# Jefferson Community College

## 2010-2012 Catalog

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Information contained in this catalog is accurate as of March 15, 2010. Changes made after this college guide was printed are available on the Jefferson Community College website, www.sunyjefferson.edu, as well as in the office of the Vice President for Academic Affairs and the Student Records Office.

To insure a positive learning and working environment, the College’s Affirmative Action/Diversity Officer receives questions and concerns by students and staff regarding race, color, religion, creed, national origin, gender, age, sexual preference, genetic information, disability status, or any other basis prohibited by federal or state law. The College’s Affirmative Action/Diversity Officer, 315-786-2401, is responsible also 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.

Jefferson Community College  
1220 Coffeen Street  
Watertown, New York 13601  
315-786-2200
**ACADEMIC CALENDARS**

**Fall 2010**

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

- Faculty Report Back .................................................................................................................. Monday, August 23
- Instruction Begins ..................................................................................................................... Monday, August 30
- Labor Day (No Classes) .......................................................................................................... Monday, September 6
- Columbus Day (No Classes) ..................................................................................................... Monday, October 11
- Classes Resume ....................................................................................................................... Tuesday, October 12 (Monday Schedule)
- Mid-Semester Grades Due ....................................................................................................... Tuesday, October 19 - Noon
- Veterans’ Day (No Classes) ....................................................................................................... Tuesday, November 11
- Thanksgiving Recess Begins .................................................................................................... Tuesday, November 23 - 10 p.m.
- Classes Resume ....................................................................................................................... Monday, November 29 - 8 a.m.
- Last Day for Withdrawal ........................................................................................................... Tuesday, November 16
- Instruction Ends ....................................................................................................................... Monday, December 13
- Reading Day .............................................................................................................................. Tuesday, December 14
- Examinations ............................................................................................................................. Wednesday, December 15 - Tuesday, December 21
- Final Grades Due ......................................................................................................................... Monday, December 27 - Noon

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

**Spring 2011**

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

- Faculty Report Back .................................................................................................................. Wednesday, January 19
- Instruction Begins ..................................................................................................................... Monday, January 24
- Winter Recess Begins ............................................................................................................. Saturday, February 19 - 5 p.m.
- Classes Resume ....................................................................................................................... Wednesday, February 23
- Mid-Semester Grades Due ....................................................................................................... Wednesday, March 16 - Noon
- Spring Recess Begins ............................................................................................................. Saturday, March 26 - 5 p.m.
- Classes Resume ....................................................................................................................... Monday, April 1 - 8 a.m.
- Last Day for Withdrawal ........................................................................................................... Monday, April 18
- Instruction Ends ....................................................................................................................... Tuesday, May 10
- Reading Day ............................................................................................................................. Wednesday, May 11 & Thursday, May 12
- Examinations ............................................................................................................................. Friday, May 13 - Thursday, May 19
- COMMENCEMENT CEREMONIES .................................................................................... Friday, May 20, 7:30 p.m.
- Final Grades Due ......................................................................................................................... Monday, May 23 - Noon
- Last Reporting Day for Faculty ................................................................................................. Thursday, May 26

*All students must be registered for their class(es) prior to the first scheduled meeting of the second week of classes.*
Fall 2011

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

Faculty Report Back ................................................................. Monday, August 22
Instruction Begins ........................................................................ Monday, August 29
Columbus Day (No Classes) ........................................................... Monday, September 5
Classes Resume ........................................................................... Tuesday, October 11 (Monday Schedule)
Mid-Semester Grades Due ............................................................... Wednesday, October 19 - Noon
Veterans’ Day (No Classes) ............................................................. Friday, November 11
Thanksgiving Recess Begins ........................................................... Tuesday, November 22 - 10 p.m.
Classes Resume ........................................................................... Tuesday, November 22 - 10 p.m.
Last Day for Withdrawal ................................................................. Monday, November 28 - 8 a.m.
Instruction Ends ........................................................................... Tuesday, December 13
Reading Day ................................................................................... Wednesday, December 14 - Tuesday, December 20
Examinations .................................................................................. Wednesday, December 14 - Tuesday, December 20
Final Grades Due ........................................................................... Friday, December 23 - Noon

