, or equivalent as determined by instructor. 0.5 cr. 1.5 Clinical.

EMS 285C  CLINICAL PRACTICE/ADVANCED EMT/ PARAMEDIC STUDENT
This course provides the advanced EMT or paramedic student with additional opportunities to apply knowledge and skill obtained during the classroom and lab sessions in EMS courses. The clinical is conducted at a local medical facility in a session supervised by SUNY-JCC faculty or approved preceptors. Clinical rotations can include an emergency department, critical care setting, pediatrics, operating room, nursing home, doctors office, and pre-hospital locations, such as ambulance services. Each clinical experience is tailored to suit each student's clinical and academic needs. (Offered on demand.) Prerequisite: EMS 150, or equivalent as determined by instructor. 0.5 cr. 1.5 Clinical.

EMS 286A  CLINICAL PRACTICE/ADVANCED EMT/ PARAMEDIC STUDENT
This course provides the advanced EMT or paramedic student with additional opportunities to apply knowledge and skill obtained during the classroom and lab sessions in EMS courses. The clinical is conducted at a local medical facility in a session supervised by SUNY-JCC faculty or approved preceptors. Clinical rotations can include an emergency department, critical care setting, pediatrics, operating room, nursing home, doctors office, and pre-hospital locations, such as ambulance services. Each clinical experience is tailored to suit each student's clinical and academic needs. (Offered on demand.) Prerequisite: EMS 150, or equivalent as determined by instructor. 1 cr. 3 Clinical.

EMS 286B  CLINICAL PRACTICE/ADVANCED EMT/ PARAMEDIC STUDENT
This course provides the advanced EMT or paramedic student with additional opportunities to apply knowledge and skill obtained during the classroom and lab sessions in EMS courses. The clinical is conducted at a local medical facility in a session supervised by SUNY-JCC faculty or approved preceptors. Clinical rotations can include an emergency department, critical care setting pediatrics, operating room, nursing home, doctors office, and pre-hospital locations, such as ambulance services. Each clinical experience is tailored to suit each student's clinical and academic needs. (Offered on demand.) Prerequisite: EMS 150, or equivalent as determined by instructor. 1 cr. 3 Clinical.

EMS 286C  CLINICAL PRACTICE/ADVANCED EMT/ PARAMEDIC STUDENT
This course provides the advanced EMT or paramedic student with additional opportunities to apply knowledge and skill obtained during the classroom and lab sessions in EMS courses. The clinical is conducted at a local medical facility in a session supervised by SUNY-JCC faculty or approved preceptors. Clinical rotations can include an emergency department, critical care setting, pediatrics, operating room, nursing home, doctors office, and pre-hospital locations, such as ambulance services. Each clinical experience is tailored to suit each student's clinical and academic needs. (Offered on demand.) Prerequisite: EMS 150, or equivalent as determined by instructor. 1 cr. 3 Clinical.

ENGLISH

ENG 099  BASIC ENGLISH
ENG 099 provides students with a foundation for succeeding in English 100. It is required of students whose writing skills are identified as pre-college by the CPTs Sentence Skills Test. Students complete a variety of reading and writing assignments designed to improve their command of grammar, sentence structure, and paragraph and essay development. Prerequisite: None. 0 Cr. (3 Cr. imputed.) 3 Lec.

ENG 100  COLLEGE COMPOSITION
ENG 100 provides an introduction to academic writing, research, and MLA documentation. This course is designed to strengthen student skills in college-level writing and research, develop documentation skills in MLA style, and prepare students for English 101: Research and Composition. In ENG 100, students complete diverse, predominantly non-fiction reading and writing assignments designed to improve their ability to develop 5-10 thesis-driven essays directed to an academic audience. Outside sources must be incorporated and documented in a majority of the formal essays. Prerequisite: Placement (by CPT or waiver) in ENG 100 or passed ENG 099. 3 cr. 3 Lec.

ENG 101  RESEARCH AND COMPOSITION
This course is intended for students who demonstrate skill in the process of developing essays. ENG 101 students will employ strategies and techniques for successful academic essay and research writing. Students will use a variety of research methods and document sources using MLA style. Students complete diverse, predominantly non-fiction reading and writing assignments designed to enhance their ability to write 4-5 complex essays for varied purposes, directed to academic audiences. Writing a research paper that defends an arguable assertion is required for students to complete the course. This course fulfills the following SUNY General Education learning outcome: Basic Communication. Prerequisite: Placed in ENG 101 by CPT or by Department Chair or passed ENG 100. 3 cr. 3 Lec.

ENG 102  COMPOSITION & LITERATURE
ENG 102 provides students with strategies and techniques for successfully reading and writing about fiction, poetry, and drama. The course is designed for students who have already demonstrated college-level skill in essay writing. Students complete a variety of reading and writing assignments designed to develop their analytical ability to read literary pieces from all genres and to enhance their ability to write literature-based essays for an academic audience. This course fulfills the following SUNY General Education learning outcome: Humanities. Prerequisite: ENG 101. 3 cr. 3 Lec.
ENG 151 POETRY
This course provides opportunities for students to read, analyze, interpret and evaluate poetry. In the process, they experience how poetry communicates via word choice, figurative language, imagery, sound devices, structures, and other poetic devices. Students also explore several forms of poetry by reading and analyzing specific examples of each. They discuss the role poetry plays in contemporary culture and examine its impact on the individual and on society as a whole. In addition to studying the content and forms of poetry, students improve critical and creative thinking skills by writing literary analyses and by creating poetry of their own. This course fulfills the following SUNY General Education learning outcome: Humanities. Prerequisite: ENG 101. 3 cr. 3 Lec.

ENG 171 SHORT STORY
This course focuses on the short story as a specialized literary form. Students will enhance their abilities to understand the nature of fiction, with special emphasis on elements of the short story, such as plot, setting, character, symbolism, narration, style, and tone. Students will analyze themes which deal with the human condition both globally and locally, as well as analyze individual and collective cultural perspectives. Orally and in writing, students will apply literary analysis to make informed judgments of texts. This course fulfills the following SUNY General Education learning outcome: Humanities. Prerequisite: ENG 101. 3 cr. 3 Lec.

ENG 185 THE NOVEL
This course focuses on the novel as a specialized literary form. ENG 185 students will enhance their abilities to understand the nature of fiction with special emphasis on elements of the novel such as plot, setting, character, symbolism, narration, style, and tone. Students will analyze themes which deal with the human condition both globally and locally, as well as analyze individual and collective cultural perspectives. Orally and in writing, students will apply literary analysis to make informed judgments of texts. This course fulfills the following SUNY General Education learning outcome: Humanities. Prerequisite: ENG 101. 3 cr. 3 Lec.

ENG 191 NORTH COUNTRY WRITERS
Affords the student an opportunity to personally encounter the regional literature of Northern New York State. The course entails a study of indigenous writers whose work may be local in setting and subject or more universal in scope. Its focus, however, is primarily toward autobiographies, biographies, historical sketches, novels, personal narratives, poetry, and scientific writings that reflect the unique quality of setting and the life within a setting encompassing Jefferson, Lewis, and St. Lawrence counties. Though it is a course in regional literature, the interrelationship between the local area and the surrounding world, the world view of authors and persons in their works, as well as philosophical perspectives are important aspects. Prerequisite: ENG 101.

ENG 201 SURVEY OF BRITISH LITERATURE
This is an English elective designed for transfer students. It surveys British Literature from its roots, continuing until 1785. A variety of literary genres are studied for their intrinsic value, for their characteristics of their time, and for their influence on later periods. Important works of major authors are emphasized as well as the development of key literary genres such as the ballad, the epic, the sonnet, the lyric and drama. Prerequisite: ENG 102. 3 cr. 3 Lec.

ENG 202 SURVEY OF BRITISH LITERATURE 2
This is an English elective designed for transfer students. It surveys British Literature from 1800 to the present. A variety of literary genres are studied for their intrinsic value, for the characteristics of their time, and for their influence on later periods. Important works of major authors are emphasized as well as the development of key literary genres such as drama, essay, novel, short story and poetry. Prerequisite: ENG 102. 3 cr. 3 Lec.

ENG 203 AMERICAN LITERATURE 1
ENG 203 is a literature elective which provides a survey of American literature from the pre-Colonial period to 1865. Reading selections will reflect the major literary movements of a succession of historical periods, revealing the increasing diversity of American literary voices. Students will become familiar with significant economic, political, and social influences on texts and will engage in oral and written literary analysis, interpreting a variety of representative texts. This course fulfills the following SUNY General Education learning outcome: Humanities. Prerequisite: ENG 102. 3 cr. 3 Lec.

ENG 204 AMERICAN LITERATURE 2
ENG 204 is a literature elective which provides a survey of American literature since approximately 1865. Reading selections will reflect the major literary movements of a succession of historical periods, revealing the increasing diversity of American literary voices. Students will become familiar with significant economic, political, and social influences on texts and will engage in oral and written literary analysis, interpreting a variety of representative texts. This course fulfills the following SUNY General Education learning outcome: Humanities. Prerequisite: ENG 102. 3 cr. 3 Lec.

ENG 209 MYTHOLOGY
ENG 209 is a literature elective which provides a cross-cultural survey of the world’s myths. ENG 209 familiarizes the student with specific myths and cosmologies, and also includes literary analysis of myth, investigation of the meaning of myth, the purposes and functions of myth, how myth originates and evolves, and ways of interpreting myth. Students are encouraged to make connections between myth and current, geographically specific notions and expressions of reality. This course fulfills the following SUNY General Education learning outcome: Humanities. Prerequisite: ENG 102. 3 cr. 3 Lec.

ENG 214 SURVEY OF CHILDREN’S LITERATURE
Survey of Children’s Literature is designed to acquaint students with the range and depth of literature written for children from birth through adolescence. Students study literary and critical approaches to books read by or read to children, with an emphasis upon realistic fiction, information books, fantasy fiction, poetry, and folk literature. This course fulfills the following SUNY General Education learning outcome: Humanities. Prerequisite: ENG 102. 3 cr. 3 Lec.

ENG 218 TECHNICAL WRITING
Technical Writing presents the principles of business and technical writing from the rhetorical perspective. Students write reports in the modes of narration, description, definition, analysis, and persuasion. They practice various document formats, such as memos, business letters, abstracts, resumes, and proposals. Special emphasis is given to purpose, audience analysis, organization, page design, style, and composing documents with a microcomputer. Writing a proposal is required for students to complete the course. Prerequisite: ENG 101. 3 cr. 3 Lec.
committed to the creative process and to considerable writing and rewriting. Creative writing satisfies a Liberal Arts or free elective but not a composition or literature requirement. This course fulfills the following SUNY General Education learning outcome: The Arts. Prerequisite: ENG 101. 3 cr. 3 Lec.

ENG 221 WRITING LITERARY NONFICTION
This course is designed to give students the opportunity to read and practice writing literary nonfiction. Students will read a variety of selected literary nonfiction, paying particular attention to the major elements of this genre; narration, description, techniques of organization, point of view, creation of scenes, dialogue, style, and theme. Students will also write a variety of short and longer literary nonfiction pieces themselves, using personal experience, as well as academic and hands-on research. This course is designed for individuals interested in the genre of literary nonfiction, as well as those who wish to improve their writing skills beyond ENG 101. Prerequisite: ENG 101. 3 cr. 3 Lec.

ENG 225 SHAKESPEARE'S PLAYS
ENG 225 is an introduction to Shakespeare the dramatist, through an analytical reading of selected plays. Chosen plays will reflect phases of Shakespeare's career, as well as genres such as comedy, history, and tragedy. Plays will be discussed in the context of economic, political, and social developments, which influenced Elizabethan drama. Of special interest will be Shakespeare's development as a playwright as well as his contribution to drama. Students will engage in oral and written analyses of texts. This course fulfills the following SUNY General Education learning outcome: Humanities. Prerequisite: ENG 102. 3 cr. 3 Lec.

ENG 245 SURVEY OF NATIVE AMERICAN LITERATURE
This course will cover a range of Native American writings, from oral "tribal" stories and poems in translation, to autobiographical narratives and contemporary fiction and poetry. Students will be exposed to a range of writings representing diverse Native American communities and will study both oral narratives transformed to writing and texts originally presented in written form. The course will not focus on any one Native American community in depth; yet will allow this opportunity to students through paper assignments. The course will also demonstrate how an understanding of specific cultural and historical contexts informs each selected text. This course fulfills the following SUNY General Education learning outcome: Other World Civilizations. Prerequisite: ENG 102. 3 cr. 3 Lec.

ENGINEERING SCIENCE
ENS 100 ENGINEERING ORIENTATION
This course is designed to help beginning engineering students decide on their field of engineering. The history and evolution of engineering is examined from early military requirements to today when there are many fields of engineering. This course introduces such topics as ethics and professional responsibility, written and oral communication, the engineering design process, succeeding in engineering, decision making, and makes extensive use of computer projects to teach the students how to use an integrated software package. Traditionally offered in fall semesters only. Prerequisite: Current enrollment in, or successful completion of, MTH 185 or higher. 1 cr. .5 Lec. 1.5 Lab.

ENS 101 ENGINEERING GRAPHICS
This course is designed to give the student a basic knowledge of graphical concepts and relationships including orthographic projection, dimensioning, sectioning, tolerancing, spatial analysis, and two and three-dimensional relationships. These concepts are studied via the use of a Computer Aided Design (CAD) software package. Students will create detailed two-dimensional drawings and generate accurate three-dimensional wire frame models of objects. The course includes a project where the students will design and build an object and then present it to the class. Prerequisite: None. 3 cr. 2 Lec. 2 Lab.

ENS 199A SUNY TYESA ENGINEERING DESIGN & BUILD
This course is the study of the design process, the preparation of a written report, and the preparation and delivery of an oral presentation in the context of a specific design/build project for the SUNY Two Year Engineering Science Association (TYESA) annual design and build project. This course does not qualify as an Engineering Elective in the Engineering Science A.S. program. This course is available to students of all disciplines. Prerequisite: None. 1 cr. 1 Lec.

ENS 199B SUNY TYESA ENGINEERING DESIGN & BUILD
This course is the study of the design process, the preparation of a written report, and the preparation and delivery of an oral presentation in the context of a specific design/build project for the SUNY Two Year Engineering Science Association (TYESA) annual design and build project. This course does not qualify as an Engineering Elective in the Engineering Science A.S. program. This course is available to students of all disciplines. Prerequisite: None. 1 cr. 1 Lec.

ENS 201 STATICS
This course is the study of systems at rest. Topics include concepts of forces and moments, resolution and composition of vector quantities, conditions for static equilibrium, statics of particles, statics of rigid bodies in two and three dimensions, distributed forces, centroids and center of gravity, friction, and principle of virtual work. Prerequisite: Successful completion of MTH 222 and PHY 143. 3 cr. 3 Lec.

ENS 204 DYNAMICS
This course is the study of systems in motion. Topics include Newton’s Law of Motion, dynamic equilibrium of particles and rigid bodies with applications of D’Alembert’s principle in translation and rotation, moments of inertia, work, energy, and impulse and momentum. Prerequisite: Successful completion of ENS 201 and MTH 222. 3 cr. 3 Lec.

ENS 206 MECHANICS OF MATERIALS
This course is an elementary analysis of physical properties of deformable bodies. Topics include the following: stress and strain at a point, Mohr’s Circle, torsion, axial loads, flexure, columns, beams, riveted joints, and pressurized vessels. Prerequisite: Successful completion of ENS 201. 3 cr. 3 Lec.

ENS 207 ELECTRICAL SCIENCE
This is a Calculus-based introductory course in electrical circuit analysis. Topics include methods of AC and DC circuit analysis such as the Thevenin Equivalent, Kirchhoff’s Law, Nodal and Mesh analysis, the principle of superposition and operational amplifier models. Laboratories will include the use of meters, oscilloscopes, series/parallel circuits, and operational amplifiers. Laboratory time in this course is used for laboratory assignments, recitation, lecture, and tests. The course includes a project where the students will design and build a project that will produce electricity (wind, photovoltaics, etc.), or do some system control, or signal modification, and then present it to the class. Prerequisite: Successful completion of MTH 222. 3 cr. 2 Lec. 2 Lab.
FIRE PROTECTION TECHNOLOGY

FPT 101  INTRO FIRE PROTECTION TECHNOLOGY
This course is designed as a basic survey of the entire medium of fire protection, fire prevention and fire extinguishment. The application of scientific principles to the studies of fire protection technology and development of career positions in the discipline for the individual are important goals in this course. Prerequisite: None. 3 cr. 3 Lec.

FPT 105  FIRE FIGHTING 1
This is a comprehensive course that prepares an entry-level firefighter to respond to emergencies. This course also completes the objectives of the National Fire Protection Association NFPA 1001 and NFPA 472 and trains the entry-level firefighter as an interior structural firefighter. Prerequisite: permission of department. Medical clearance to wear and use Self-Contained Breathing Apparatus and to safely perform skills in course is required. 4 cr. 3.5 Lec. 1.5 Lab.

FPT 110  FIREFIGHTING TACTICS/STRATEGIES
This course is a basic study of concepts of fire fighting strategies and tactics, including the use of fire fighting personnel power, placement of apparatus and equipment, pre-fire planning, fire ground decisions, fire fighting fundamentals and behavior, principles of extinguishment and proper role for and utilization of various techniques. 3 cr. 3 Lec.

FPT 120  INTRO TO FIRE PREVENTION & INSPECTION
This course is a study of the fire prevention system from development through inspection; within private, commercial, and public assembly buildings. This course will also describe effective methods of instructing different styles of fire prevention and how they apply to individualized types of assembly. Inspection methods and fire codes will also be discussed. 3 cr. 3 Lec.

FPT 137  FIRE INVESTIGATION
This course is an intensive survey of the cause and origin of various types of fires. Accidental, electrical and intentional fires will be studied. The course is designed to give a comprehensive exposure to most of the investigative procedures that are applicable in today’s fire scene environment. 3 cr. 3 Lec.

FPT 139  RESPONSE TO TERRORIST ACTS
This course is a survey of the responses of the criminal justice system and emergency management systems to terrorist acts. The focus of this course will be critical incident management and response to mass casualties from law enforcement and emergency responder perspectives. Defining and analyzing a terrorist act as a crime scene will also be discussed. Federal, state and local agency capabilities and responsibilities will be compared. Preventive tactics used by law enforcement agencies and the military are emphasized. 3 cr. 3 Lec.

FPT 205  FIRE FIGHTING 2
This is a comprehensive course that prepares a firefighter to respond to emergencies as a team leader. This course also completes the objectives of NFPA 1001. 3 cr. 3 Lec.

FPT 208  ISSUES IN PUBLIC SAFETY
This course is designed for in-depth study of selected topics of current concern to criminal justice, corrections, firefighting, paramedic, and other public safety professionals. Topics are selected from current issues and problems confronting public safety organizations. Diverging viewpoints are explored for each topic. 3 cr. 3 Lec.

FRENCH

FRE 111  CONVERSATIONAL FRENCH 1
This course will be adapted to satisfy the conversational French needs and interests of the particular group of students enrolled. The course, thus, can be adapted to meet the conversational need for travel, medicine, business, as well as other interests. This course fulfills the following SUNY General Education learning outcome: Foreign Language. Prerequisite: None. 3 cr. 3 Lec.

FRE 112  CONVERSATIONAL FRENCH 2
Designed to meet varying background levels, this course will be adapted to satisfy the conversational French needs and interests of the particular group of students enrolled. The course, thus, can be adapted to meet the conversational need for travel, medicine, business, as well as other interests. This course fulfills the following SUNY General Education learning outcome: Foreign Language. Prerequisite: FRE 111. 3 cr. 3 Lec.

FRE 121  ELEMENTARY FRENCH 1
This humanities course is the first half of a 2-semester sequence that constitutes an introduction to French language and cultures. The four basic skills of comprehension, speaking, reading and writing will be taught, with an emphasis on spoken communication. This course is designed for students who have no background in French. It is not open to native speakers or to students with more than two years of high school French. This course fulfills the following SUNY General Education learning outcome: Foreign Language. Prerequisite: None. 3 cr. 3 Lec.