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

Spring 2012

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

Faculty Report Back ................................................................. Wednesday, January 18
Instruction Begins ........................................................................ Monday, January 23
Winter Recess Begins ................................................................... Saturday, February 18 - 5 p.m.
Classes Resume ........................................................................... Wednesday, February 22
Mid-Semester Grades Due ............................................................... Wednesday, March 14 - Noon
Spring Recess Begins ................................................................... Saturday, March 24 - 5 p.m.
Classes Resume ........................................................................... Monday, April 2 - 8 a.m.
Last Day for Withdrawal ................................................................. Monday, April 18
Instruction Ends ........................................................................... Tuesday, May 17
Examinations .................................................................................. Friday, May 11 - Thursday, May 10
Commencement Ceremonies ........................................................... Friday, May 18, 7:30 p.m.
Final Grades Due ........................................................................... Monday, May 21 - Noon
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.
GENERAL INFORMATION

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

OUR MISSION
Learning is the focus of Jefferson Community College. Through excellence in teaching, innovative services and community partnerships, the College advances the quality of life of our students and community.

STRATEGIC DIRECTIONS
Direction 1: Student Success
Jefferson Community College will enhance students’ ability to succeed in their educational and career goals by embracing a “students first” approach.

Direction 2: Programs and Services
Jefferson Community College will expand its programs, services and facilities to meet community educational needs and reach new populations.

Direction 3: Community Image and Engagement
Jefferson Community College will be the “College of Choice” for educational opportunities in the North Country.

Direction 4: Institutional Sustainability
Jefferson Community College will strengthen its sustainability and viability.

Direction 5: Organizational Excellence
Jefferson Community College will build a collaborative culture that promotes excellence.

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 lifelong 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. The College’s accreditation was re-affirmed by the Middle States Association in 2005.

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 also accredited through the National Alliance of Concurrently Enrolled Partnerships (NACEP), http://nacep.org/.

Jefferson is a member of the Servicemembers Opportunity College (SOC) and the Servicemembers Opportunity College Associate Degree (SOCAD) Network. Jefferson is also 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 Fort Drum, bringing some 30,000 new residents to the area and doubling the population of the Watertown metropolitan area. The Fort Drum area has experienced even more recent growth. The US Army has added 3rd and 4th Brigades to the 10th Mountain Division, bringing an additional 12,000 residents to the Watertown metropolitan area since 2003.
Jefferson admitted 119 full-time and 221 part-time students to its first class in September of 1963. In the fall 2009 semester, Jefferson's total headcount was 2,018 full-time and 1,429 part-time students.

The College offers 13 A.A.S. career curricula, 12 transfer A.A. or A.S. curricula and 6 certificate programs. Six degree programs are available entirely online. (A complete listing is available on page 36.) To ease transfer, Jefferson has articulation agreements with colleges and universities across the United States, as well as two jointly enrolled programs (Business Administration, Liberal Arts – Childhood Education) with SUNY Potsdam. Additionally, through Jefferson's Higher Education Center initiative, the College has partnered with several four-year institutions to provide opportunities for community members to earn bachelor's and master's degrees locally.

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 music and theatrical events, lectures, seminars, and art exhibitions. 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 campus, located near Interstate Highway 81 on the western boundary of the City of Watertown, consists of eight permanent buildings, athletic fields and ample parking for its commuter student body. JCC does not have on-campus housing, but there are apartments in close proximity to campus and within walking distance of public transit and groceries.

Technology is an integral component of the Jefferson experience. The wireless network on campus provides all students who own laptops free access to high speed wireless internet throughout campus buildings. Classrooms contain “smart” technology giving the student an immersive learning experience from a range of technological resources at the instructor’s fingertips. Internet applications, including the Blackboard Learning Management System, extends the students' learning to wherever they are in the world. A student taking a course at Jefferson has options ranging from a traditional lecture environment, a course with students from other sites in Jefferson’s two interactive Distance Learning Rooms, or completely online through the Blackboard Learning Management System. Online courses can be taken by an on-campus student or by a student in another country, the possibilities are without boundaries.