FRE 122  ELEMENTARY FRENCH 2
This humanities course is the second half of a 2-semester sequence that constitutes an introduction to French language and cultures. At a more advanced level, the four basic skills of comprehension, speaking, reading and writing will continue to be taught, with an emphasis on spoken communication. This course is not open to native speakers or to students with more than three years of high school French. This course fulfills the following SUNY General Education learning outcome: Foreign Language. Prerequisite: FRE 121 or permission of the instructor. 3 cr. 3 Lec.

FRE 221  INTERMEDIATE FRENCH 1
This humanities elective will continue the development of the four basic language skills of understanding, speaking, reading, and writing within an emphasis on communication. This course fulfills the following SUNY General Education learning outcome: Foreign Language. Prerequisites: FRE 222, two years high school French, or permission of instructor. 3 cr. 3 Lec.

FRE 222  INTERMEDIATE FRENCH 2
This humanities elective will continue the development of the four basic language skills of understanding, speaking, reading, and writing within an emphasis on communication. This course fulfills the following SUNY General Education learning outcome: Foreign Language. Prerequisites: FRE 222, two years high school French, or permission of instructor. 3 cr. 3 Lec.

GENERAL EDUCATION

GED 111  EFFECTIVE COMMUNICATION
This course will provide information to assist leaders in improving their communication skills. Upon completion of the course, students will be able to effectively communicate with subordinates, supervisors and colleagues. Co-requisite: GED 112. 2 cr. 2 Lec.
GED 112 EFFECTIVE LEADERSHIP
This course will enhance students’ knowledge of the definition, factors, principles, styles and competencies of effective leadership. This course will provide information to assist the student in understanding themselves, human nature and the people they lead. Sound application of the fundamentals addressed will aid individuals in providing effective leadership. Co-requisite: GED 111. 1 cr. 1 Lec.

GEOGRAPHY
GEG 101 INTRODUCTION TO WORLD GEOGRAPHY
This course will be an introduction to the basic concepts of physical and human geography. Geographical patterns of human-environmental interaction, regions, and movement will be emphasized. This course fulfills the following SUNY General Education learning outcome: Other World Civilizations. Prerequisite: None. 3 cr. 3 Lec.

GEOLOGY
GEO 102 PLANET EARTH
This non-lab science course provides an introduction to the Earth sciences and is intended to meet the science requirement for Business and career curricula students. Concepts in astronomy, geology, oceanography, and meteorology are developed. The course has no prerequisites, but does involve report writing. Students who test into developmental writing or reading courses should not take this course until they have completed such requirements. This course is not open to students who have taken GEO 110. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 3 cr. 3 Lec.

GEO 105 ENVIRONMENTAL GEOLOGY
Environmental Geology is the study of the interrelationships between Earth processes that shape the natural environment and human activities. This non-lab science course covers basic geologic processes, the nature of geological hazards, mineral, energy, and water resource management, pollution and waste management, and environmental law. Emphasizes the application of geological principles in the discussion and evaluation of specific environmental issues. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. Prerequisite: None. 3 cr. 3 Lec.

GEO 110 EARTH SCIENCES
This introductory course to the Earth sciences explores concepts in scientific investigation in the fields of astronomy, geology, oceanography, and meteorology. Laboratories are designed to provide experience with a scientific approach to observation, astronomical phenomena, geologic materials and principles, oceanography, and weather maps and forecasting. This course is recommended for non-science majors. This course is not open to students who have taken GEO 102. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. Prerequisite: None. 4 cr. 3 Lec. 3 Lab.

GEO 115 GEOLOGY OF NEW YORK STATE
This course explores the geologic processes that have produced the materials, landscapes, and fossil record found across New York State. Course topics include the geologic time scale and age dating techniques, plate tectonics, the fossil record, climate change, and geologic resources and hazards, all considered in the context of the geologic events that have shaped this region. Includes field studies conducted during scheduled class time plus one all day field trip (required). Recommended for students interested in science education. Prerequisite: None. 3 cr. 3 Lec.

GEO 131 PHYSICAL GEOLOGY
This course examines the composition and structure of the Earth and the processes that shape its landscapes. Course and laboratory content includes the examination of mineral, water, and energy resources, surface processes, topographic and geologic maps. Major concepts are reinforced with field examinations. This course satisfies the science requirement for students from all areas, including math/science, and transfers as a lab science course at all four-year institutions. It is recommended to all non-science and science students who are interested in gaining scientific insights into environmentally related concerns. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. Prerequisite: None. 4 cr. 3 Lec. 3 Lab.

GEO 132 HISTORICAL GEOLOGY
Historical Geology is the study of the major developments in the history of the Earth from its origin to the present. Topics include Earth’s formation and early history, the origin and development of life, extinctions, and global environmental change, including climate change. Labs and regional field trips emphasize the rock and fossil evidence of Earth’s changes over time. This course satisfies the science requirement for students from all areas, including math/science, and transfers as a college level lab science course at all four-year institutions. It is recommended to all non-science and science students interested in natural history or science education. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. Prerequisite: GEO 102, GEO 110, GEO 131, or high school Earth Science. 4 cr. 3 Lec. 3 Lab.

GEO 141 ASTRONOMY
This course focuses on an observational and descriptive study of the Earth in our solar system and of the Sun in the universe of stars and galaxies. It includes methods, instruments, problems of astronomy, and field and laboratory experience. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. Prerequisite: Successful completion of MTH 125 or equivalent. 4 cr. 3 Lec. 3 Lab.

GEO 144 METEOROLOGY
This course familiarizes students with the atmosphere and the science of weather. Students will become familiar with the nature of the atmosphere, the physical principles governing the behavior of weather, weather mapping and forecasting, and regional and local weather patterns, including weather patterns that affect the North Country. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. Prerequisite: None. 4 cr. 3 Lec. 3 Lab.

GEO 210 REGIONAL HYDROLOGY
This course examines the basic physical and chemical properties of water and emphasizes the surface water and groundwater hydrology of northern New York. Topics include infiltration, Darcy’s Law, fluvial systems, lakes and wetlands, water quality, and water resources management. Field trips will be included as part of laboratory investigations. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. Effective with the fall semester of 2004, GEO 210 no longer fulfills the SUNY General Education Requirement for Natural Sciences. Prerequisite: Successful completion of one college level physical science course (CHE, GEO, PHY or SCI) and an Algebra course at either the high school or college level. 4 cr. 3 Lec. 3 Lab.
**GEOGRAPHIC INFORMATION SYSTEMS**

**GIS 150 INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS**

This is a non-programming course designed to familiarize the student with geographic information systems (GIS). Students will learn to use a GIS for storing, displaying, and analyzing spatially located information. Course topics will include GIS design, data formats, and data representation, and the use of global positioning systems (GPS) for spatially locating data. This course emphasizes the application of GIS as an analytical tool in natural resource management, population characteristics, and marketing. Basic computer experience is required (e.g., operating system usage, word processor usage). Prerequisite: None. 3 cr. 3 Lec. 2 Lab.

**HEALTH**

**HEA 101 PERSONAL & COMMUNITY HEALTH**

This course is designed to provide basic information, options, and applications of health issues to aid individuals in making appropriate decisions in leading to optimal health. The students will be encouraged to think critically as consumers of health-related information and products in everyday life. Prerequisite: None. 3 cr. 3 Lec.

**HEA 102 CARDIOPULMONARY RESUSCITATION**

Cardiopulmonary Resuscitation (including infants, children, adults) is designed to acquaint students with vital lifesaving information and skills in order to perform CPR, rescue breathing, and emergency first aid. Prerequisite: None. 1 cr. 1 Lec.

**HISTORY**

**HIS 111 HISTORY OF WESTERN CIVILIZATION 1**

HIS 111 is a survey of the major social, economic, political, cultural, and intellectual dynamics that have shaped Western civilization from ancient times to the 14th century. This course fulfills the following SUNY General Education learning outcome: Western Civilization. Prerequisite: None. 3 cr. 3 Lec.

**HIS 112 HISTORY OF WESTERN CIVILIZATION 2**

HIS 112 is a survey of the major social, economic, political, cultural and intellectual developments that have shaped Western Civilization from the Renaissance and Reformation through the Nineteenth century. This course fulfills the following SUNY General Education learning outcome: Western Civilization. Prerequisite: None. 3 cr. 3 Lec.

**HIS 113 HISTORY OF THE TWENTIETH CENTURY**

HIS 113 is a survey of the major social, economic, political, cultural, and intellectual dynamics that have shaped the Twentieth Century. Included will be the two world wars, the Cold War, and the liberation movements of the developing world. Prerequisite: None. 3 cr. 3 Lec.

**HIS 114 HISTORY OF NEW YORK STATE**

This course discusses the political, economic, and social development of the state from colonial times to the present; relationship of state history to major issues and events in American life. This course fulfills the following SUNY General Education learning outcome: if 85 or above on U.S. History Regents Exam, American History. 3 cr. 3 Lec.

**HIS 120 U.S./VIETNAM HISTORY**

A study of Vietnam history through the intervention of France and the United States to the unification of North and South Vietnam in 1975 and the status of present-day Vietnam. This course fulfills the following SUNY General Education learning outcome: Other World Civilizations. 3 cr. 3 Lec.

**HIS 122 INTRO TO AFRICAN AMERICAN HISTORY**

This course introduces students to the people of African descent in America from the experience of capture through Modern African America. The social, political, economic and intellectual dynamics that have shaped the African American community and its relationship to wider America will be addressed. This course fulfills the following SUNY General Education learning outcomes: if 85 or above on U.S. History Regents Exam, American History. 3 cr. 3 Lec.

**HIS 150 AMERICAN HISTORY TO 1865**

This course provides a survey of the major social, economic, political, cultural, and intellectual dynamics that have shaped the American experience through the Civil War. This course fulfills the following SUNY General Education learning outcome: American History. 3 cr. 3 Lec.

**HIS 151 AMERICAN HISTORY 1865 TO PRESENT**

This course provides a survey of the major social, economic, political, cultural, and intellectual dynamics that have shaped the American experience since the Civil War. This course fulfills the following SUNY General Education learning outcome: American History. 3 cr. 3 Lec.

**HIS 210 THE AMERICAN CIVIL WAR**

This course presents a general survey of the major political, economic, social, and cultural influences as each has impacted the Civil War. It will focus upon the period preceding the Civil War, discuss the significant battles of the Civil War, and conclude with a review of the condition at the time of cessation of hostilities. The course will also analyze the historical effects of the Civil War on the American political process, the military, social programs, and the economic system. This course fulfills the following SUNY General Education learning outcome: if 85 or above on U.S. History Regents Exam, American History. Prerequisite: HIS 150. 3 cr. 3 Lec.

**HIS 215 RECENT AMERICAN HISTORY**

This course provides an in-depth examination of the major domestic and international events that have shaped the American experience since 1945. Social, political, economic and intellectual dynamics will be addressed, highlighting differing perspectives through a variety of teaching methods and media aids. This course fulfills the following SUNY General Education learning outcome: if 85 or above on U.S. History Regents Exam, American History. Prerequisite: HIS 150 or HIS 151. 3 cr. 3 Lec.
HIS 232 NATIVE AMERICAN HISTORY
An introductory course on the history of the Native Americans from their arrival in the Americas to the present. The course will concentrate mainly on the conflicts within the continental United States culminating with the present situation faced by modern Native Americans. This course fulfills the following SUNY General Education learning outcome: Other World Civilizations. Prerequisite: Either HIS 150 or HIS 151. 3 cr. 3 Lec.

HIS 251 REGIONAL HISTORY
A survey of the major economic, social, political, and cultural forces that have shaped the historical development of the North Country. This course fulfills the following SUNY General Education learning outcome: if 85 or above on U.S. History Regents Exam, American History. 3 cr. 3 Lec.

HOSPITALITY & TOURISM
HOS 101 INTRO TO HOSPITALITY AND TOURISM
This course provides a basic understanding of the lodging, foodservice, travel and tourism industry by tracing industry growth and development, reviewing the organization of business operations, and by focusing on industry opportunities and future trends. Prerequisite: None. 3 cr. 3 Lec.

HOS 251 CONVENTION MANAGEMENT
A course concentrating on the planning and management of banquets, meetings, conventions, and trade shows. Emphasis will be placed on the methods of marketing group business, the importance of group business to the hospitality industry, and the requirements for providing first-class products and services for groups. Prerequisite: HOS 101. (Fall semester) 3 cr. 3 Lec.

HOS 275A INTERNSHIP-JEFFERSON ROOM PRACTICUM
This course provides the opportunity for students to experience first hand, the world of gourmet table service. This course covers food production systems, dining service supplies and equipment, service methods and procedures, and actual hands-on experience in delivering gourmet service to special groups and the general public. Students who have previously completed HOS 275B for credit may not take this course for credit. Prerequisite: HOS 101. 3 cr. 1 Lec. 4 Lab.

HOS 275B INTERNSHIP-JEFFERSON KITCHEN PRACTICUM
This course will provide senior level students with the practical experience of preparing dinner menus and desert buffets for special events and for the general public. This course serves as a capstone course for the Hospitality Program. Students are to work on advanced projects including food cost management, menu development, service techniques, and event management. Students who have previously completed HOS 275A for credit may not take this course for credit. Prerequisite: HOS 101. 3 cr. 1 Lec. 4 Lab.

HOS 276 HOSPITALITY INTERNSHIP
This course will provide students the opportunity to practice the skills learned from their coursework in a curriculum related work setting. Credit for the internship will be earned by satisfactorily completing 90 hours of approved placement in a curriculum related position in a business or organization and by attending a weekly class and completing class assignments. This course is designed for career curricula students. Prerequisite: Successful completion of at least 24 credit hours in the curriculum. 3 cr. 1 Lec. 6 Lab.

HOTEL / RESTAURANT MANAGEMENT
HRM 110 ROOMS DIVISION MANAGEMENT
This course presents a systematic approach to rooms division procedures by detailing the flow of business through a hotel beginning with the reservation process and ending with check-out and settlement. The course examines the function of the front office, housekeeping and uniformed service department. The course also examines the various elements of effective management, paying particular attention to planning, implementing, and evaluating rooms division operations and to personnel management. 3 cr. 3 Lec.

HRM 152 WINE SELECTION AND APPRECIATION
This course is designed to deepen the serious wine student's appreciation and knowledge of the complex and exciting world of wine. This course could be of particular importance to the student contemplating the hospitality field as a career, the restaurateur directly involved in serving wine to the public, the liquor store operator in guiding his wine-purchasing decisions, and all those persons who desire to increase their personal knowledge of wine. 3 cr. 3 Lec.

HRM 160 HOSPITALITY LAW
This course provides students with a basic understanding of the legal rights, obligations, and responsibilities associated with managing hotel and restaurant operations. Through case study analysis and discussion, students will be introduced to legal jargon, effective management techniques, ethical responsibilities, and effective policies and procedures used to provide a safe and secure environment for guests and staff. 3 cr. 3 Lec.

HRM 240 FOOD AND BEVERAGE MANAGEMENT
This course provides a basic understanding of the principles of food and beverage production and service management. The course covers effective layout and design, sanitation and safety, menu planning, the purchasing cycle, and cost control procedures for both products and payroll. Prerequisite: MTH 125 or higher. 3 cr. 3 Lec.

HRM 274 BARTENDING MANAGEMENT
This course presents a systematic approach to bartending procedures by detailing the flow of business through a bar beginning with mixology and ending with cash settlement. The principal objective of this course is to teach students how to master the art of bartending. Students will be trained to prepare the wide variety of drinks on the market today. 3 cr. 3 Lec.

HUMAN SERVICES
HUS 100 ACADEMIC & CAREER CONNECT FORUM
This forum is designed to assist the career curricula student in managing his or her career both as a student and as a future professional. The course content will consist of three major areas intended to connect students with the college through academic and career planning. These areas include: the college environment, academic success, and program-specific career awareness. The course instructor will select appropriate topics based on students' needs which may include academic resources, problem-solving skills, and professional ethics. Prerequisites: None. 1 cr. 1 Lec.

HUS 101 INTRODUCTION TO HUMAN SERVICES
This course is an introduction to the field of human services. The history, scope and current status of the helping professions will be covered. The impact of personal/cultural values, technical vocabulary and techniques utilized in human services delivery systems will be explored. Prerequisite: None. 3 cr. 3 Lec.
HUS 102 AGENCIES AND RESOURCES
In this course, the student will explore nonprofit organizational resources, which support individuals and families that are available in the community. Students will learn management skills that they may utilize to develop, maintain and evaluate organizational effectiveness. Local resources will also be explored and analyzed as a microsystem for national relevance. Prerequisite: HUS 101, ECD 101 or ENG 101. 3 cr. 3 Lec.

HUS 103 INTRODUCTION TO ALCOHOL STUDIES
An introductory course, this class will explore the dynamics of alcohol use, abuse, and dependence. The impact of alcohol abuse on society and the family will be discussed. Current theories of causation and varieties of treatment will also be covered. Prerequisite: None. 3 cr. 3 Lec.

HUS 104 INTRODUCTION TO MENTAL RETARDATION/DEVELOPMENTAL DISABILITIES
This course explores the nature of mental retardation (MR) and developmental disabilities (DD) in terms of analyzing the various definitions of mental retardation and developmental disabilities. The historical treatment of individuals with these conditions will be explored, along with an examination of current and past classification schemes. Studies of the major syndromes, genetics, and social causes of mental retardation and developmental disabilities will be explored. Current treatment options will be covered in depth. The course will utilize the life span approach. Prerequisite: None. 3 cr. 3 Lec.

HUS 106 INTRODUCTION TO SUBSTANCE ABUSE
An introductory course, this class will explore the dynamics of the use, abuse and addiction of the major drugs of abuse (both legal and illegal) in our society today. The history of drug use will illustrate the evolution of societal issues today concerning drug use including the "war on drugs", legalization, mandated testing, prevention/treatment theories and initiatives, and other relevant topics. Prerequisite: None. 3 cr. 3 Lec.

HUS 108 MANAGEMENT OF RESIDENTIAL SERVICES FOR THE MENTALLY RETARDED/DEVELOPMENTALLY DISABLED POPULATION
This course will provide an introduction into the management of residential services for the mentally retarded/developmentally disabled, with an overview of historical perspectives into the development of residential services, definitions of varied types of programs offered and funding sources. Analysis of management information systems, supervisory skills, regulations, policy development, mental hygiene law and financial controls will be studied. Current trends and views in the field will be explored as well as the future of residential systems with the advent of managed care. Prerequisite: None. 3 cr. 3 Lec.

HUS 201 INTRODUCTION TO HELPING SKILLS
Students will learn and practice fundamental helping skills and techniques. Students will develop prowess in interviewing, reflecting feeling, paraphrasing, questioning, clarifying, summarizing, interpreting, conveying information and confronting. Students will conduct accurate observations and record human behavior as well as keep records and document files. Students will study classic counseling theories. Prerequisite: Successful completion of HUS 101 with a grade of C or better. 3 cr. 3 Lec.

HUS 202 INTRODUCTION TO GROUP COUNSELING
This course introduces students to group counseling and the group process. The course exposes students to the unique function and the dynamics that occur within a group counseling setting. Students study the theories of group counseling, as well as the process of developing a counseling group: setting up a group-screening, assessment, group leadership, co-facilitating a group, styles of leadership, stages of the group and ending the group process. Prerequisite: Successful completion of HUS 201 with a grade of C or better. 3 cr. 3 Lec.

HUS 240 PRACTICUM IN HUMAN SERVICES
This course is designed to provide human services students with hands-on work experience in a human service agency. Each enrolled student will spend a minimum of ninety hours (approximately six to eight hours per week for a semester) working in a human services agency, observing and participating in the work of the agency. Students will also integrate their learning into written work such as papers and journals. Prerequisite: Students must complete HUS 101 with a grade of C or better and 24 semester hours of college credit. First priority is given to students matriculated in the Human Services curriculum. Students not meeting these prerequisites will be removed from the class. 3 cr. 1 Lec. 6 Lab.

HUS 241 INSIGHTS/INTERVENTIONS-EXPRESSIVE THERAPIES
This course will explore various theories and applied strategies for therapeutic play and art therapy. Students will have the opportunity to experience selected techniques for working with children, youth, and adults. Additional topics will include other expressive therapies, professional associations, and personal use. This course assumes some previous background in psychological theory and the helping professions. Prerequisite: None. 1 cr. 1 Lec.

HUS 243 INSIGHTS/INTERVENTIONS-FAMILY SYSTEMS
This course will introduce family systems theory. The historical framework, central concepts in family systems theory, and the implications of systems thinking for case management will be covered. The basic assumptions, language and application of family systems theory will be explored. This course assumes some previous background in psychological theory and the helping professions. Prerequisite: None. 1 cr. 1 Lec.

HUS 244 INSIGHTS/INTERVENTIONS-CHILD ABUSE & MALTREATMENT
This course will provide students with the information and tools necessary to understand the problems associated with and the process of identifying and reporting child abuse and maltreatment. Successful completion of this course will meet the New York State requirement for mandated reporters of child abuse and neglect. Attendance at all classes is mandatory in order to receive the New York State certificate for mandated reporter. This course will also introduce students to the historical perspective, family dynamics, and legal and social interventions of child abuse, maltreatment and neglect. This course assumes some previous background in psychological theory and the helping and/or teaching and medical professions. Prerequisite: None. 1 cr. 1 Lec.

HUS 280 HUMAN SERVICES PRACTICUM 2
This course is a continuation of HUS 240. Prerequisite: HUS 240 with grade C or better. 3 cr. 1 Lec. 6 Lab.

INTERDISCIPLINARY
INT 102 CAREER EXPLORATION
INT 102 is a one-credit hour semester course designed for undecided students to focus on their career choices, and decided students to confirm their choice. Students will explore their skills, interests, values, personality, and learning styles through self-assessment instruments and use various resources for career information. Information about goal setting and decision-making skills will help students integrate self-awareness with career information and available opportunities in their career field to create a career plan. Prerequisite: None. 1 cr. 1 Lec.
**INT 104 SUCCESS IN COLLEGE**
This course is designed to help students become successful learners by developing skills that will enable them to perform well during their academic careers. The course also teaches students to use the resources available to them so that they will be able to obtain and use information effectively as they pursue academic goals. Topics included in the course include personal growth, study and learning techniques, test-taking and cooperative learning strategies, critical thinking and decision-making skills, and the application of technology to education. Prerequisite: None. 3 cr. 3 lec.

**INT 110 DISCOVERING THE DISCIPLINES**
Discovering the Disciplines will provide academic and professional opportunities, peer-group support, and enable students to connect the disciplines effectively in their personal and professional life. Topics will vary. Students must be simultaneously enrolled in a Cluster of designated link(s) and the one-credit Discovering the Disciplines labeled as INT 110A, INT 110B, INT 110C and so on. INT 110 can be repeated up to three times to fulfill three free elective credits. Prerequisite: concurrent enrollment in designated academic link(s). 1 cr. 1 Lec.

**INT 112 SUCCEEDING IN THE PROFESSIONS**
Succeeding in the Professions is a one-credit course specifically intended to provide students in nontraditional career programs with the professional reinforcement and peer support that will enable them to become more confident and successful members of their professions. INT 112 will expose students to a wide variety of career and professional activities, such as how to build networking skills, how to handle critical workplace issues, and how to develop effective interviewing skills. Specific topics will vary. Students must be simultaneously enrolled in a Cluster of a designated academic link(s) and the one-credit Succeeding in the Professions. Prerequisite: concurrent enrollment in designated academic link(s). 1 cr. 1 Lec.

**INT 250 HONORS SEMINAR**
This course is required as the culminating experience for students enrolled in the Honors Program option of their curricula. The course will examine a selected issue, concept, or time period from the perspectives of several disciplines. Each topic will reflect some aspect of the human condition and address the expression of that human condition through the arts and sciences. The topic will vary from semester to semester. This course will fill a Humanities elective, or a Social Sciences elective, and therefore a Liberal Arts elective, or free elective. Prerequisite: Completion of at least 40 credit hours, including two honors-designated courses, is required. 3 cr. 3 Lec.

**MTH 096 BEGINNING ALGEBRA A**
MTH 096 is designed for students who desire to transition from MTH 090 (Fundamental of Mathematics) to MTH 125 (Intermediate Algebra) in one semester. This course, offered during the final one-third of the semester, will bridge student knowledge from MTH 090 to either MTH 097 (Beginning Algebra B) or MTH 125. Concepts discussed include a brief review of real numbers and an introduction to basic algebra techniques. Topics include operations with real numbers, solution of equations, ratio and proportion, graphing, operations with polynomials, factoring, and contextual problems. Co-requisite: Current enrollment in and successful completion of MTH 090. 0 cr. 2 Lec.

**MTH 097 BEGINNING ALGEBRA B**
MTH 097 is designed for students with little or no algebraic background who desire to complete Beginning and Intermediate Algebra in one semester. This course, offered in the first part of the semester, will focus on the algebraic skills necessary to be successful in MTH 125 (Intermediate Algebra). Topics include a review of basic operations with real numbers, solution of basic and more advanced equations, ratio and proportions, graphing, operations with polynomials and factoring. Contextual problems will be stressed. Prerequisite: Placement at MTH 095/096 level or successful completion of MTH 090 or MTH 096. Co-requisite: MTH 125. 0 cr. 2 Lec.

**MTH 125 INTERMEDIATE ALGEBRA**
This course is a further study of algebra focusing on linear equations and inequalities. It is intended for students who have successfully completed MTH 095 or its equivalent. Topics include a review of the real numbers and basic algebraic concepts, algebraic and graphic solutions of linear equations and inequalities, solutions of absolute value equations and inequalities, functions, operations with polynomials and factoring. Contextual problems will be stressed. Prerequisite: One year of high school algebra or MTH 095. 3 cr. 3 Lec.

**MTH 129 SURVEY OF MATHEMATICS**
This course provides a broad overview of and appreciation for the diversity, origins, and applications of mathematics. Topics are chosen from the areas of logic, number systems, algebra, geometry, scientific notation, logarithms, probability, statistics, and areas of modern mathematics. Mathematical applications are stressed. Prerequisite: None. This class is intended for students with less than two years of high school Algebra (Course II) who are not majoring in mathematics or science. 3 cr. 3 Lec.

**MTH 144 ELEMENTARY STATISTICS**
This course provides a basic introduction to statistics and its applications to mathematics, science, social science, and business. Emphasis is placed on calculating, interpreting, reading and reporting through writing, descriptive statistics. Topics include: the design of a statistical study, observational studies, experiments, graphs, tables, statistical notation, measures of central tendency, variability, probability, the normal distribution, correlation and regression. Students will be expected to read, summarize and interpret current newspaper and journal articles and/or conduct a survey and report the results. Students will also be expected to demonstrate competency with current technology. This course fulfills the following SUNY General Education learning outcome: Mathematics. Some work that you do in this course (tests, papers, projects) may be retained by JCC in order to demonstrate to SUNY overall levels of student achievement for General Education. Prerequisite: Students must satisfy both of the following:(1) Math placement (by CPT) into MTH 144 or passed MTH 125, and (2) English placement (by CPT) into ENG 101 or passed ENG 100. Not open, without permission of the department chair, to students with a C or better in MTH 155 or credit for a higher level class. 3 cr. 3 Lec.
MTH 148 MATH FOR ELEMENTARY TEACHERS 1  
This course is the first of a two-semester sequence designed for the prospective New York State teaching bands Birth-2, 1-6, 5-8, and Birth-6. Students who plan to transfer to a four-year institution in Early Childhood, Childhood, or Middle Childhood Education should take this course. Students will develop an understanding of the mathematical curriculum recommended by the National Council of Teachers of Mathematics’ (NCTM) Standards. Topics include: problem solving, sets, whole numbers, functions, numeration systems, integers, rational numbers, real numbers, and number theory. A hands-on problem solving technology-based approach will be emphasized throughout this course. Prerequisite: Two years of high school algebra with college placement testing at MTH 155 or above or successful completion of MTH 125. 3 cr. 3 Lec.

MTH 149 MATH FOR ELEMENTARY TEACHERS 2  
This course is the second of a two-semester sequence designed for the prospective New York State teaching bands Birth-2, 1-6, 5-8, and Birth-6. Students who plan to transfer to a four-year institution in Early Childhood, Childhood, or Middle Childhood Education should take this course. Students will develop an understanding of the mathematical curriculum recommended by the National Council of Teachers of Mathematics’ (NCTM) Standards. Topics include: geometry, constructions, congruence, similarity, measurement, and motion geometry. A hands-on problem solving technology-based approach will be emphasized throughout this course. Effective the fall semester of 2004, MTH 149 fulfills the following SUNY General Education learning outcome: Mathematics. Prerequisite: Successful completion of MTH 148 or permission of the instructor. 3 cr. 3 Lec.

MTH 155 COLLEGE ALGEBRA  
This course is a continuation of MTH 125. Topics include algebraic and graphic solutions of systems of linear equations and inequalities, quadratic, radical, and rational equations and inequalities, exponential and logarithmic equations. The concept of function will be integrated throughout the course. Contextual problems will be stressed. This course fulfills the following SUNY General Education learning outcome: Mathematics. Prerequisite: Two years of high school Algebra, or MTH 125. 3 cr. 3 Lec.

MTH 166 COLLEGE TRIGONOMETRY  
This course provides an introductory study of trigonometric principles and their applications. Topics include a review of algebraic functions and their graphs, an overview of angles and their measure, unit circle and right triangle definitions of trigonometric functions, properties of trigonometric functions and their graphs and inverses, circular motion, solution of triangles, trigonometric equations, identities and formulas, Law of Sines, Law of Cosines and computation of triangle area using trigonometry. Contextual applications will be stressed. Students will be required to demonstrate competency using graphical calculator/computer technology. This course fulfills the following SUNY General Education learning outcome: Mathematics. Prerequisite: Two years of high school mathematics (Course II) or MTH 155. 3 cr. 3 Lec.

MTH 174 MATHEMATICS PROBABILITY AND STATISTICS  
This course is a study of the scientific method and the role of probability and statistics in making inferences based on observed data. Topics include descriptive statistics, correlation and linear regression, the Method of Least Squares, probability, random variables, the binomial random variable, the normal random variable, sampling distributions, statistical inference, including single-sample estimation and single and two-sample hypothesis testing. Students are required to develop and demonstrate literacy with current technology as it applies to the study of MTH 174. This course fulfills the following SUNY General Education learning outcome: Mathematics. Prerequisite: Three years of high school Mathematics (Course III), MTH 155 or above. Not recommended for students with credit in MTH 144. 3 cr. 3 Lec.

MTH 184 PROBABILITY & STATISTICS 2  
This course is a continuation of MTH 174 and a further study of inferential statistics. Topics include two-sample estimation and significance testing, analysis of variance, nonparametric statistics, Chi-Square tests and analysis of contingency tables, simple regression, multiple linear regressions, and a variety of nonlinear regression techniques. Students will further develop and demonstrate proficiency with graphing calculator/computer technology. This course fulfills the following SUNY General Education learning outcome: Mathematics. Prerequisite: Successful completion of MTH 174 or permission of the instructor. 3 cr. 3 Lec.

MTH 185 PRECALCULUS  
This course provides sufficient mathematical background for Calculus. Topics covered include properties and graphs of functions, polynomial, rational, exponential, logarithmic, and trigonometric functions, equations and inequalities, and analytic geometry. Students will be expected to demonstrate competence in the use of current technology as it applies to Pre-calculus topics. This course fulfills the following SUNY General Education learning outcomes Mathematics. Prerequisite: Three years of high school Mathematics, or MTH 155, or permission of instructor. 4 cr. 4 Lec.

MTH 221 CALCULUS 1  
This course is an introduction to Calculus with emphasis on the concepts of limit, continuity and the derivative. MTH 221 includes the following applications of the derivative; the derivative as a rate of change, optimization, and the application of the derivative to the solution of word problems. Students are required to develop and demonstrate literacy with current technology as it applies to the study of Calculus 1. This course fulfills the following SUNY General Education learning outcome: Mathematics. Prerequisite: Four years of high school mathematics or MTH 185. 4 cr. 4 Lec.

MTH 222 CALCULUS 2  
This course is a continuation of MTH 221 and is designed to be an introduction to integration and applications of the definite integral. Topics include: the theory of integration, techniques of integration, numerical approximation of integrals, and the application of integration to the solution of word problems. Students are required to develop and demonstrate literacy with current technology as it applies to the study of Calculus 2. This course fulfills the following SUNY General Education learning outcome: Mathematics. Prerequisite: Successful completion of MTH 221. 4 cr. 4 Lec.

MTH 241 CALCULUS 3  
This course is a continuation of MTH 222 and is designed to be an introduction to multivariable calculus. Topics include: Taylor and Maclaurin series expansions, vectors and vector functions, partial differentiation, and multiple integration in rectangular, polar, cylindrical, and spherical coordinates. An emphasis will be placed on applications from science, engineering, and mathematics. Students are required to develop and demonstrate literacy with current technology as it applies to the study of Calculus 3. Prerequisite: Successful completion of MTH 222. 4 cr. 4 Lec.
MTH 242 DIFFERENTIAL EQUATIONS
This course provides an introduction to differential equations and a review of hyperbolic functions. Topics include differential equations of the first and second order with applications in science, engineering, and geometry, solutions utilizing series and Laplace transforms, and discussion of some special higher order equations. This course fulfills the following SUNY General Education learning outcome: Mathematics. Prerequisite: MTH 241 or MTH 222 and permission of department. 4 cr. 4 Lec.

MTH 245 LINEAR ALGEBRA
This course is a study of the theory of matrices and applications of systems of linear equations. Topics include vectors in two and three dimensions, determinants, abstract vector spaces, linear transformations, eigenvalues, and eigenvectors. Students will be expected to demonstrate competence in the use of current technology as it applies to Linear Algebra. This course fulfills the following SUNY General Education learning outcome: Mathematics. Prerequisite: Successful completion of MTH 222 or permission of Department. 3 cr. 3 Lec.

MUSIC
MUS 100 FUNDAMENTALS OF MUSIC
Fundamentals of Music is an introduction to the elements of music such as melody, rhythm, harmony and form. Taking a performance-based approach with singing, recorders and keyboard, emphasis is on music reading and writing. This course is for students with little or no background in music and is recommended for early childhood and education students. Fundamentals of Music also serves as a prerequisite to Music Theory I. This course fulfills the following SUNY General Education learning outcome: The Arts. Prerequisite: None. 3 cr. 3 Lec.

MUS 101 MUSIC THEORY 1
Music Theory I introduces the rudimentary aspects of melody, rhythm, harmony, form, texture and style analysis. The course follows a composition-based approach with emphasis on aural comprehension and sight singing skills. The course also includes the study of intervals, keys (tonal centers), triads (chords), simple part-writing and rhythmic reading. This course fulfills the following SUNY General Education learning outcomes: Humanities and The Arts. This course appears in more than one knowledge and skill area but can only be used to fulfill one requirement. Prerequisite: Ability to read music. 3 cr. 2 Lec. 2 Lab.

MUS 115 MUSIC APPRECIATION
Music Appreciation is an introduction to music in Western civilization. The course examines the materials of music (melody, rhythm, harmony, form, timbre, texture, dynamics, and musical style) and performance media, while the development of analytical listening skills is emphasized. Literature, compositional styles, and major composers of each musical era are discussed: Medieval, Renaissance, and Baroque music; 18th century Classicism and 19th century Romanticism; and music from the 20th century to the present. This course fulfills the following SUNY General Education learning outcomes: Humanities and The Arts. This course appears in more than one knowledge and skill area but can only be used to fulfill one requirement. Prerequisites: None. 3 cr. 3 Lec.

MUS 117 MUSIC OF 20TH CENTURY
A general survey course that will attempt to explore and tie together all the various musical styles of composition that are used in the Twentieth Century. In addition to works of the more standard composers such as Strauss, Schoenberg, Stravinsky and others, attention will be given to experimental and electronic music composers. Jazz, Broadway, Musical Theatre, and significant popular music will also be studied. This course fulfills the following SUNY General learning outcomes: Humanities and the Arts. This course appears in more than one knowledge and skill area but can only be used to fulfill one requirement. 3 cr. 3 Lec.

MUS 121A JEFFERSON SINGERS A
The College's choral performing ensemble is known as the Jefferson Singers. This course requires singers to rehearse and perform a wide variety of music literature from classical, folk and popular music styles. Participation in performances is mandatory; unexcused absence from a required performance will result in a failing grade for the course. MUS 121 may be taken up to four semesters (designated A, B, C and D) for credit. This course fulfills the following SUNY General Education learning outcome: The Arts. Prerequisite: None. 1.5 cr. 4 Lab. .5 field experience.

MUS 121B JEFFERSON SINGERS B
The College's choral performing ensemble is known as the Jefferson Singers. This course requires singers to rehearse and perform a wide variety of music literature from classical, folk and popular music styles. Participation in performances is mandatory; unexcused absence from a required performance will result in a failing grade for the course. MUS 121 may be taken up to four semesters (designated A, B, C and D) for credit. This course fulfills the following SUNY General Education learning outcome: The Arts. Prerequisite: MUS 121A. 1.5 cr. 4 Lab. .5 field experience.

MUS 121C JEFFERSON SINGERS C
The College's choral performing ensemble is known as the Jefferson Singers. This course requires singers to rehearse and perform a wide variety of music literature from classical, folk and popular music styles. Participation in performances is mandatory; unexcused absence from a required performance will result in a failing grade for the course. MUS 121 may be taken up to four semesters (designated A, B, C and D) for credit. This course fulfills the following SUNY General Education learning outcome: The Arts. Prerequisite: MUS 121B. 1.5 cr. 4 Lab. .5 field experience.

MUS 121D JEFFERSON SINGERS D
The College's choral performing ensemble is known as the Jefferson Singers. This course requires singers to rehearse and perform a wide variety of music literature from classical, folk and popular music styles. Participation in performances is mandatory; unexcused absence from a required performance will result in a failing grade for the course. MUS 121 may be taken up to four semesters (designated A, B, C and D) for credit. This course fulfills the following SUNY General Education learning outcome: The Arts. Prerequisite: MUS 121C. 1.5 cr. 4 Lab. .5 field experience.

MUS 122A JAZZ ROCK ENSEMBLE A
The Jazz Rock Ensemble is the College's popular music instrumental ensemble. This course requires instrumentalists to rehearse and perform music literature from jazz and rock genres. Principles of group performance are presented with emphasis upon interpretation of music literature, improvisation, and other factors important to the development of jazz and rock performance techniques. Students must supply their own musical instrument. Participation in performances is mandatory; unexcused absence from a required performance will result in a failing grade for the course. MUS 122 may be taken up to four semesters (designated A,B,C and D) for credit. This course fulfills the following SUNY General Education learning outcome: The Arts. Prerequisites: for MUS 122A: previous jazz or rock ensemble performance experience. 1 cr. 2 Lab .5 field experience.
MUS 122B JAZZ ROCK ENSEMBLE B
The Jazz Rock Ensemble is the College's popular music instrumental ensemble. This course requires instrumentalists to rehearse and perform music literature from jazz and rock genres. Principles of group performance are presented with emphasis upon interpretation of music literature, improvisation, and other factors important to the development of jazz and rock performance techniques. Students must supply their own musical instrument. Participation in performances is mandatory; unexcused absence from a required performance will result in a failing grade for the course. MUS 122 may be taken up to four semesters (designated A, B, C and D) for credit. This course fulfills the following SUNY General Education learning outcome: The Arts. Prerequisite: MUS 122A. 1 cr. 2 Lab .5 field experience.