When a student enrolls at Jefferson, they are given access to the Blackboard Learning Management System, the library's extensive online databases, an email account, online mass storage capacity, and access to online course registration and their student records.

**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
- Empire State College
- SUNY Upstate Medical University
- Institute of Technology at Utica/Rome
- State University College at Oswego
- State University College at Potsdam

**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 education 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 demonstrate knowledge of diverse peoples and their cultures.
- 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.

Printed in March 2010. Visit www.sunyjefferson.edu for the most current information.
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 Robert Lansing Administration Building (1) is the administrative center of the College and houses the offices of the President and the Vice Presidents, Dean for Curriculum and Instruction, Public Relations, Institutional Research, Human Resources, Center for Community Studies, JCC Foundation and Alumni Development.

The Samuel Guthrie Building (2) contains classroom and laboratory space for physics, chemistry, biology, engineering, energy, geology, mathematics, nursing, as well as an amphitheater. All classrooms and labs are electronically-smart. This building also houses the Purchasing, Financial Services and Facilities departments.

The John Foster Dulles Building (3) contains accounting labs, general purpose classrooms including nine smart classrooms, the Entrepreneurship Center (E-Center) and the offices of the business faculty.

The Melvil Dewey Library Building (5) is the home of the College’s collection of print materials, 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, Networking Lab and Distance Learning Center, 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, the Health Office, an instructional music room, the Walker Instructional Dining Room and Kitchen, Courtyard cafeteria, fitness center, dance studio, Athletic Department offices, study lounge and the 478-seat Sturtz Theater.

The John T. Henderson Child Care Center (8) was completed in the fall of 1990 and accommodates up to 40 children, ages 21 months to 5 years in three classrooms.

The Jules Center (6) houses fourteen general classrooms, five computer classrooms and a 130-seat amphitheater, all of which are electronically smart. The Jules Center is also the location for the art lab, a 72-station open access computer resource center, meeting rooms, the Boardroom, the Grants Office, College Switchboard and Campus Security Office. The Welcome Center and a variety of student services are housed in this building as well, including the offices of Admissions, Financial Services and Student Records, Scanlon Learning & Success Center, STAR Program, Advising, Career and Counseling Center and the College Bookstore.

The Extended Learning Center (E) was reconfigured in 2009 and includes seven classrooms, a seminar room and student lounge. The Extended Learning Center houses the College Outreach Office, Continuing Education Division, Higher Education Center initiative partner institutions and the New York State Small Business Development Center.

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 224 scholarships, up to full tuition, totaling over $190,000. 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 ASSOCIATION
The mission of the Jefferson Community College Alumni Association is to foster support for Jefferson Community College and its educational mission by building supportive relationships with students and alumni through communication and alumni programming.

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 Counseling and Job Placement Services at JCC are offered to current students and alumni. These services are offered to assist with the uncertainty about, or confirmation of, a college major or a career direction. These services are provided through individual, and personalized counseling sessions, as well as through group workshops, presentations, and special programs. All programming is designed to address the vocational, educational, and employment needs of our students and alumni. On-going assistance is provided to help obtain occupational information, research the labor market, and explore options for advanced education or employment. Career and personality inventories, informational interviewing, and job shadowing referrals may also be offered to provide additional support in the career and self assessment process. Specific job placement activities are in place to help students and alumni prepare themselves as candidates for the job market including cover letter and resume development, professional credential referrals, employment interviewing, and employer recruitment. Jefferson’s Cannonlink Employment Network allows students and alumni to search and apply for jobs online and allows employers to post jobs and search student and alumni credentials online. An annual graduate report is prepared by the Office of Institutional Research and provides information about previous graduates with regard to their employment plans upon graduation.

CONTINUING EDUCATION
The Continuing Education Division oversees Jefferson’s Individual Studies degree programs, military advisement on Fort Drum, the Jefferson EDGE concurrent enrollment program for high school students, and also schedules winter intersession and summer session courses. Additionally, the Continuing Education Division coordinates business and industry training, professional certifications and non-credit workshops and seminars for the North Country community. Workshops and seminars are offered to enhance professional development or for personal enrichment. Topics include computer software applications, management skills, home and energy, cooking, ballroom dancing, arts and crafts, plus much more. Jefferson also offers kids camps and family-friendly workshops.