MUS 122C JAZZ ROCK ENSEMBLE C
The Jazz Rock Ensemble is the College's popular music instrumental ensemble. This course requires instrumentalists to rehearse and perform music literature from jazz and rock genres. Principles of group performance are presented with emphasis upon interpretation of music literature, improvisation, and other factors important to the development of jazz and rock performance techniques. Students must supply their own musical instrument. Participation in performances is mandatory; unexcused absence from a required performance will result in a failing grade for the course. MUS 122 may be taken up to four semesters (designated A, B, C and D) for credit. This course fulfills the following SUNY General Education learning outcome: The Arts. Prerequisite: MUS 122B. 1 cr. 2 Lab .5 field experience.

MUS 122D JAZZ ROCK ENSEMBLE D
The Jazz Rock Ensemble is the College's popular music instrumental ensemble. This course requires instrumentalists to rehearse and perform music literature from jazz and rock genres. Principles of group performance are presented with emphasis upon interpretation of music literature, improvisation, and other factors important to the development of jazz and rock performance techniques. Students must supply their own musical instrument. Participation in performances is mandatory; unexcused absence from a required performance will result in a failing grade for the course. MUS 122 may be taken up to four semesters (designated A, B, C and D) for credit. This course fulfills the following SUNY General Education learning outcome: The Arts. Prerequisite: MUS 122C. 1 cr. 2 Lab .5 field experience.

MUS 123A JCC WIND ENSEMBLE A
The JCC Wind Ensemble is the College’s community concert band. This course requires instrumentalists to rehearse and perform a wide variety of music literature from classical, folk and popular music styles. Principles of group performance are presented with emphasis upon interpretation of music literature. Students must supply their own musical instrument. Participation in performances is mandatory; unexcused absence from a required performance will result in a failing grade for the course. MUS 123 may be taken up to four semesters (designated A, B, C and D) for credit. This course fulfills the following SUNY General Education learning outcome: The Arts. Prerequisite: For MUS123A: previous wind ensemble performance experience. 1 cr. 2 Lab .5 field experience.

MUS 123B JCC WIND ENSEMBLE B
The JCC Wind Ensemble is the College’s community concert band. This course requires instrumentalists to rehearse and perform a wide variety of music literature from classical, folk and popular music styles. Principles of group performance are presented with emphasis upon interpretation of music literature. Students must supply their own musical instrument. Participation in performances is mandatory; unexcused absence from a required performance will result in a failing grade for the course. MUS 123 may be taken up to four semesters (designated A, B, C and D) for credit. This course fulfills the following SUNY General Education learning outcome: The Arts. Prerequisite: MUS 123A. 1 cr. 2 Lab .5 field experience.

MUS 123C JCC WIND ENSEMBLE C
The JCC Wind Ensemble is the College’s community concert band. This course requires instrumentalists to rehearse and perform a wide variety of music literature from classical, folk and popular music styles. Principles of group performance are presented with emphasis upon interpretation of music literature. Students must supply their own musical instrument. Participation in performances is mandatory; unexcused absence from a required performance will result in a failing grade for the course. MUS 123 may be taken up to four semesters (designated A, B, C and D) for credit. This course fulfills the following SUNY General Education learning outcome: The Arts. Prerequisite: MUS 123B. 1 cr. 2 Lab .5 field experience.

MUS 123D JCC WIND ENSEMBLE D
The JCC Wind Ensemble is the College’s community concert band. This course requires instrumentalists to rehearse and perform a wide variety of music literature from classical, folk and popular music styles. Principles of group performance are presented with emphasis upon interpretation of music literature. Students must supply their own musical instrument. Participation in performances is mandatory; unexcused absence from a required performance will result in a failing grade for the course. MUS 123 may be taken up to four semesters (designated A, B, C and D) for credit. This course fulfills the following SUNY General Education learning outcome: The Arts. Prerequisite: MUS 123C. 1 cr. 2 Lab .5 field experience.

MUS 124A JCC ORCHESTRA A
The JCC Orchestra is the College’s community orchestra. This course requires instrumentalists to rehearse and perform a wide variety of music literature from classical, folk and popular music styles. Principles of group performance are presented with emphasis upon interpretation of music literature. Students must supply their own musical instrument. Participation in performances is mandatory; unexcused absence from a required performance will result in a failing grade for the course. MUS 124 may be taken up to four semesters (designated A, B, C and D) for credit. This course fulfills the following SUNY General Education learning outcomes The Arts. Prerequisite: For MUS 124A: previous orchestra performance experience. 1 cr. 2 Lab .5 field experience.

MUS 124B JCC ORCHESTRA B
The JCC Orchestra is the College’s community orchestra. This course requires instrumentalists to rehearse and perform a wide variety of music literature from classical, folk and popular music styles. Principles of group performance are presented with emphasis upon interpretation of music literature. Students must supply their own musical instrument. Participation in performances is mandatory; unexcused absence from a required performance will result in a failing grade for the course. MUS 124 may be taken up to four semesters (designated A, B, C and D) for credit. This course fulfills the following SUNY General Education learning outcomes The Arts. Prerequisite: MUS 124A. 1 cr. 2 Lab .5 field experience.

MUS 124C JCC ORCHESTRA C
The JCC Orchestra is the College’s community orchestra. This course requires instrumentalists to rehearse and perform a wide variety of music literature from classical, folk and popular music styles. Principles of group performance are presented with emphasis upon interpretation of music literature. Students must supply their own musical instrument. Participation in performances is mandatory; unexcused absence from a required performance will result in a failing grade for the course. MUS 124 may be taken up to four semesters (designated A, B, C and D) for credit. This course fulfills the following SUNY General Education learning outcomes The Arts. Prerequisite: MUS 124B. 1 cr. 2 Lab .5 field experience.
with emphasis upon interpretation of music literature. Students must supply their own musical instrument. Participation in performances is mandatory; unexcused absence from a required performance will result in a failing grade for the course. MUS 124 may be taken up to four semesters (designated A, B, C and D) for credit. This course fulfills the following SUNY General Education learning outcome: The Arts. Prerequisite: MUS 124B. 1 cr. 2 Lab. .5 field experience.

**MUS 124D  JCC ORCHESTRA D**
The JCC Orchestra is the College’s community orchestra. This course requires instrumentalists to rehearse and perform a wide variety of music literature from classical, folk and popular music styles. Principles of group performance are presented with emphasis upon interpretation of music literature. Students must supply their own musical instrument. Participation in performances is mandatory; unexcused absence from a required performance will result in a failing grade for the course. MUS 124 may be taken up to four semesters (designated A, B, C and D) for credit. This course fulfills the following SUNY General Education learning outcome: The Arts. Prerequisite: MUS 124C. 1 cr. 2 Lab. .5 field experience.

**MUS 130  HISTORY OF JAZZ**
Chronological survey of jazz from its early roots at the turn of the century to the present. The course presents lectures and representative works of each major jazz era: Dixieland, Swing, Bebop, Cool, and Eclectic. 3 cr. 3 Lec.

**MUS 140  HISTORY OF AMERICAN POP MUSIC**
Popular music is that which is listened to, performed by, and enjoyed by the general population. History of American Popular Music explores popular music from 18th century colonial America to the present. The course examines popular song, musical theater, ragtime, blues, jazz, folk, country music, and rock and roll genres. Emphasis will be placed on the development of music listening skills, written analysis, and on understanding the many different styles of popular music by studying representative literature. This course fulfills the following SUNY General Education learning outcomes: Humanities and The Arts. This course appears in more than one knowledge and skill area but can only be used to fulfill one requirement. Prerequisite: None. 3 cr. 3 Lec.

**MUS 150  HISTORY OF ROCK & ROLL**
History of Rock & Roll traces the development of America’s most popular music genre from its origins in rhythm and blues, jazz, gospel and country music to the present. Emphasis will be placed on the development of music listening skills, written analysis and on understanding the many different styles of rock & roll by studying representative works of well-known artists and composers. The role of rock music as a social, cultural and economic force will be examined. Prerequisite: None. 3 cr. 3 Lec.

**MUS 172  PIANO CLASS 1**
Piano Class I is group instruction in fundamental piano technique designed for the beginner. Students learn to read music, improvise choral accompaniments and develop technical proficiency through performance of elementary piano music. Piano Class I uses a hands-on, performance-based approach with keyboards in the music lab. Students must have access to an out-of-class keyboard for practice. This course is recommended for students planning a career in music, early childhood or elementary education. Prerequisite: None. 3 cr. 3 Lec.

**NET 100  NETWORKING FUNDAMENTALS**
This course introduces the student to the underlying concepts of data communications, telecommunications and Networking. It focuses on the terminology and technologies in current networking environments. It is meant to provide a general overview of the field of networking as a basis for continued study in the field. Basic computer skills are required for this course. This includes an understanding of PC and/or MAC operating systems and the ability to use applications such as word processing, Internet browsers and email. Prerequisite: None (see course description). 3 cr. 3 Lec.

**NET 131  LOCAL AREA NETWORKS**
Students in this course learn the concepts, technologies, components and protocols inherent in today's local area networking environments. They will see how computers are connected together to form peer-to-peer and server-based networks, and discover the functionality and uses of a router, bridge, switch, hub and repeater. Commonly used network operating systems today such as Microsoft Windows, Unix, and Novell's NetWare, are also introduced in this course. The various LAN technologies such as Ethernet, FastEthernet, Gigabit Ethernet, Token-Ring, Asynchronous Transfer Mode, VLANs, and wireless LAN are also explained. Prerequisite: Successful completion of NET 100. 3 cr. 4 Lec./Lab.

**NET 132  WIDE AREA NETWORKS**
Participants in this course learn the technologies used to move voice and data across long distances. They will discover important new technologies such as ATM that integrate voice, data and video communications. Basic concepts of how information is transported over a wide area network (WAN), from physical layer to application layer, and how these technologies work are also reviewed. Prerequisite: Successful completion of NET 100. 3 cr. 3 Lec.

**NET 151  NETWORK ARCHITECTURE & PROTOCOL**
The purpose of this course is to understand the most common network architectures used today such as TCP/IP, SNA, DEC, Xerox/Novell, and Apple Talk. This course looks at each of the major architectures individually and discusses about the integration of more than one network architectures into a heterogeneous environment. Moreover, the processes used in networking architectures and the analysis of protocol traces using network analyzer are also included. The OSI model will be used as a reference model. Prerequisite: Successful completion of NET 100. 3 cr. 4 Lec./Lab.

**NET 205  NETWORK SECURITY**
This course is intended to introduce students to the security aspects of computer and communication networks. The class will cover the underlying network security risks, threats, and vulnerabilities. The security design methodology, hardware, software, strategy, and management policy to cope with the security issues are also introduced. Prerequisite: Successful completion of NET 151. 3 cr. 4 Lec./Lab.

**NET 209  THE INTERNET**
This course is intended to familiarize students with the operation and function of the Internet. The class will cover the underlying components and protocols that make up the Internet as well as the services that are provided by the Internet. Internet tools will be used to illustrate the concepts. This class will provide students with concepts necessary to establishing and maintaining Internet connectivity. Tools used to navigate the Internet and access information on the Internet will be studied. Prerequisite: Successful completion of NET 100. 3 cr. 4 Lec./Lab.
NET 210 INTERNETWORKING DEVICES + CONCEPTS
The purpose of this course is to provide an understanding of the different types of internetworking devices. Using the OSI model as a frame of reference, each device is evaluated with respect to functionality and performance. The course also covers when each of the devices would be used in a network. Prerequisite: Successful completion of NET 100. 3 cr. 3 Lec. 1 Lab.

NET 212 NETWORK ANALYSIS AND DESIGN
This is a capstone course where students design and analyze computer networks. The purpose of this course is to understand the most common processes and protocols used in networking architectures. The OSI model will be used as the frame of reference. Network life cycles, end user requirements, performance characteristics, data flow, logical design, physical designs, and addressing strategies will be addressed. Prerequisite: Successful completion of NET 131, NET 132, NET 205 and NET 210. 3 cr. 3 Lec. 1 Lab.

NET 275 NETWORKING INTERNSHIP
This course will provide students the opportunity to practice the skills learned from their coursework in a curriculum related work setting. Credit for the internship will be earned by satisfactorily completing 90 hours of approved placement in a curriculum related position in a business or organization and by attending a weekly class and completing class assignments. Prerequisite: Successful completion of NET 131, NET 132, NET 205, NET 209 and NET 210. 3 cr. 3 Lec. 1 Lab.

NURSING
NUR 111 NURSING 1
Nursing 111 is an introduction to nursing practice and emphasizes the basic needs of individuals. Knowledge of the health state is necessary in order to assess the level of wellness. This course develops understanding and skills in the fundamental concepts and techniques necessary to assist an individual in maintaining an optimal level of wellness. The student will begin to recognize the deviation from health and the effect on the individual's ability to meet basic needs. The nursing process is introduced and patient care situations focus on the assessment phase and nursing diagnosis. Basic psychomotor skills are developed. Communication theory and the development of the nurse-patient relationship are introduced. The content of this course will serve as a foundation for subsequent nursing courses. Pre or Co-requisite: BIO 203 and PSY 133. 7 cr. 4 Lec. 4 Lab 5 Clinical.

NUR 112A NURSING 2: ALTERATION IN BASIC NEED: CHILDBIRTH
NUR 112A builds upon the nursing theory and skills learned in NUR 111. NUR 112A concentrates on alteration in basic needs with a focus on the childbearing family. Previously learned concepts are expanded. The nursing process, with emphasis on planning, intervention, and evaluation is used to assist families to an optimal level of health. Additional psychomotor skills are developed and application made in laboratory situations. Communication skills are demonstrated through purposeful interactions. Principles of health teaching are put into practice. Prerequisite: NUR 111, BIO 203, PSY 133. Pre or Co-requisite: BIO 204, and PSY 233. 3.5 Cr. 2 Lec. 1 lab. 3.5 Clinical.

NUR 112B NURSING 2: ALTERATION IN BASIC NEED: SURGICAL PATIENT
NUR 112B builds upon the nursing theory and skills learned in NUR 111. NUR 112B concentrates on alteration in basic needs with a focus on the patient with interruption of mobility. Previously learned concepts are expanded. The nursing process, with emphasis on planning, intervention, and evaluation is used to assist individuals and families to an optimal level of health. Additional psychomotor skills are developed and application made in laboratory situations. Communication skills are demonstrated through purposeful interactions. Principles of health teaching are put into practice. Prerequisite: NUR 111, BIO 203 and PSY 133. Pre or Co-requisite: BIO 204 and PSY 233. 3.5 cr. 2 Lec. 1 Lab 3.5 Clinical.

NUR 115A CLINICAL PRACTICE-MEDICAL/SURGICAL
This course is designed to offer the student an opportunity to apply previously learned nursing theory from NUR 111 and NUR 112A & B. Students will utilize the nursing process to give patient care in medical/surgical settings. The focus will be pre- and post-operative nursing care, basic patient assessment, application of aseptic Principles, medication administration, purposeful communication and application of principles of health teaching. There will be substantial outside preparation. This course may be repeated once (designated A, B) for a total of three semester hours. This course provides a total of 40 clinical hours of instruction. Prerequisite: NUR 111, NUR 112A & B, BIO 203, BIO 204, PSY 133, PSY 233. 1.5 cr. 4.5 Clinical.

NUR 115B CLINICAL PRACTICE-MEDICAL/SURGICAL
This course is designed to offer the student an opportunity to apply previously learned nursing theory from NUR 111 and NUR 112A & B. Students will utilize the nursing process to give patient care in medical/surgical settings. The focus will be pre- and post-operative nursing care, basic patient assessment, application of aseptic principles, medication administration, purposeful communication and application of principles of health teaching. There will be substantial outside preparation. This course may be repeated once (designated A, B) for a total of three semester credit hours. This course provides a total of 40 clinical hours of instruction. Prerequisite: NUR 111, NUR 112A & B, BIO 203, BIO 204, PSY 133, PSY 233. 1.5 cr. 4.5 Clinical.

NUR 116 CLINICAL PRACTICE-OBSTETRICS
This course is designed to offer the student an opportunity to apply previously learned nursing theory from NUR 111 and NUR 112A&B. Students will utilize the nursing process to give patient care in obstetrical clinical settings. The focus is on wellness and will include: the nursing care involved with the laboring patient, the postpartal patient, the newborn and/or the family; application of aseptic principles; the administration of prescribed medication; the utilization of therapeutic communication; and, the application of the principles of health teaching. There will be substantial outside preparation. This course provides a total of 40 clinical hours of instruction. Prerequisite: NUR 111, NUR 112A & B, BIO 203, BIO 204, PSY 133, PSY 233. 1.5 cr. 4.5 Clinical.

NUR 212 PHARMACOLOGY
The course focuses on major drug categories, their action, pharmacokinetics, use, and compatibility. It incorporates the physiology of body systems necessary to understanding how drugs work in the body. Nursing implications of drug therapy will be stressed. Prerequisite: NUR 111, BIO 203 and BIO 204 or an LPN or RN license or permission of instructor. 3 cr. 3 Lec.

NUR 231A INTERRUPTION IN BASIC NEEDS: ACUTE/CHRONIC
NUR 231A continues to assist the students to develop proficiency in the use of the nursing process by utilizing nursing concepts related to interferences with basic needs. Previously learned concepts are expanded and interruptions of basic needs leading to illness of an acute/chronic nature are identified. This course identifies the common and recurring

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stressors experienced by individuals of all age groups. The student assists individuals in using adaptive mechanisms to maintain optimal wellness. The course focuses on nursing care requirements related to interruptions in regulation, nutrition, elimination, and psychosocial responses associated with illness. Principles of health teaching are integrated. More complex technical skills are developed. Prerequisite: NUR 111, NUR 112A & B, BIO 203, BIO 204, PSY 133, PSY 233. Pre or Co-requisite: BIO 202. 5 cr. 3 Lec. 6 Clinic.

NUR 231B INTERRUPTION IN BASIC NEEDS: PSYCHO/SOCIAL
NUR 231B continues to assist the student to develop proficiency in the use of the nursing process by utilizing nursing concepts related to interferences with basic needs. Previously learned concepts are expanded and interruption of basic needs leading to illness of an acute and/or chronic nature is identified. This course identifies and investigates how psychopathological processes interfere with satisfactory basic human needs of children and adults. The student assists individuals in using adaptive mechanisms to maintain optimal wellness. The course focuses on nursing care requirements related to interruptions in psycho-social responses associated with illness. Emphasis is placed on the use of communication skills to aid in establishing a therapeutic relationship in purposeful interactions and basic group processes. The nursing process, with its related skills of observation, communication, and health teaching as the basis of nursing practice, continues to be presented. Psychological changes and stages of psychosocial development of children, adolescents, mature and aging adults are taught. Prerequisite: NUR 111, NUR 112A & B, BIO 203, BIO 204, PSY 133, PSY 233. Pre or Co-requisite: BIO 202. 5 cr. 3 Lec. 6 Clinic.

NUR 232 INTERRUPTION BASIC NEED: COMPLEX
NUR 232 continues to help the student develop proficiency in the use of the nursing process by utilizing nursing concepts related to interferences with basic needs. Previously learned concepts are expanded and interruptions of basic needs leading to illness of a more complex nature are identified. Progressing from infancy to senescence, an individual experiences many common and recurring stressors. NUR 232 focuses on nursing care requirements relative to interruptions in oxygenation, circulation, mobility, neurological regulation, genitourinary elimination and regulation, sensory perception and communication. Additional complex technical skills are learned. Principles of rehabilitation and health teaching are integrated throughout the course. The student has the opportunity to function as a leader in a group composed of peers and to provide care to individuals and groups of patients using the nursing process. Beginning management and organizational skills learned in NUR 234 are applied to assist in the transition from student to graduate nurse. Prerequisite: NUR 231A & B. Co-requisite: NUR 234. Pre- or Corequisite: NUR 212. 10 cr. 6 Lec. 1.5 Lab. 10.5 Clinical.

NUR 234 NURSING 5: PRACTICE SEMINAR
NUR 234 is the study of past and present practices in nursing with emphasis upon contemporary issues. The course assists the student in the transition from student to graduate nurse. The course provides the student with understandings of the development of nursing as a profession, its history, current problems and development. Legal responsibilities, ethical considerations, and legislative concerns will be studied. The student will gain an understanding of career opportunities in nursing, applying for positions, anticipating conflicts that may occur in their professional role, and their responsibility for continuing education. Beginning management principles and methods will be discussed and applied by students in NUR 232. Prerequisite: NUR 231A & B. Co-requisite: NUR 232. 2 cr. 2 Lec.
OFC 221 OFFICE PRODUCTION KEYBOARDING
This course is designed to develop a high degree of speed and accuracy in keyboarding letters, rough drafts, tabulations and statistical materials, reports and manuscripts, legal documents, financial statements, office forms, etc. utilizing advanced production procedures. The average speed attainment will be 50+ wpm. Students in this course will be required to meet employment production standards. Prerequisite: OFC 122. 2 cr. 3 Lec./Lab.

OFC 222 INTEGRATED BUSINESS APPLICATIONS
This course is designed to integrate advanced software applications with administrative-related tasks. Students will simulate comprehensive workplace projects which tie together various skills, administrative knowledge, and computer applications learned in prior courses. These scenario-based projects will require students to prioritize work, handle business case situations from conception to completion, and employ appropriate software as problem-solving tools under production-style standards. Emphasis is placed on efficiently handling complex situations encountered in professional settings within appropriate time frames. Prerequisite: OFC 122 and OFC 211. 3 cr. 4 Lec/Lab.

OFC 225 ADMINISTRATIVE SUPPORT SERVICES
This course prepares students for administrative business office activities. This course includes techniques and topics such as computerized correspondence, telecommunications, informational literacy, reprographics, mail handling procedures, records management, office forms, conference planning, office equipment, time management, travel arrangements, reference sources, office etiquette, and interpersonal relationships. Prerequisites: BUS 125 and OFC 121 or successful completion of department-approved proficiency exam. Prerequisite: BUS 125 and OFC 121. 3 cr. 4 Lec./Lab.

OFC 226 ADMINISTRATIVE CORRESPONDENCE
This course is designed for office support personnel, administrative assistants, and office employees who supervise other workers to develop administrative writing with greater ease and confidence. Attention is given to common errors and editing tips. Students will learn how to support their supervisor in communication tasks and how to assume greater responsibility for office policies, personnel reports, job descriptions, clerical/office job ads, reference/recommendation letters, job appraisal reports, and form design. Prerequisite: OFC 121 and OFC 126. 3 cr. 3 Lec.

OFC 245 MEDICAL TERMINOLOGY
This course is designed to teach the language of medicine to those who have elected a career in a medically related profession. The study will include the basic structure of medical words including prefixes, suffixes, roots, combining forms, and plurals. Emphasis will be on building and understanding the professional vocabulary necessary for office employment in a medically related field. Prerequisite: None. 3 cr. 3 Lec.

OFC 246 MEDICAL TERMINOLOGY/TRANSCRIPTION
This course is a continuation of the comprehensive study of Medical Terminology as presented in OFC 245. The development of speed and accuracy in machine transcription of letters, case histories, hospital records, and other related medical documents utilizing a computer and current software will be emphasized. (Spring Semester) Prerequisite: OFC 121 and OFC 245. 3 cr. 4 Lec./Lab.

OFC 248 MEDICAL OFFICE TECHNOLOGY
Students will use current computer software to process medical documents and simulate record keeping in medical, dental, or other health offices. Patient scheduling, billing, insurance forms, and procedure codes will be utilized. Medical ethics and law will be addressed. Professional and career development will be discussed. (Spring Semester) Prerequisite: OFC 121 and OFC 245. 3 cr. 4 Lec./Lab.

OFC 275 OFFICE TECHNOLOGIES INTERNSHIP
This course will provide students the opportunity to practice the skills learned from their coursework in a curriculum related work setting. Credit for the internship will be earned by satisfactorily completing 90 hours of approved placement in a curriculum related position in a business or organization and by attending a weekly class and completing class assignments. This course is designed for career curricula students. Prerequisite: Successful completion of at least 24 credit hours in the curriculum. Successful completion of OFC 211 and approval from Office Technologies faculty. Medical students must also have successfully completed OFC 245. 3 cr. 1 Lec 6 Lab

PHYSICAL EDUCATION
PED 109 SOCCER
PED 109 is an activity class designed to teach students the fundamental knowledge and skills of the sport. Prerequisite: None. .5 cr. 1 Lab.

PED 110 ARCHERY 1
PED 110 is an activity class designed to teach students the fundamental knowledge and skills of the sport. Prerequisite: None. .5 cr. 1 Lab.

PED 111 GOLF 1
PED 111 is an activity class designed to teach students the fundamental knowledge and skills of the sport. Prerequisite: None. .5 cr. 1 Lab.

PED 112 TENNIS 1
Tennis is an activity class designed to teach students the fundamental knowledge and skills of the sport. Prerequisite: This course is not available to students who have successfully completed or are currently enrolled in PED 146. .5 cr. 1 Lab.

PED 113 BOWLING
PED 113 is an activity class designed to teach students the fundamental knowledge and skills of the sport. Prerequisite: None. .5 cr. 1 Lab.

PED 114 BADMINTON
Badminton is an activity class designed to teach students the fundamental knowledge and skills of the sport. Prerequisite: This course is not available to students who have successfully completed or are currently enrolled in PED 146. .5 cr. 1 Lab.

PED 128 VOLLEYBALL
PED 128 is an activity class designed to teach students the fundamental knowledge and skills of the sport. Prerequisite: None. .5 cr. 1 Lab.

PED 136 BASKETBALL
PED 136 is an activity class designed to teach students the fundamental knowledge and skills of the sport. Prerequisite: None. .5 cr. 1 Lab.

PED 146 RACKET SPORTS
PED 146 is an activity class designed to teach students the fundamental knowledge and skills of tennis and badminton. Prerequisite: This course is not available to students who have successfully completed or are currently enrolled in PED 112 or PED 114. 1 cr. 2 Lab.

PED 158 SOFTBALL
PED 158 is an activity class designed to teach students the fundamental knowledge and skills of the sport. Prerequisite: None. .5 cr. 1 Lab.
PED 165 BEGINNING MARTIAL ARTS
PED 165 is an introduction to the martial arts emphasizing improvement in body flexibility, muscular endurance, strength, coordination, poise, and mental concentration. It is designed as a non-contact activity with no special protective equipment required. Prerequisite: None. .5 cr. 1 Lab.

PED 166 INTERMEDIATE MARTIAL ARTS
PED 166 is a continuation of PED 165, emphasizing an intermediate level of proficiency in the martial arts with an option of rank-grade testing. Prerequisite: PED 165 or permission of instructor. .5 cr. 1 Lab.

PED 169 INTRO TO DANCE
PED 169 will provide an overview of ballet, jazz, and modern dance techniques. Movement will be combined with choreography and various types of music. .5 cr. 1 Lab.

PED 170 CROSS COUNTRY SKIING
PED 170 is an activity class designed to teach students the fundamental knowledge and skills of the sport. Prerequisite: None. .5 cr. 1 Lab.

PED 178 SELF DEFENSE
PED 178 is designed to teach self-defense awareness, avoidance, and escape techniques. Students will receive instruction in how to avoid risky situations as well as what to do if they are actually attacked. .5 cr. 1 Lab.

PED 180 FITNESS/WELLNESS
PED 180 - Fitness Wellness is a lecture course designed to introduce basic concepts of fitness and wellness. Establishment of “Lifespan” fitness behavior will be stressed based on the seven dimensions of wellness (Social, Physical, Intellectual, Emotional, Spiritual, Environmental and Occupational). Prerequisite: None. 1 cr. 1 Lec.

PED 182 STRENGTH TRAINING
Strength Training is an activity class designed to improve knowledge and the skills needed for developing a training program. Prerequisite: None. 1 cr. 2 Lab.

PED 183 FITNESS TRAINING
Fitness Training is an activity class designed to increase the knowledge and skills students need to develop a safe and effective training program. Emphasis is placed on improving components of muscular strength, muscular endurance, flexibility, cardio-respiratory endurance and body composition. Prerequisite: None. 1 cr. 2 Lab.

PED 184 POWER WALKING
PED 184 is a comprehensive fitness program utilizing walking as a cardio respiratory activity and emphasizing lifetime fitness and wellness. Prerequisite: None. 1 cr. 2 Lab.

PED 191 PROJECT ADVENTURE
Project Adventure is an activity class designed to involve innovative warm-up and conditioning exercises, group cooperation, personal and group problem solving initiatives, spotting skills, trust activities, and skills associated with individual challenges in an adventure setting. These activities will enable students to learn trust, cooperation, and healthy risk-taking behaviors in a supportive and safe environment. Prerequisite: None. .5 cr. 1 Lab.

PED 192 PHYSICAL CONDITIONING & WELLNESS
Physical Conditioning and Wellness is an activity class designed to increase the knowledge and the skills needed to develop a safe and effective training program with an emphasis on improving the components of cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition. In addition to orientation and class lecture modules, a student will be expected to complete 18.5 hours of lab activity during any open hours at the JCC Fitness Center. Prerequisite: None. 1 cr. 2 Lab.

PED 201 INTRODUCTION TO PHYSICAL EDUCATION
This course will serve as an introduction to the basic concepts involved with career possibilities and give information about preparing for professional service in all areas of “physical education.” Prerequisite: None. 3 cr. 3 Lec.

PHILOSOPHY

PHI 101 INTRODUCTION TO PHILOSOPHY
In this introductory level course, major philosophical questions will be examined to acquaint the student with the historical and structural foundations of Western thought. Emphasis will be placed upon the assumptions and methods of inquiry used by major philosophers, and a procedure for comparative analysis will be developed. Parallels will be drawn from history, art, literature, science, and technology to illustrate the thought structure of the age under discussion. This course fulfills the following SUNY General Education learning outcomes: Western Civilization and Humanities. This course appears in more than one knowledge and skill area but can only be used to fulfill one requirement. 3 cr. 3 Lec.

PHI 212 RELIGIONS OF THE FAR EAST
This course will focus upon Indian, Chinese and Japanese religion and philosophy, as revealed through a historical and developmental study of the major religions of the Far East; Hinduism, Buddhism, Confucianism, Taoism and Shintoism. Original materials, both ancient and modern, will be studied so as to better understand the many diverse factors that have contributed to form the great civilizations and the complex nature of Far Eastern thought. This course fulfills the following SUNY General Education learning outcomes: Other World Civilizations and Humanities. This course appears in more than one knowledge and skill area but can only be used to fulfill one requirement. Prerequisite: PHI 101 or permission of instructor. 3 cr. 3 Lec.

PHI 213 RELIGIONS OF THE WEST
This course will focus upon North African, Near Eastern and European religion and philosophy, as revealed through a historical and developmental study of the major religions of the West: Mesopotamia and the legend of Gilgamesh, the Egyptian theogonies and cosmogonies, the Olympians and the Greek Eleusinian Mysteries, Zoroastrianism, Judaism, Islam, and Christianity. Original materials, both ancient and modern, will be studied so as to better understand the many diverse factors that have contributed to form the great civilizations and the complex nature of Western thought. This course fulfills the following SUNY General Education learning outcome: Humanities. Prerequisite: PHI 101 or permission of instructor. 3 cr. 3 Lec.

PHI 221 ETHICS
Ethics involves the study of human choice and action based on concepts of value and obligation, and it attempts to uncover and analyze these fundamental assumptions of value implicit in all aspects of our decision-making processes. This course will examine seven fundamental views on ethics; systematically studying classical and modern source works in moral philosophy. Students will then put theory to the test by actively discussing contemporary ethical problems with working professionals in such fields as medicine, law, family counseling, and business. This two-fold approach to the study of ethics will sharpen valuable skills in reasoning and logic, and will also help students develop a rational approach toward discovering and articulating their own values’ structure. This course fulfills the following SUNY General Education learning outcome: Humanities. Prerequisite: PHI 101. 3 cr. 3 Lec.
PHYSICS

PHY 131 GENERAL PHYSICS 1
This course is the study of fundamental laws and principles underlying physical phenomena. Emphasis is placed on mechanics, heat, waves, and motion. A background including trigonometry and high school physics experience is very helpful. Satisfies Math/Science curriculum laboratory science requirement. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. Prerequisite: College placement testing above, or successful completion of MTH 166 or higher (excluding MTH 174 and MTH 184) or Pre-calculus secondary school Math with permission of department. 4 cr. 3 Lec. 3 Lab.

PHY 132 GENERAL PHYSICS 2
This course is a continuation of PHY 131. Topics include thermodynamics, waves, sound, electricity, magnetism and optics. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. Prerequisite: Successful completion of PHY 131. 4 cr. 3 Lec. 3 Lab.

PHY 143 SCIENCE & ENGINEERING PHYSICS 1
This course is the first course in a three-semester sequence. This is a calculus-based approach to the physical principles required in engineering. This course emphasizes kinetics and kinematics of particles, Newton's Laws, systems of forces, work energy, and momentum, rotational and oscillatory motion. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. Prerequisite: Successful completion of MTH 221. 4 cr. 3 Lec. 3 Lab.

PHY 144 SCIENCE & ENGINEERING PHYSICS 2
This course is a continuation of PHY 143 with emphasis on gravitation, fluids, heat, temperature, thermodynamics, properties of matter, waves, vibrating bodies, and sound. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. Effective with the fall semester of 2004, PHY 144 no longer fulfills the SUNY General Education Requirement for Natural Sciences. Prerequisite: Successful completion of PHY 143 and MTH 222. 4 cr. 3 Lec. 3 Lab.

PHY 145 SCIENCE & ENGINEERING PHYSICS 3
This course is a continuation of PHY 144 with emphasis on capacitance, resistance, DC circuits, magnetic fields, inductance, AC circuits, reflection, refraction, diffraction interference, and electromagnetic waves. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. Effective with the fall semester of 2004, PHY 145 no longer fulfills the SUNY General Education Requirement for Natural Sciences. Prerequisite: Successful completion of PHY 144. 4 cr. 3 Lec. 3 Lab.

PARALEGAL

PLA 101 INTRO TO LAW & PARALEGALISM
This course introduces students to the law through its classifications and sources. Students will examine a civil lawsuit through the roles that attorneys, paralegals, judges and other members of the legal community play in the suit’s resolution. Students will also examine substantive law and legal ethics. Prerequisite: None. 3 cr. 3 Lec.

PLA 112 LEGAL RESEARCH WRITING
This course will provide students with an understanding of the functions of the law library and will assist them in developing their research skills through the use of digests, encyclopedias, reporter systems, practice manuals, and video presentations. Students will be required to participate in the drafting of special research projects, the preparation of legal memoranda, and the preparation of pleadings. Prerequisite: None. 3 cr. 3 Lec.

PLA 201 BUSINESS ORGANIZATION LAW
This course will familiarize the student with the legal aspects in the formation of business entities, including sole proprietorship, partnerships, and corporation, with a survey of fundamental principles of law applicable to each and preparation of the documents necessary to the organization and operation of each. Prerequisite: PLA 112. 3 cr. 3 Lec.

PLA 211 CIVIL LITIGATION
An in-depth study of all the tools and procedures available to an attorney in preparing for and conducting civil litigation. Emphasis will be placed on the preparing of motions, subpoenas, gathering evidence, documentation, and witnesses. Prerequisite: PLA 112. 3 cr. 3 Lec.

PLA 221 FAMILY & DOMESTIC RELATIONS LAW
A complete study of the substantive law of domestic relations. This includes the law of marriage, adoption, divorce, annulment, separation, family obligations, etc. The course will also explore matrimonial actions and various procedures employed therein. Prerequisite: PLA 112. 3 cr. 3 Lec.

PLA 232 PROPERTY LAW
A study of property ownership, closings, property management, property financing, and instruments pertaining thereto including development of consumer rights and usury statute analysis. Students will be trained to assist in the investigation, preparation, and maintenance of records necessary to perform the above services in a corporate law department or law office. Prerequisite: PLA 112. 3 cr. 3 Lec.

PLA 242 ESTATES, WILLS & TRUSTS LAW
This course includes study of wills and trusts, and a survey of the fundamental principles of law applicable to each, study of the organization and jurisdiction of the surrogates court, detailed analysis of the administration of estates, and a review of estate and inheritance taxes applicable to such estates. Prerequisite: PLA 112. 3 cr. 3 Lec.

PLA 275 PARALEGAL INTERNSHIP
This course will provide students the opportunity to practice the skills learned from their coursework in a curriculum related work setting. Credit for the internship will be earned by satisfactorily completing 90 hours of approved placement in a curriculum related position in a business or organization and by attending a weekly class and completing class assignments. This course is designed for career curricula students. Prerequisite: Successful completion of at least 24 credit hours necessary to perform the above services in a corporate law department or law office. Credit for the internship will be earned by satisfactorily completing 90 hours of approved placement in a curriculum related position in a business or organization and by attending a weekly class and completing class assignments. This course is designed for career curricula students. Prerequisite: Successful completion of at least 24 credit hours in the curriculum. Completion of PLA 101 and PLA 112 with at least a B average and permission from Paralegal faculty. 3 cr. 1 Lec. 6 Lab.

POLITICAL SCIENCE

POL 121 INTRO TO AMERICAN GOVERNMENT
This course is an introduction to the American political system, including the Constitutional framework; legislative, executive, and judicial functions; as well as the nature of American political parties, interest groups, public opinion, social movements, political economy, and the role each plays in contemporary American life. This course fulfills the following SUNY General Education learning outcome: Social Sciences. Prerequisite: None. 3 cr. 3 Lec.

POL 122 STATE & LOCAL GOVERNMENT
This course is an examination of state and local governments within the American federal system. It will include the structure, function, political processes and political economy of state and municipal governments, with an emphasis on the State of New York. Where possible, a seminar approach will be
used in this course. A field experience is required. This course fulfills the following SUNY General Education learning outcome: Social Sciences. Prerequisite: None. 3 cr. 3 Lec.

POL 126 WORLD AFFAIRS
POL 126 is an introduction to modern world affairs with an emphasis on issues and problems of the post-World War II period. Attention is focused on problems and prospects of developing regions of the world such as South Asia, Africa, Eastern Europe and Latin America; tension areas and security issues, international political economy, and relationships among leading states of the world. This course fulfills the following SUNY General Education learning outcome: Other World Civilizations. Prerequisite: None. 3 cr. 3 Lec.

POL 127 INTRODUCTION TO WESTERN POLITICAL THOUGHT
POL 127 is an overview of the major themes of Western political thought, from ancient and medieval through contemporary, with added emphasis upon equality, diversity, civic participation and justice. Other themes include, but are not limited to, liberty, citizen obligation, freedom, the State, the Good, power, human nature, economy, forms of logic (teleological, dialectical, inductive, deductive) and history. Retroactive to the fall of 2003, POL 127 fulfills the following SUNY General Education learning outcome: Western Civilization. 3 cr. 3 Lec.

POL 205 POWER IN THE U.S.
An examination of the structure of power in American society and its relations to political ideas and institutions, the economy and foreign policy. Attention is focused on the viability of present political processes, the gains and costs of the American political economy and the role of citizens and non-governmental institutions in contemporary American life. Where possible, a seminar approach will be used. This course fulfills the following SUNY General Education learning outcome: Social Sciences. Prerequisite: None. 3 cr. 3 Lec.

PSYCHOLOGY

PSY 133 INTRODUCTION TO PSYCHOLOGY
This course is a survey of the scientific study of the mind and human behavior. Topics will be examined in the areas of psychobiological, cognitive, behavioral, psychoanalytic, humanistic, and cross-cultural psychology. This course fulfills the following SUNY General Education learning outcome: Social Sciences. Prerequisite: None. 3 cr. 3 Lec.

PSY 220 CHILD & ADOLESCENT DEVELOPMENT
PSY 220 examines theories and research related to child development from the prenatal period through adolescence. Topics will include: physical development, cognitive development, social and personality development, adult/child interaction, methods of research and assessment, and current issues in child and adolescent development. (Not open to students with credit in PSY 233.) This course fulfills the following SUNY General Education learning outcome: Social Sciences. Prerequisite: PSY 133. 3 cr. 3 Lec.

PSY 222 ADULT DEVELOPMENT
PSY 222 examines theories and research related to adult development from the period of late adolescence to old age and the end of life. Topics will include: physical development, cognitive development, social and personality development, methods of research and assessment, and current issues in adult development. (Not open to students with credit in PSY 233.) This course fulfills the following SUNY General Education learning outcome: Social Sciences. Prerequisite: PSY 133. 3 cr. 3 Lec.

PSY 232 SOCIAL PSYCHOLOGY
This course involves an examination of the reciprocal effects of group membership on individual behavior and the individual's influence on group behavior. Topics will include issues of conformity, compliance, influence, attribution, socialization and social cognition. The course will also emphasize the organization and dynamics of groups and the development of shared opinions, attitudes and behaviors within groups. This course fulfills the following SUNY General Education learning outcome: Social Sciences. Prerequisite: PSY 133. 3 cr. 3 Lec.

PSY 233 LIFESPAN DEVELOPMENT
PSY 233 examines theories and research related to lifespan development from the prenatal period to old age and the end of life. Topics will include: physical development, cognitive development, social and personality development throughout the lifespan, methods of research and assessment, and current issues in lifespan development. (Not open to students with credit in PSY 220 or PSY 222.) This course fulfills the following SUNY General Education learning outcome: Social Sciences. Prerequisite: PSY 133. 3 cr. 3 Lec.

PSY 235 ABNORMAL PSYCHOLOGY
This course examines the history, assessment, and treatment of abnormal behavior. Emphasis is placed on understanding abnormal behavior within the context of biological, psychological, and social/cultural factors. This course fulfills the following SUNY General Education learning outcome: Social Sciences. Prerequisite: PSY 133. 3 cr. 3 Lec.

PSY 238 HUMAN SEXUALITY
Explores the biological, behavioral, and cultural aspects of human sexuality, with special emphasis on the social and psychological issues concerning sexual behavior. Prerequisite: PSY 133 or SOC 144. 3 cr. 3 Lec.

PSY 239 DEATH & DYING
This course presents a sociological and psychological examination of death, dying and bereavement. Areas of emphasis include cultural factors in attitudes toward death, stages of dying and the tasks of those stages, death anxiety, communication with the terminally ill, the working through of grief, coping with survival, and the consideration of loss as a personal growth experience. Prerequisite: PSY 133 or SOC 144. 3 cr. 3 Lec.

PSY 270 THE EXCEPTIONAL CHILD
PSY 270 provides an overview of the educational, psychological and social needs of children with disabilities and disorders, and of gifted and talented children. This course provides background for designing appropriate interventions for students with a variety of special needs. The impact of special education law on public school programs is included. Prerequisites: PSY 220 or PSY 233. 3 cr. 3 Lec.

READING

REA 099 DEVELOPMENTAL READING SKILLS
REA 099 is a required course for those entering students who, based on assessment testing and academic background, need to improve reading comprehension skills and strategies. The course offers instruction in basic reading and thinking strategies and supports students in developing these learning strategies by effectively applying what is learned. Prerequisite: Students must meet placement criteria. 0 cr. 3 Lec.
SCIENCE

SCI 107 PHYSICAL SCIENCE
This course studies fundamental principles of chemistry and physics. Topics discussed include history of science, mechanics, properties of matter, heat, temperature, atomic and molecular structure and basic chemical reactions. Emphasis is placed on the relation of physical science to our environment. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. Prerequisite: One year of high school Mathematics. Recommended for students with no previous science background. SCI 133 is for students in career curricula and is not open to students who have completed CHE 131. 3 cr. 3 Lec.

SCI 199 INTERDISCIPLINARY SCIENCE/MATHEMATICS
SCI 199 is an interdisciplinary course that directly integrates and demonstrates the dependent relationships between the three disciplines of science, mathematics, and computer science. This is accomplished by selection of one central scientific theme (usually an environmental theme) for the course and rigorous investigation of that topic. The investigation will include development of an experimental design, collection of original data in the field, use of the computer and mathematics to analyze the data collected, mathematical modeling, summary of findings, drawing conclusions, and making recommendations. Finally, a fourth discipline is introduced to this interdisciplinary course by requiring the students to present their findings in written, oral and/or video form. The course is intended for any student excited about the application of real math and science through a hands-on approach. This course fulfills the following SUNY General Education learning outcomes: Mathematics and Natural Sciences. This course appears in more than one knowledge and skill area but can only be used to fulfill one requirement. Prerequisite: The student must meet both of the following prerequisite (or obtain permission from the instructor). Minimum of at least two years of high school math or MTH 155 and at least one course in biology or chemistry and/or physics. 4 cr. 3 Lec. 3 Lab.

SOCIOLOGY

SOC 144 INTRODUCTION TO SOCIOLOGY
This course will involve an introduction to the scientific study of human social behavior. Emphasis will be given to the topics of culture, society, socialization, group interaction, social stratification, and the basic institutions. This course fulfills the following SUNY General Education learning outcome: Social Sciences. Prerequisite: None. 3 cr. 3 Lec.

SOC 241 MARRIAGE & FAMILY
This course will involve a sociological analysis of patterns of courtship, marriage, and family living in American society. Topics will include cultural assumptions about the family, contemporary problems in family living, and emerging alternative family forms. The relationship of broad societal changes to changes in the American family system will be emphasized. This course fulfills the following SUNY General Education learning outcome: Social Sciences. Prerequisite: None. 3 cr. 3 Lec.

SOC 242 SOCIOLOGY OF AGING
An analysis of the personal and social factors involved in aging in North America. Topics include theories of aging, characteristics of the aging population, services for older people, institutionalization, and cross cultural comparisons. Special attention is given to social trends and policy issues. Local and regional problems and services are highlighted. This course fulfills the following SUNY General Education learning outcome: Social Sciences. Prerequisite: SOC 144 or PSY 133. 3 cr. 3 Lec.

SOC 243 RACE AND ETHNICITY
This course provides a sociological analysis of the relationship among various racial, ethnic, and other minority groups and the dominant American culture. Among the topics to be covered are immigration, intergroup relations, civil rights and public policy. This course fulfills the following SUNY General Education learning outcome: Social Sciences. Prerequisite: SOC 144. 3 cr. 3 Lec.

SOC 244 SOCIAL PROBLEMS
SOC 244 provides a sociological perspective concerning major problems at the local, national, and global levels. Attention will be given to the complexity of and interrelationships among social problems. The sources of knowledge about social problems will be examined. Topics to be covered may include, but not be limited to: deviant behavior, inequality, economic and political change, war, the environment, social movements, and other areas of topical importance. This course fulfills the following SUNY General Education learning outcome: Social Sciences. Prerequisite: SOC 144. 3 cr. 3 Lec.

SOC 245 CRIMINOLOGY
In-depth study of crime causation beginning with the demonological theory proceeding through classical biological, psychological, and sociological theories. Other topics discussed include courts, enforcements, law, and corrections. This course fulfills the following SUNY General Education learning outcome: Social Sciences. Prerequisite: SOC 144. 3 cr. 3 Lec.

SOC 246 JUVENILE DELINQUENCY
This course involves the sociological investigation of the causes of and responses to juvenile deviance. Emphasis will be given to major theories about juvenile deviance and the influence of basic institutions. Topics to be studied include the family, peers, school, race and gender issues. Attention will be placed upon the historical and contemporary juvenile justice system and strategies for working with troubled youth. This course fulfills the following SUNY General Education learning outcome: Social Sciences. Prerequisite: SOC 144. 3 cr. 3 Lec.

SOC 247 SOCIOLOGY OF GENDER
This course will explore the interrelationships between gender and society. It will employ historical and cross-cultural perspectives that define “female” and “male”. Emphases will be placed on the socialization process and the effects of biology, political economy, and social institutions on gender identity. Prerequisite: SOC 144 or ANT 241. 3 cr. 3 Lec.

SPANISH

SPA 111 CONVERSATIONAL SPANISH 1
Designed to meet various conversational needs, this course may be adapted to meet the conversational needs of students with such interests as law enforcement, health and human services, business or travel on an elementary level. The course will focus on the development of speaking and comprehension skills in the target language, while emphasizing the cultural context in which the language is used. It is not a natural stepping-stone to SPA 121 or SPA 122 and should not be taken by native speakers. Students who have completed SPA 122 or three or more years of high school Spanish should not take this course. This course fulfills the following SUNY General Education learning outcome: Foreign Language. Prerequisite: None. 3 cr. 3 Lec.

Course Descriptions 115
SPA 112 CONVERSATIONAL SPANISH 2
Designed to meet varying background levels, this course will be adapted to satisfy the conversational Spanish needs and interests of the particular group of students enrolled. The course, thus, can be adapted to meet the conversational need for travel, medicine, as well as other interests. This course fulfills the following SUNY General Education learning outcome: Foreign Language. Prerequisite: SPA 111. 3 cr. 3 Lec.

STA 142 ORAL INTERPRETATION OF LITERATURE
STA 142 may be defined as the art of recreating an author’s recorded experience in a work of literary art and of communicating this to an audience so as to arouse a meaningful response. Oral Interpretation is primarily a communications course, one in which communication takes place only between the interpreter and his audience. This course fulfills the following SUNY General Education learning outcome: Humanities. Prerequisite: None. 3 cr. 3 Lec.

STA 121 ELEMENTARY SPANISH 1
This humanities course is the first half of a two-semester sequence that constitutes an introduction to Spanish language and cultures. The four basic skills of understanding, speaking, reading and writing will be taught with an emphasis on spoken communication. This course is designed for students who have no background in Spanish. It is not open to native speakers or to students with more than two years of high school Spanish. This course fulfills the following SUNY General Education learning outcome: Foreign Language. Prerequisite: SPA 122, or three years of high school Spanish. This course fulfills the following SUNY General Education learning outcome: Foreign Language. Prerequisite: SPA 111. 3 cr. 3 Lec.

STA 122 ELEMENTARY SPANISH 2
This humanities course is the second half of a two-semester sequence that constitutes an introduction to Spanish language and cultures. It begins with a review of present and preterit tenses. The four basic skills of understanding, speaking, reading and writing will be taught, with an emphasis on spoken communication. This course is generally not open to native speakers or to students with three years or more of high school Spanish. This course fulfills the following SUNY General Education learning outcome: Foreign Language. Prerequisite: SPA 122. 3 cr. 3 Lec.

SPA 220 SPANISH FOR NATIVE SPEAKERS
This humanities course constitutes an introduction to the formal study of Spanish. A grammar-based approach to the basic skills of reading and writing will be emphasized. This course is designed for students familiar with spoken but not written forms of Spanish, and it will prepare them for the continuing study of Spanish language, literature and culture. This course fulfills the following SUNY General Education learning outcome: Foreign Language. Prerequisite: Recommendation of instructor. 3 cr. 3 Lec.

STA 221 INTERMEDIATE SPANISH 1
This humanities course is the first half of a two-semester sequence that continues the development of the four language skills of understanding, speaking, reading and writing with an emphasis on communication. This course fulfills the following SUNY General Education learning outcome: Foreign Language. Prerequisite: SPA 122, or three years of high school Spanish. This course is not recommended for native speakers. 3 cr. 3 Lec.

SPEECH & THEATER ARTS

STA 101 FUNDAMENTALS OF ORAL COMMUNICATION
This is an introductory course designed to focus on the development of the responsible and proficient skills needed to succeed in formal and informal group, interpersonal, and life situations. The content of the course includes a study and practice of the oral communication process. This is a skills oriented course with a variety of activities emphasizing performance, observation, and evaluation of self and others. Prerequisite: This course is not open to students who have completed STA 151 or BUS 127. 3 cr. 3 Lec.

STA 183 ACTING
An introduction to acting with emphasis on principles of speech, movement, improvisation, and analysis as the fundamentals for creating coherent characterizations. 3 cr. 4 Studio.

STA 252 ARGUMENT AND DEBATE
Involves research, organization, preparation, and presentation of the educational debate. Emphasizes analysis and development of the debate, evidence, and argumentation. Prerequisite: STA 151 or permission of instructor. 3 cr. 3 Lec.
**Activities**
Jefferson offers students a diverse campus life program through the Student Development and Activities Center (SDAC), which provides opportunities for students to become involved in co-curricular and extra-curricular activities and offers students essential services to create a comprehensive college experience. Self-governance, clubs and organizations, civic and volunteer experiences, social and cultural events, special activities and leadership development are addressed through regular SDAC services, Student Government and the Social Cultural Committee. Located in Room 4-100 of the McVean Building, the opportunities and services enhance students’ education and help to develop fundamental life skills.

**Advising Center**
After completing requirements for admission to the College, new students will be invited to an advising session with an academic advisor in the Advising Center to discuss educational and career goals. During this session, an advisor will review degree requirements, workload issues, academic policies and support services provided by the College and assist the student with course selection and registration.

Students will then be assigned a permanent academic advisor who will continue to assist them with course selection as well as academic and career planning. This advisor is typically a faculty member who is familiar with the student’s major. It is important for students to meet regularly with their advisor to discuss their goals, course selection and progress toward degree completion.

The Advising Center staff also provides advising and registration assistance for all non-matriculated students and those current students who need academic advisement at times when their assigned advisor is not available. In addition to helping students with course selection and registration, the academic advisors in the Advising Center are available to assist students with degree audits, dropping/adding courses, changing majors, transfer credit evaluation, and the use of SOAR.

The Advising Center is located in room 6-120 of the Jules Center.

**Affirmative Action/Diversity Office**
The Affirmative Action/Diversity Office provides support for students with concerns about gender discrimination, ethnic or sexual harassment, services to the disabled, or other civil rights issues. Students may seek counseling or advocacy by consulting directly with the Affirmative Action/Diversity Office, located in room 6-118 of the Jules Center.


**Child Care**
Jefferson Campus Care is a New York State licensed facility on the campus of Jefferson Community College. The Center has also earned accreditation by the prestigious National Association for the Education of Young Children. Jefferson Campus Care provides developmentally appropriate activities for children ages 18 months to 5 years. Hours of operation are Monday through Friday from 7:30 a.m. to 5:00 p.m. during the College’s Fall and Spring semesters.

To inquire about enrolling your child at Jefferson Campus Care call the site director at (315)786-2357. The primary mission of Campus Care is to serve the JCC campus community. Enrollment priority is given to the children of JCC students, faculty and staff.

**College Bookstore**
The Faculty Student Association (FSA) Bookstore is located in the Jules Center Building. The bookstore provides new and used textbooks, materials and supplies for college courses. The FSA Bookstore offers a wide variety of items including classroom supplies, notebooks, paper, pens, binders, art and drafting supplies. The store also carries a variety of JCC imprinted clothing, gift items, newspapers, computer software and accessories, trade and paperback books. Bookstore hours are from 8:30 a.m. to 5:00 p.m. Monday through Thursday and 8:30 a.m. to 3:30 p.m. on Fridays. Hours are extended during the first few weeks of each semester. Hours vary during vacation periods and the summer session. The bookstore accepts cash, checks, major credit cards and student debit funds (Cannon Cash).
Counseling Center Services
The mission of the Counseling Center at JCC is to foster personal, educational, and career development for students and alumni and to provide educational and career information to community members. Three counselors are available to assist individuals in the areas of career, personal support and transfer counseling. Individual counseling sessions are arranged by appointment. To make an appointment call 315-786-2271 (toll free: 888-435-6522, ask for Counseling) or stop by the Counseling Center.

A resource room provides career and college guides, life skills leaflets, employment resources, plus a collection of catalogs from New York State colleges. A computer station is available to access career assessments, career and college information, and job-hunting information. Career assessments are available by making an appointment with a counselor. Other resources are available on a walk-in basis during normal office hours.

Confidentiality is maintained with all counseling sessions unless otherwise waived. Our professional counselors are all members of the American Counseling Association and adhere to the ACA Code of Ethics and Standards of Practice.

Hours & Location: The Counseling Center is open Monday through Friday from 9:00 a.m. to 5:00 p.m. The Center is located in the Jules Center Building, Room 6-020.

Career Counseling
The Career Planning and Placement Service of the JCC Counseling Center educates individuals about the attitudes and skills that will be required of them at future points, in planning educational programs, in selecting and preparing for work, and in helping anticipate and prepare career paths available within a work place.

Counseling services are provided through personalized, one-on-one, and group counseling sessions and can be supplemented by career inventories such as the Strong Interest Inventory, Holland Self-Directed Search, Choices Guidance Program, SIGI Plus Guidance Program, and the Myers-Briggs Personality Inventory. Counseling helps individuals assess interests and values, and match those attributes with specific careers.

Career counseling and job placement activities also provide practical assistance to help students, and alumni seek employment. Individuals are educated in terms of how they can become more marketable in today’s job market, and they learn that employability prospects are strongly affected by personal characteristics as well as individual educational programs.

A variety of other job placement activities are also offered throughout the year including career fairs, alumni panels and class seminars. Assistance is provided in writing cover letters and resumes, and resume critiques are provided regularly. A Credential File service is maintained which allows students or alumni to place a resume, references and other pertinent credentials into a file which can be referred to prospective employers. Job Books list various employment opportunities for review and self-referral. Employment and military recruiters regularly visit campus.

Career counseling provides the following services:
- Individual Counseling Sessions
- Resume Development and Critiques
- Career Assessments/Interest Inventories
- Creative Career Development Workshops
- Labor Market Information
- Credential File Service
- Employment Listings
- Career Resources
- Employer and Military Recruiters
- Interviewing Techniques

Personal & Support Counseling
Personal and support counseling is available for students whose circumstances are hindering their academic progress and/or personal growth. Topic areas that students are assisted with include:
- Stress Management
- Test Anxiety
- Self Esteem Issues
- Alcohol and Substance Abuse
- Personal Trauma
- Marital Conflict
- Interpersonal Communication Skills

In addition to individual counseling, the service offers life skills workshops in such areas as assertiveness, time management, team building and values clarification.
Personal and support counseling provides the following services:

- Individual Counseling Sessions
- Life Skills Workshops
- Relationship and Marital Counseling
- Assertiveness Training
- Support Groups
- Relationship and Team Building
- Self-Help/Self-Improvement Resources
- Values Clarification
- Personal Profile System
- Stress Management
- Personality Assessment
- Conflict Resolution
- Wellness and Lifeskills Inventory
- Personal Organization & Motivation
- Genograms
- Personal Development Portfolio
- Referrals

Transfer counseling provides the following services:

- Individual Counseling Sessions
- Career Counseling and Assessments
- Transfer/Articulation Agreements
- Four-Year College Recruiter Visits
- Transfer Applications
- Review of College Essays
- Career/Transfer Resource Room
- College Videos

**SUNY Transfer Guarantee**

State University of New York guarantees an A.A. or A.S. graduate of a SUNY College the opportunity to continue at a four-year SUNY unit. Acceptance to a specific college or curriculum is not guaranteed. To qualify for the program students must follow the requirement and deadlines outlined in the SUNY Application Guidebook.

**Faculty-Student Association**

The Faculty Student Association (FSA) of Jefferson Community College is a not-for-profit organization established in 1969 to serve the needs of the campus community. The association began operations with the College’s first bookstore which was located in the basement of the Guthrie Science building. Since that time, the FSA has seen tremendous growth as the needs of the College and the mission of the association have evolved.

Today, the association operates the College bookstore, foodservice operations including the Courtyard, the campus SUNYCard office and the Jefferson Campus Care day care center. In addition, FSA provides accounting services to student organizations and other groups on campus.

The association consists of all students, faculty and staff of the College. The organization is led by an active Board of Directors appointed to represent each of these constituencies. The board consists of five students, four members of the college staff and three faculty members representing the academic divisions on campus.

The association maintains a staff of 35-40 employees who work under the direction of a full-time Executive Director.
**FOOD SERVICES**
The Faculty Student Association Foodservice Department operates the campus dining facility (the Courtyard), campus catering services and vending operations. The Courtyard, located on the lower level of the McVean Student Center, offers breakfast, lunch, dinner and a wide choice of specialty items, snacks and beverages. Vending machines are conveniently located throughout the college campus. The Courtyard operates from 7:30 a.m. to 6:00 p.m. Monday through Thursday and 7:30 a.m. to 3:00 p.m. on Fridays while classes are in session. The Courtyard operates on a reduced schedule during vacation periods and closes for the summer session. The Courtyard offers a variety of meal plans offering convenience and savings. For more information, contact the SUNYCard Office at 315-786-2354.

**HEALTH SERVICES**
The Nurse’s Office, located in the upper level of the McVean Student Center Building, offers a variety of services provided by a registered nurse and a part-time physician’s assistant. Services are free to students, and are available on a walk-in basis. Office hours are posted outside the office and at other locations on campus.

1. Treatment for illness and injuries.
2. Medical emergency care as needed.
3. Athletic physicals for varsity sports.
4. Blood pressure and vision screening.
5. Referral as needed to a physician, specialist or community health agency.
7. Tuberculosis testing.
8. Diet and weight control information.
9. Free informational pamphlets on various health related topics.
11. Insurance claims.
12. Disability parking permits.

**INTERCOLLEGIATE ATHLETICS**
As a member of Region III of the National Junior College Athletic Association, Jefferson Community College fields four varsity teams for men - basketball, baseball, soccer and lacrosse.

Women compete in five varsity sports - basketball, softball, volleyball, soccer and lacrosse.

Jefferson Community College is a member of a Mid-State Athletic Conference and competes in the sports of men’s and women’s basketball, volleyball, soccer and lacrosse.

Students are admitted free to regularly scheduled home games, and are encouraged to support the College teams.

Athletic teams are funded by the student activity fee, under the control of the Student Government Association.

**LEARNING SKILLS CENTER**
The Scanlon Learning Skills Center provides the academic support and assistance students need for success in college and beyond. Learning Skills Center (LSC) services are available at no charge to all full- and part-time Jefferson Community College students, regardless of their program of study. Services provided by the LSC include professional tutoring, peer tutoring, placement testing and disability services.

The Scanlon Learning Skills Center’s goal is to reach all types of learners. The LSC also provides a comfortable area for individual and small-group study. The LSC’s hours during the academic year are Monday through Friday, 9:00 AM to 5:00 PM.

The Scanlon Learning Skills Center supports students who are interested in improving their academic performance, reaching their potential, and achieving success. As such, the LSC is a vital component of the JCC environment.

**LEARNING SKILLS - SERVICES TO STUDENTS WITH DISABILITIES**

**Definition and Overview** - Jefferson Community College provides access to reasonable accommodations for each qualified student with a disability through individualized services, specialized equipment, and a supportive environment. A Learning Skills Specialist for Students with Disabilities acts as a liaison between the qualified student and the JCC staff and faculty as the student pursues educational goals. However, the College also fosters student self-reliance and independence.
JCC complies fully with Section 504 of the Federal Rehabilitation Act of 1973, which states, “No otherwise qualified handicapped individual in the United States...shall, solely by reason of his/her handicap, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” A disability is defined by the Americans with Disabilities Act as “any mental or physical condition that substantially limits an individual’s ability to perform one or more major life activities.”

It is the student’s responsibility to initiate a request for eligibility review by contacting the Learning Skills Specialist for Students with Disabilities (see eligibility criteria below) and to follow stated College policies and procedures when requesting access to reasonable accommodations. It is strongly recommended that contact occur well in advance of classes. Furthermore, accommodations for placement testing cannot be provided until eligibility has been determined.

**Eligibility Criteria** - To qualify for LSC services, a student must:

1. Apply and be accepted to Jefferson Community College through the regular admissions or continuing education processes.
2. Submit current and comprehensive documentation of the specific disability or disabilities along with a completed student contact sheet to the LCS. This documentation must be generated by a licensed M.D., licensed psychologist, or school psychologist; include a diagnosis of the disability; state how the disability affects the student; discuss functional limitations; and make recommendations for accommodation. Documentation will be kept confidential.
3. Make an appointment to meet with the Learning Skills Specialist for Students with Disabilities to discuss reasonable accommodations.

**General Services for Students with Disabilities** - The LSC regularly offers the following services for students with disabilities:
- admissions placement testing
- accommodations process orientation
- campus faculty and staff liaison
- classroom accommodations
- notetaking coordination
- supplemental tutoring referral
- advocacy
- local, state, and federal agencies liaison
- high school resource

**Adaptive Technology** - Jefferson Community College provides accessible computer technology and adaptive equipment. The Learning Skills Specialist for Students with Disabilities will help students to understand their specific technology needs, inform them of campus equipment and assistive technology, and offer guidance as students make personal decisions about equipment they may purchase privately or through an alternative funding source.

The following adaptive technology is available at Jefferson Community College to assist students with documented disabilities. Students who wish to access accommodations are required to document disabilities in the Scanlon Learning Skills Center.

- Computer Screen Magnifier
- Headphones
- Kurzweil Reader
- Large Screen Internet Station
- Large Screen Microfiche
- Optical Character Recognition (OCR)
- Software Keylatch
- Speech Recognition
- Speech Synthesizers
- Talking Calculator
- Tape Recorders
- Trackballs
- Microsoft Windows Accessibility
- VERA
- Word Prediction

For more information about any of the items on this list or about support for special needs, please contact the Learning Skills Center at 315-786-2288 or toll-free 888-435-6522.

**New Student Services**
New Student Services provides a wide array of student support services to promote retention, ease the transition to college life and build the foundation of campus-wide community connections. These distinctive programs and services enhance the students’ college experience and assist in the promotion of academic and social success.

New Student Services undertakes the following programs and services, which are funded by the Student Resource Fee, to facilitate this mission:
1. Orientation Services
2. The Help Station
3. The “How Ya’ Doin” Survey
4. Pre-Registration/Advising Student Support
5. First Semester 101 Blackboard Site
6. New Student Survival Guide
New Student Services employs current students, in cooperation with the Admissions Office, to assist in providing these services. The New Student Services Office is located in room 6-120 of the Jules Center.

**STAR (Strategies to Achieve Results)**  
STAR is designed to provide assistance to JCC students above and beyond the ordinary college experience and stands for Strategies To Achieve Results. The STAR program assists matriculated students to successfully adjust to the college environment, succeed academically, and graduate from JCC and/or transfer to a four-year institution. Services include a Summer Bridge Program for entering students, with English and reading developmental courses; academic, personal, and financial aid counseling; group and one-on-one tutoring in mathematics, reading and English; workshops in test-taking, study habits, time management, and organization skills; a career exploration course; transfer advising and services; tickets to cultural events; a Summer Plus Program which places students in paid summer career-related work experiences; and need-based scholarships.

Students who are U.S. citizens, permanent residents, or naturalized citizens are eligible for STAR if they are first generation (neither parent holds a four-year degree), have a documented disability, or meet the income guidelines. In addition, students qualify for services if they show academic need. JCC’s program is intended to serve approximately 160 students per year; an application and eligibility process determines those to be served.

*The STAR program is a TRIO component, sponsored by a U.S. Department of Education Student Support Services grant in partnership with JCC’s Enrollment Management & Student Life and Academic Divisions.*

**Hours and Location:** The STAR office is located in 6-118 of the Jules Center and can be reached by calling 315-786-6555 or toll free at 888-435-6522 (ask for the STAR Office).

**Student Development and Activities Center**  
Students who want to become involved in the co-curricular life on campus can inquire about available opportunities in the SDAC, where information regarding active clubs, how to form a club, how to connect with Student Government, upcoming events, volunteer opportunities and other campus and community information is available. The SDAC provides leadership training to Student Government, clubs and organizations, the Judicial Board of Review and students employed in the center. It also houses the Chaplain services and the Social Cultural Committee, offers discounted movie tickets and tickets to other area attractions and lends games and supplies.

**Chaplain**  
The College Chaplain is an ecumenical position, located in the McVean Student Center in room 4-100. The chaplain offers a variety of services in the area of counseling and spiritual development. The chaplain is available to discuss with students questions about religion, studies, social justice, drugs and other concerns. The chaplain supplies information and literature that students may find helpful. A listing of churches and services is also available.

**Social Cultural Committee**  
The Social Cultural Committee is comprised of students, staff and faculty. Its purpose is to fund campus and community activities and manage the art gallery, the student newspaper and the student drama organization. Additionally, the SCC supports event initiatives by college clubs, organizations and offices through a formal granting process.

- Campus and community activities are planned and implemented by a team of student managers supervised by the Student Development and Activities Center. Yearly events include theme weeks, cultural and civic events, traditional student activities and events that are open to the public. The calendar of events can be found at www.sunyjefferson.edu.

- *The Cannon* is the recognized student newspaper. It is published two to four times each semester by a team of student editors and writers and is completely free from college censorship. A paid advisor assists the student team with developing and applying editorial policy.

- *The Gallery at Jefferson* hosts local artists, traveling shows and student art work in four to six gallery shows each year and is managed by a student gallery director.

- *The Dionysians* is the recognized student drama organization. One to two productions, under the guidance of a paid advisor, are staged each year.
**Student Government**

Student participation in the development of campus policies and procedures at Jefferson is fundamental. Student Government works with the college administration to create a student-focused learning environment and provides the student body with a voice to address academic and campus life issues through the Executive Board, Legislative Affairs and Student Life branches.

- The Executive Board consists of the President/Trustee, Vice President for Student Life and Vice President for Legislative Affairs. Students elect the positions each March for the next academic year. Furthermore, additional positions of Treasurer, Information Specialist and Administrative Assistant are filled through an employment process. These six student leaders provide the administrative structure for all Student Government business.

- The Legislative Affairs branch is comprised of students who represent the interests of the student body on college committees. In addition to attending the specific committee on which they serve, these representatives meet once a month to share issues with the Executive Board and other interested students.

- Student Life is the branch that facilitates an environment that fosters club communication and provides funds. Each club selects a representative to meet monthly to discuss issues specific to club life at Jefferson.

**Organized Groups**

Each year, between 12-30 student clubs and organizations are authorized to operate by Student Government. There are three types of organized groups; those interested in academic subjects, special interest areas, or scholarly pursuits. Students, with the help of advisors, determine their activities and apply lessons learned in and out of the classroom that broaden their skills. And it’s just plain fun.

**Student Housing**

Jefferson Community College is primarily a commuter’s college. Students who find it more convenient to room near the college are responsible for making their own housing arrangements. While a list of available accommodations is available on request, no official college approval of housing is either expressed or implied. All contractual arrangements are between the lessee and the landlord.

Students desiring information about housing should contact the Admissions Office, located in room 6-007 of the Jules Center, or call 315-786-2277.

**SUNY Card**

SUNY Card is a universal card which functions as a photo identification card and provides access to the Melvil Dewey Library, the computer lab, the fitness center, student loans, financial aid and student discounts. The card is also used for the purchase of discount meal plans and Cannon Cash, a convenient student debit account accepted at locations through the college campus.
ADA Policies


I. This policy refers to the accommodations under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990.

II. Jefferson Community College recognizes and supports the tenets of both Section 504 and the ADA, and complies with the law, including the provision of requested reasonable accommodations so that no one is denied access solely on the basis of disability to its employment opportunities, programs or facilities.

III. Compliance Officer designation: The Section 504/ADA Coordinator, responsible for compliance shall be the College’s Affirmative Action/Diversity Officer.

IV. Requests for accommodation:

A. Requests for accommodation for credit bearing coursework should be made in writing to the staff of the Scanlon Learning Skills Center.

B. Accommodation requests for college events, business and industry training workshops, pre-applicant appointments, and pre-employment or employment-related activities or other non credit-bearing functions should be addressed to the College’s Affirmative Action/Diversity Officer.

V. College response to requests for accommodation:

A. In the case of credit-bearing requests, the staff of the Scanlon Learning Skills Center will review routine requests for accommodation to determine appropriate support, if any. Consultation with the Affirmative Action/Diversity Officer is necessary for non routine request, e.g., for access to funds to hire non-staff personnel, or in instances where the client is dissatisfied with the lever or type of service which the director of the learning skills center has determined is appropriate.

B. For all other requests, the Affirmative Action/Diversity Officer will consult with appropriate personnel and the dean, and determine accommodation, if any. The Affirmative Action/Diversity Officer will provide or authorize the provision of necessary personnel or other types of support.

C. The College requires medical evidence to support requested accommodations; this requirement may be waived only by the Affirmative Action/Diversity Officer or the College President.

VI. Internal Grievance Procedure: If an individual requesting an accommodation believes the decision reached by College personnel was based on illegal discrimination, he/she should follow the procedures outlined:

A. An effort to resolve the complaint informally should be made by discussing concerns with the appropriate dean, i.e., the Dean of Academic Affairs for instruction issues, including the learning skills center, the Dean of Administration for employment matters, and the Dean of Enrollment Management & Student Life for student services concerns.

B. If the situation remains unresolved, a complaint should be made in writing to the College’s Affirmative Action/Diversity Officer, who will attempt to resolve the issue through mediation. The complaint should contain information about the alleged discrimination such as name, date, address, and phone number of complainant and the location, date and description of the problem. Alternative means of filing complaints, such as personal interviews or a tape recording of the complainant, will be made available for persons with disabilities upon request.

C. Unresolved cases will be forwarded by the Affirmative Action Officer to the College President, who may, at his discretion, institute more formal procedures.

VII. Use of the internal grievance procedure is not a prerequisite to the pursuit of other remedies.

VIII. Records of medical information and disposition of ADA-related matters will remain in the Affirmative Action/Diversity Officer’s files, with the exception of student files kept in the Scanlon Learning Skills Center.

IX. The College will follow SUNY guidelines for records retention and disposition.

Statement of Bias-related Crime

New York State Education law requires Jefferson Community College to inform incoming students about the Hate Crimes Prevention Act of 2000 and how bias-related crimes can be prevented on campus.

Under the law, a hate crime is committed when a person commits a “specified offense,” such as murder, assault, kidnapping, arson, or other crimes against an individual because of his or her race, color, national origin, ancestry, gender, age, disability, religion, or religious practice or sexual orientation.
For more information on bias-related crime, please contact the Campus Safety Office, the Dean for Enrollment Management and Student Life, the Dean of Administration, or the College’s Affirmative Action Officer/Assistant to the President for Special Programs.

Children on Campus
Children are not to be left unattended on campus, including the grounds and parking facilities. Children will not be allowed in class unless accompanied by an adult and permission is granted by the instructor.

Jefferson Community College Campus Security Report

Introduction - The information in this report is meant to aid members of the college community, as well as its prospective members, in understanding safety facts and safety programs, as well as crime-related information. In accordance with state and federal laws, including the Jeanne Clery Act, this Campus Security Report is intended to help members of the community to understand and take appropriate measures to promote a safe learning community at JCC; it also details the history of criminal activity on campus or in adjacent public areas.

Contained within the report are policies and practices pertaining to campus security; crime statistics; information on alcohol, drugs and sexual assault; disciplinary procedures under the College's Code of Student Conduct; campus resources; community safety alerts; crimerevention strategies; and personal safety tips.

Jefferson Community College strongly urges students and employees to report all crime incidents as soon as possible either to the Campus Safety Office, the Dean of Enrollment Management and Student Life, the Dean of Administration, or to the College’s Affirmative Action Officer/Assistant to the President for Special Programs. Campus safety involves a cooperative effort among students, employees, and law enforcement personnel, working together to maintain the safety of our learning community.

Keeping Campus and Community Informed
In order to keep campus and community members informed about campus safety, the College:

- publishes and distributes an annual Campus Security Report, available on the JCC website and in paper format at the Dean of Administration and College President’s offices;
- informs prospective students and employees about the Campus Safety Report via publications and the admissions application, as well as through an annual September mailing to the campus community;
- notifies the campus community in a timely way of any crime that threatens safety;
- and keeps an up-to-date daily log of all reported crimes, available at the Campus Security Office.

Crime Reporting Policy Statement
The Campus Security Office prepares an Annual Campus Safety and Security Report to comply with the Clery Act. The full text of this report can be located on our Web site at: http://www.sunyjefferson.edu.

The Campus Safety and Security Report is prepared in cooperation with college personnel and the Watertown Police Department, the department with primary jurisdiction for the campus. Crime statistics are collected from the Watertown Police Department, inclusive of public property immediately adjacent to Jefferson Community College. The Watertown Police Department compiles the Uniform Crime Report (UCR) for the entire city of Watertown, which makes this report possible.

Drug-Free Campus Policy
It is the policy of Jefferson Community College to provide a drug-free campus. The College is committed to maintaining a drug-free campus in accordance with the applicable requirements of the United States Drug Free Schools and Communities Act Amendments of 1989 (Public Law 101-226). The unlawful manufacture, distribution, dispensing, possession or use of alcohol or a controlled substance is prohibited on campus and at any and all College sponsored activities.

Appropriate disciplinary sanctions will be imposed for violations of laws and standards of conduct. Such sanctions will include, but not be limited to, expulsion, termination of employment, referral for prosecution, and on-campus penalties imposed by the appropriate disciplinary bodies.

Jefferson Community College recognizes that there are serious health risks associated with the use of illicit drugs and alcohol abuse. Accordingly, Jefferson Community College will use its educational resources to establish a drug-free awareness program for students and employees.

Efforts to educate students and employees about health risks, available counseling, treatment, rehabilitation or re-entry programs and the local, state and federal legal sanctions related to the unlawful possession or distribution of illicit drugs and alcohol will be the primary objective of this policy.

This objective will be accomplished by:

1. Providing periodic educational programs regarding the danger of alcohol and substance abuse. All students and employees will be urged to attend. Employees will be given time off to attend.
2. Providing students and employees with a listing of alcohol and substance abuse education and treatment services.

3. Providing employees with health insurance benefits ranging from in-patient care to outpatient treatment visits for alcoholism and/or substance abuse.

4. Providing students and employees with written information describing the use and effects of controlled substances, the campus standards of conduct and the legal sanctions imposed by state and federal law for illegal possession or distribution of such substances.

**Immunization Policy**
Measles, Mumps and Rubella Requirement: New York State Public Health law requires students enrolled in six or more credit hours born on or after January 1, 1957 to provide proof of immunity to measles, mumps and rubella (MMR).

**Measles, Mumps and Rubella** - Immunity can be proven through records of two measles immunizations, one mumps immunization and one rubella immunization, or by blood tests which show antibodies for these diseases; or, in the case of measles and mumps only, a statement signed by a physician which affirms that the student had the disease. Proof of immunity may be a grade school or high school immunization record, immunization booklets kept by the family if they are signed by medical personnel, or immunization records from the military or doctors’ offices. Upon registration to the College, documentation of immunization should be mailed, faxed or taken in person to the Health Office located in Rm. 4-104 of the McVean Student Center.

**Meningococcal Meningitis Legislation** - In August 2003, New York State enacted Public Health Law 2167 requiring colleges and universities to distribute information about meningococcal disease and prevention to all attending students. The purpose of this legislation is to eliminate outbreaks of this communicable disease among college and university students in New York.

**Meningococcal Meningitis Requirement:** Students enrolled in six or more credit hours, must have a meningitis information response form on file with the health office before classes begin for the semester.

A Meningitis Information Response Form is available by clicking on www.sunyjefferson.edu/Admissions/application/menform.pdf or by picking up a form at the Health Office, Registrar, Advising Center, Admissions, or Student Development and Activities Center. The Meningitis Information Response Form should be mailed, faxed or taken in person to the Health Office located in the McVean Student Center, Room 4-104.

**COMPLIANCE REQUIREMENT:** New York Public Health Law requires students to comply with MMR vaccination and to complete a Meningitis Information Response Form within 30 days from the first day of classes. Non-compliance may result in an administrative course withdrawal and an administrative hold being placed on future registrations.

Students administratively withdrawn from classes due to failure to comply with the immunization requirement will not be granted refunds of tuition or fees. In the event that an outbreak of one of the illnesses noted above occurs, access to College facilities will be restricted only to those having proof of immunity.

**Motor Vehicle Regulations**
The New York State Motor Vehicle and Traffic Laws are in effect on the Jefferson Community College campus. Campus rules and regulations supplement the State Laws.

**Speed Limit** - The campus speed limit is 20 MPH on campus roadways and parking lots.

**Parking** - Driving and parking on campus are privileges granted by the President of the College and revocable by the President of prescribed rules and regulations are not followed.

The following parking rules apply:
1. Students shall not park in those areas reserved to staff and visitors at any time. It is of particular importance that the visitors parking area be kept clear of vehicles.

2. There shall be no parking in those areas designated as service and freight entrances.

3. All traffic signs and markings located on the campus are to be followed.

4. All vehicles will be parked within the marked spaces.

**Enforcement Policy**

1. Tickets may be issued for violations of campus regulations.

2. Offenders are subject to a fine of $10.00 Student violators may be subject to disciplinary action for repeated violations.

3. Tickets must be presented at the Bursar’s Office within 5 working days with payment. In addition, a $2.00 late fee will be charged for failure to appear within the time limit.

4. Students have the right to appeal tickets before the Chief Security Officer and the Dean of Administration, if necessary.
**Photographs**
Photographs are taken periodically on campus to update printed and electronic publications. An individual’s presence on campus constitutes permission for his or her image to be used in either printed or electronic publications and advertisements for Jefferson Community College.

**Statement on Order of Protection**
If a student holds a valid Order of Protection, the student should immediately notify the Campus Security Office. If there is reason to believe that a person named in the Order of Protection has violated the court order while on the Jefferson Community College campus, the Campus Security Office will assist the student in reporting the incident to the appropriate police department.

**Statement on the Rights, Freedoms and Responsibilities of Jefferson Community College Students Preamble**
A student enrolled at Jefferson Community College enters into a relationship with the College as a member of this academic community. This relationship places obligations on both the student and the College. It is in this relationship with others that students find opportunity to develop emotionally, intellectually, physically, socially and spiritually. In attempting to provide an atmosphere favorable to learning including personal development, Jefferson Community College maintains standards for student life within the College community. The College disciplinary proceedings are not a substitute for the criminal justice system. The College will not handle felony level charges.

The College is expected to provide educational opportunities, and to foster the development of the student as a fully functional member of society. The student is obligated to act responsibly within the academic community in both educational and social settings. It is the responsibility of all students to be familiar with the College catalog, the Code of Student Conduct, class syllabi and departmental procedures, guidelines and practices. Students are held accountable for information contained within these documents.

As members of this College community, students retain national citizenship but also acquire additional obligation as defined in the Student Handbook and the College Catalog including but not limited to fiscal responsibility.

Jefferson Community College’s jurisdiction and discipline will be limited to contact, which occurs on JCC premises, at College-sponsored activities on and off premises, and in the pursuit of its objectives. The Clery Act has expanded the immediate jurisdiction of the campus to include adjacent properties to the College.

The College has the right and duty to develop principles that provide the basis for regulations, policies, and procedures to ensure a safe and open educational environment.

Students who violate civil law may be subject to penalties prescribed by civil authorities as well as by the College. The special authority of Jefferson will be asserted only when the College is endangered or in the event that the law is broken while attending a College-sanctioned activity (i.e., required attendance for class).

When a student is charged by federal, state, or local authorities with a violation of law, the College will not request or agree to special consideration for that individual because of his or her status as a student.

If the alleged offense is also the subject of a proceeding before a judicial body under the Code of Conduct, however, the College may advise off-campus authorities of the existence of the Student Code and of how such matters will be handled internally within the College community.

The College will cooperate fully with law enforcement and other agencies in the enforcement of criminal law on campus or in College-sponsored learning or program environments and in the conditions imposed by criminal courts for the rehabilitation of student violators.

Please visit www.sunyjefferson.edu for the complete text of the College’s Statement on the Rights, Freedoms and Responsibilities of Jefferson Community College Students and Student Code of Conduct.

**Sexual Harassment/Gender Discrimination Policy**
Jefferson Community College is committed to providing an environment that respects and encourages the development and growth of all students, staff and faculty. Any form of discriminatory behavior prevents a member of the campus community from achieving his/her full potential and is a violation of College policy. Sexually harassing behavior includes unwelcome verbal or physical conduct, which is sexually offensive. Sexually offensive conduct may include sexual flirtations or touching, verbal abuse of a suggestive nature, graphic or suggestive comments about an individual’s dress or body, use of sexually degrading words to describe an individual and the display in the work place of sexually suggestive objects or pictures. According to current federal, state and SUNY guidelines, sexual harassment is a form of unlawful discrimination.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:
1. Submission to such is made explicitly or implicitly a term or condition of an individual's employment or of a student's evaluation;

2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions or student evaluations affecting such individual; or

3. Such conduct has the purpose or effect of unreasonably interfering with an individual's (employee or student) performance or creating an intimidating, hostile or offensive working environment.

Furthermore, with regard to gender discrimination, College personnel shall not on the basis of a person's gender:

1. Treat one person differently from another in determining whether such a person satisfies any requirement or condition for the provision of such aid, benefit or service;

2. Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;

3. Subject any person to separate or different rules or behavior, sanctions, or other treatment;

4. Otherwise limit any person in the enjoyment of any right, privilege, advantage or opportunity.

All members of the College Community are required to report concerns expressed to them by an alleged victim of sexual harassment / gender discrimination, whether direct or third party, to the Affirmative Action / Diversity Officer. When a report or an informal complaint is accompanied by the complaint's request that the issue remain confidential, the staff member should report the matter to the Affirmative Action / Diversity Officer but is not required to provide the name of the complainant.

If an employee or student feels that he/she has been a victim of sexual harassment / gender discrimination, the incident(s) should be addressed informally with the alleged harasser to the Affirmative Action / Diversity Officer but is not required to provide the name of the complainant.

If a complaint is filed with the Affirmative Action Officer and an informal inquiry indicates that a charge is unlikely to be resolved informally, or an attempt at informal resolution is unsuccessful, then the College President may institute more formal procedures. Threats or other forms of intimidation and retaliation against a complainant or any other party reporting or acting pursuant to this policy are violations of the policy, and constitute grounds for disciplinary action.

Because of the nature of the problem, complaints of sexual harassment and other forms of gender discrimination cannot always be substantiated. Lack of corroborating evidence should not discourage complainants from seeking relief through the procedures outlined above. However, charges found to have been intentionally dishonest or made maliciously without regard for truth will subject complainants to disciplinary action.

**SMOKING POLICY**

Jefferson Community College Board of Trustees, in recognition of the non-smokers right to a smoke-free work environment, bans smoking in all indoor areas. In recognition of the needs of the smoking and non-smoking members of the campus community, JCC has dedicated at least one entrance of each campus building to be a smoke-free zone with no smoking allowed within a 50-foot radius of the doorway.

Enforcement and penalties for violations will be in accordance with the provisions stated in N.Y. State Law.

**INCLEMENT WEATHER POLICY**

**Delay in Opening College or Cancellation of Classes** - Generally, scheduled classes will be held during inclement weather unless one or more of the following conditions exists:

a. Hazardous driving conditions exist in the County that would cause a large percentage of the College student body to be absent.

b. The College is unable to clear the drives and parking lots in time to accommodate normal requirements.

c. Weather projections are such that it is likely (a) or (b) will occur prior to the end of the daily College schedule.

Announcements of a delay in opening or cancellation of classes will be announced on the College website www.sunyjefferson.edu and on local television and radio stations. You may also call the campus weather line at 315-786-6565 for up-to-date information on weather-related delays or cancellations. Please do not call the switchboard for information. Too many calls make it impossible to respond to emergency calls.

When a delayed opening is announced, classes will commence on that day with the 10:00 a.m. class on Monday, Wednesday and Friday; and the 9:30 a.m. class on Tuesday and Thursday.

**Class Make-Up Requirements**

a. Individual Class Cancellations: The College expects that classes canceled on an individual basis because of faculty illness, faculty attending conferences, etc., as well as cancellation because of inclement weather, will be made up. Thus, any classes that are canceled by an individual faculty
member will be rescheduled by arrangement between that faculty member and the class.

b. Campus-Wide Cancellation of Classes: Since the time at which closings occur (or, in the case of delayed openings, classes begin) during an academic semester is critical to the appropriate time for make-up, the College President, the President of the Faculty Association, the President of the Student Government Association, and the Chairman of the Board of Trustees will be responsible for identifying the method of make-up for any campus-wide closing.

c. Individual Student Absences: It is recognized that during inclement weather conditions some students may encounter localized hazardous driving conditions even though classes are being held as scheduled. Absences from class for this reason are legitimate and acceptable. Students will be held responsible for any work missed, as is the case for any other excused absence, and they are encouraged to consult with their instructors or their classmates as soon after their return to classes as possible in order to make up such work.

Closing of College Offices - In general, when classes are delayed or canceled, administrative officers, non-teaching professionals and support staff will be expected to report for their normal work schedule. They should use individual judgment regarding the driving conditions and any absences will be charged against vacation, personal leave or accumulated overtime. If an unusual emergency exists, radio announcements will clearly state that classes are canceled, as well as offices being closed. Employees providing “critical” services are expected to be at work according to established procedure or to notify their supervisor of their inability to report to work. When the offices are officially closed, there will be no charge to employees for work time lost.

Statement of Civility
Jefferson Community College believes that all persons should be extended civility and respect, regardless of factors such as opinion/view, institutional role, race, religion, ethnicity, disability, gender, sexual orientation or age. Teaching and learning are the focus of Jefferson Community College. Accordingly, the College is committed to creating and maintaining positive learning and working environments both in and out of the academic classroom.

While it is understood that disagreement will and should occur in a collegiate setting, open communication, intellectual integrity, mutual respect for differing viewpoints, freedom from unnecessary disruption/disorder and a climate of civility are important institutional values.
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, the kinds of academic opportunities available, and degrees offered.

- The State University offers students a wide diversity of educational options: short-term vocational/technical courses, certificate programs, associate degree programs, baccalaureate degree programs, graduate degrees and post-doctoral studies. The University offers access to almost every field of academic or professional study somewhere within the system---some 6,688 degree and certificate programs overall.

- With a total enrollment of nearly 413,000, students are pursuing traditional study in classrooms and laboratories or are working at home, at their own pace, through such innovative institutions as the SUNY Learning Network and Empire State College.

- The State University’s students are predominantly New York State residents, representing every one of the state’s 62 counties. State University of New York students also come from every other state in the United States, from four U.S. territories or possessions, and more than 160 foreign countries.

- The State University enrolls 35% of all New York State high school graduates, and its total enrollment of nearly 413,000 (full-time and part-time) is approximately 37% of the state’s entire higher education student population.

- SUNY students represent the society that surrounds them. In Spring 2005, 18.9% of all students were minorities. In fall 2003, full-time minority faculty members made up more than 12% of all full-time SUNY faculty.

- As of Spring 2005, the University numbers more than 2.6 million graduates on its rolls. The majority of the University's alumni reside and pursue careers in communities across New York State, contributing to the economic and social vitality of its people.

- SUNY is committed to bringing its students the very best and brightest scholars, scientists, artists and professionals. State University campuses boast nationally and internationally recognized figures in all the major disciplines. Their efforts are regularly recognized in numerous prestigious awards and honors.

For more information visit the SUNY web site at: www.suny.edu
JEFFERSON COMMUNITY COLLEGE DIRECTORY

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DEAN EMERITUS
John McGrath
John Phillips
Gerald Walsh

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Peter N. Gaskin
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Norman Hunneyman
Robert King
Charles LaPierre
Kenneth Puffer
David R. Reid
Robert S. Tyldesley
David J. Walton
Robert Williams
Keith Yandoh

COLLEGE NURSE EMERITA
Sandra Timerman

LIBRARIAN EMERITA
Ellen G. Childs
Suzon O. Kister

TRUSTEE EMERITUS/EMERITA
Margaret N. Cosgrove
Kim H. Martusewicz
Gail C. Phillips
Allen L. Smith
T. Uirling Walker
Paula V.V. Wardwell

POSTHUMOUS AWARDS
Carl O. Bachman,
Trustee Emeritus
Donald Campbell,
College Service Emeritus
Wesley A. Daniels,
Trustee Emeritus
Gordon Fassett,
College Service Emeritus
Margaret G. Gosier,
Trustee Emerita
Donald H. Heise,
College Service Emeritus
Harold Shannon,
Professor Emeritus
Wendell Tucker,
College Service Emeritus
D. Rene Valentine,
Dean Emeritus

DIRECTOR OF FINANCIAL AID EMERITUS
Charles Brox

COLLEGE SERVICE EMERITUS/EMERITA
Catherine Davis
Carol A. Heilman
Eugene Vincent

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**College Administration**

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<tr>
<th>Department</th>
<th>Contact Information</th>
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<tbody>
<tr>
<td>Office of the President</td>
<td>John W. Deans (Acting)</td>
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<tr>
<td></td>
<td>315.786.2404</td>
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<td></td>
<td>315.786.0158 FAX</td>
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<tr>
<td>Academic Dean</td>
<td>Katherine F. Fenlon</td>
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<td></td>
<td>315.786.2237</td>
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<td></td>
<td>315.786.0158 FAX</td>
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<tr>
<td>Dean of Administration</td>
<td>Sarah Baldwin (Interim Treasurer)</td>
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<tr>
<td></td>
<td>315.786.2279</td>
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<td></td>
<td>315.786.0158 FAX</td>
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<tr>
<td>Dean of Enrollment Management &amp; Student Life</td>
<td>Rosanne Weir-LaPlante (Interim Treasurer)</td>
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<td>315.786.2277</td>
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<td>315.786.0158 FAX</td>
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<td></td>
<td>Roberta Lockwood</td>
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<td>315.786.2271</td>
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<tr>
<td>Dean of Technology</td>
<td>Gary L. Sproul</td>
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**Academic Divisions**

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<td>Business Division</td>
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<tr>
<td>Fort Drum Extension Site</td>
<td>Donald Johnson, Director of Military Programs</td>
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<tr>
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<td>315.773.9007</td>
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<tr>
<td></td>
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<tr>
<td>Curriculum and Instruction</td>
<td>Edward J. Knapp, Associate Dean</td>
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<tr>
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<tr>
<td>Science Division</td>
<td>Linda Dittrich, Associate Dean</td>
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<tr>
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<td>315.786.2320</td>
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<td>Lab Science:</td>
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<tr>
<td>Mathematics:</td>
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<td>Nursing:</td>
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<tr>
<td>Affirmative Action and Diversity Office</td>
<td><a href="mailto:gmiller@sunyjefferson.edu">gmiller@sunyjefferson.edu</a></td>
</tr>
<tr>
<td></td>
<td>315.786.6560 or 315.786.2450</td>
</tr>
<tr>
<td>Admissions Office</td>
<td><a href="mailto:admissions@sunyjefferson.edu">admissions@sunyjefferson.edu</a></td>
</tr>
<tr>
<td></td>
<td>315.786.2277</td>
</tr>
<tr>
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<tr>
<td>Advising Center</td>
<td><a href="mailto:advising@sunyjefferson.edu">advising@sunyjefferson.edu</a></td>
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<td>315.786.2478</td>
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<tr>
<td>Athletics Department</td>
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<td>315.786.2232</td>
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<td>Bookstore</td>
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<td>315.786.2260</td>
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<tr>
<td>Bursar’s Office</td>
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<td></td>
<td>315.786.2411</td>
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<td>Business &amp; Industry Training Center</td>
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<tr>
<td>Facilities</td>
<td><a href="mailto:facilities@sunyjefferson.edu">facilities@sunyjefferson.edu</a></td>
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<tr>
<td></td>
<td>315.786.2405</td>
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<tr>
<td>Financial Aid</td>
<td><a href="mailto:financialaid@sunyjefferson.edu">financialaid@sunyjefferson.edu</a></td>
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<tr>
<td></td>
<td>315.786.2355</td>
</tr>
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<th><strong>College Depts./Services</strong> (cont.)</th>
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<tr>
<td><strong>Food Service</strong></td>
<td><strong>Registrar</strong></td>
<td><strong>Alumni Office</strong></td>
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<tr>
<td>315.786.2284</td>
<td><a href="mailto:registrar@sunyjefferson.edu">registrar@sunyjefferson.edu</a></td>
<td>Andrea Pfeiffer, Alumni Officer</td>
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<tr>
<td><strong>Health Office</strong></td>
<td><strong>STAR Office (Strategies to Achieve Results)</strong></td>
<td>315.786.2417</td>
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<tr>
<td>315.786.2247</td>
<td>315.786.2349</td>
<td>315.786.2327</td>
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<tr>
<td>315.786.2382 FAX</td>
<td><strong>Health Office</strong></td>
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<tr>
<td><strong>Human Resources</strong></td>
<td><strong>Student Activities</strong></td>
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<td>315.786.2407</td>
<td>315.786.2431</td>
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<td><strong>Administrative Systems</strong></td>
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<td>315.785.2511 FAX</td>
<td><strong>TTY</strong></td>
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<td><strong>Institutional Research</strong></td>
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<td>315.786.2472</td>
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<td><strong>Scanlon Learning Skills Center</strong></td>
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<tr>
<td><strong>Melvil Dewey Library</strong></td>
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<td><strong>Center for Community Studies</strong></td>
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<td>Denise K. Young, Director</td>
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<td>Rande S. Richardson, Development Officer</td>
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<td><strong>Small Business Development Center (SBDC)</strong></td>
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<td><a href="mailto:sbdc@sunyjefferson.edu">sbdc@sunyjefferson.edu</a></td>
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• Academic Dean / 1-102
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2 SAMUEL GUTHRIE BUILDING OFFICES INCLUDE:
• Amphitheater / 2-107
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• Duplicating and Mail Room / 2-011
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• Purchasing / 2-014
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3 JOHN FOSTER DULLES BUILDING OFFICES INCLUDE:
• Business Division Office / 3-101A
• Business Studies Department / 3-103
• Hospitality & Tourism Dept. / 3-103
• Office Technology Dept. / 3-101C

4 JAMES E. MCEAN COLLEGE CENTER OFFICES INCLUDE:
• Athletics and Physical Education Department / 4-110
• Cafeteria / 4-005
• Robert R. and Jean S. Sturtz Theater
• Fitness Center
• Gymnasium
• Health Office / 4-104A
• Student Development & Activities Center / 4-100
• SUNY Card/FSA Office / 4-117

5 MELVIL DEWEY LIBRARY BUILDING OFFICES INCLUDE:
• Criminal Justice Program / 5-104
• Distance Learning Center / 5-010
• Early Childhood Program / 5-104
• English Dept. / 5-204
• Humanities Dept. / 5-201
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• Institutional Technology / 5-004
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• Liberal Arts Division Office / 5-204
• Marketing & Public Relations / 5-006
• Media Center / 5-209
• Melvil Dewey Library / 5-103E
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6 THE JULES CENTER OFFICES INCLUDE:
• Admissions / 6-007
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• Bookstore / 6-004
• Financial Aid / 6-005
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8 JOHN T. HENDERSON CHILDCARE CENTER
• Jefferson Campus Care

PARKING LOTS:
A - Parking Lot A • Staff and Faculty Parking
B - Parking Lot B • Student Parking
C - Parking Lot C • Student Parking
D - Parking Lot D • Student Parking/Athletic Field Parking
E - Parking Lot E • Student Parking
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