The Continuing Education Division is located in Room E-100 of the Extended Learning Center.

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.

Printed in March 2010. Visit www.sunyjefferson.edu for the most current information.
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 60,000 book volumes, 2,284 microfilm reels, and 790 microfiche negatives, and currently subscribes to 161 periodicals and newspapers. Library databases provide access to over 31,000 full text periodical titles. Library users also have access to more than 13,000 electronic books through netLibrary. The Media Center owns 3,867 video titles, 800 DVDs and 388 music CDs that support classroom instruction.

CannonCat provides access to JCC's book (print and electronic), periodical, and media holdings. Records in CannonCat 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 5,000 piece collection of videocassettes, DVDs, 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 CannonCat. The majority of materials from the media collection may be borrowed by JCC faculty only, however, there are videotapes and tutorials which may be borrowed by students. Students and community residents may use video materials in the viewing area of the Media Center. With prior notification, specific videocassettes and DVDs 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.

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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Friday</td>
<td>8:00 a.m. - 5:00 p.m.</td>
</tr>
<tr>
<td></td>
<td>Saturday/Sunday</td>
<td>Closed</td>
</tr>
<tr>
<td>Summer Sessions</td>
<td>Monday - Friday</td>
<td>8:00 a.m. - 5:00 p.m.</td>
</tr>
<tr>
<td></td>
<td>Saturday - Sunday</td>
<td>Closed</td>
</tr>
<tr>
<td>Intersessions</td>
<td>Monday - Friday</td>
<td>9:00 a.m. - 4:30 p.m.</td>
</tr>
<tr>
<td></td>
<td>Saturday - Sunday</td>
<td>Closed</td>
</tr>
</tbody>
</table>

Media Center: Hours of Operation

<table>
<thead>
<tr>
<th>Fall &amp; Spring Semesters</th>
<th>Monday - Friday</th>
<th>8:00 a.m. - 4:00 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Saturday - Sunday</td>
<td>Closed</td>
</tr>
<tr>
<td>Summer Sessions</td>
<td>Monday - Friday</td>
<td>8:00 a.m. - 4:00 p.m.</td>
</tr>
<tr>
<td></td>
<td>Saturday - Sunday</td>
<td>Closed</td>
</tr>
<tr>
<td>Intersessions</td>
<td>Monday - Friday</td>
<td>8:00 a.m. - 4:00 p.m.</td>
</tr>
<tr>
<td></td>
<td>Saturday - Sunday</td>
<td>Closed</td>
</tr>
</tbody>
</table>
## 2008-2009 Graduates of Associate of Science and Associate of Arts Degree Programs - “Transfer Programs”

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Continuing Education</th>
<th>JCC</th>
<th>Returning to Study</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>Seeking Employment</th>
<th>Other</th>
<th>Total</th>
<th>Non-Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Admin A.S.</td>
<td>28</td>
<td>60.9%</td>
<td>5 10.9%</td>
<td>4 8.7%</td>
<td>1 2.2%</td>
<td>0</td>
<td>1 2.2%</td>
<td>0</td>
<td>0</td>
<td>6 13%</td>
<td>46</td>
</tr>
<tr>
<td>Criminal Justice A.S.</td>
<td>25</td>
<td>47.2%</td>
<td>2 3.8%</td>
<td>1 2.2%</td>
<td>6 11.3%</td>
<td>0</td>
<td>1 1.9%</td>
<td>2 3.8%</td>
<td>0</td>
<td>16 30.2%</td>
<td>53</td>
</tr>
<tr>
<td>Computer Science A.S.</td>
<td>2</td>
<td>40%</td>
<td>0</td>
<td>0</td>
<td>1 1.9%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2 40%</td>
<td>5</td>
</tr>
<tr>
<td>Engineering Science A.S.</td>
<td>11</td>
<td>84.6%</td>
<td>2 3.8%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>Human Services A.S.</td>
<td>8</td>
<td>33.3%</td>
<td>3 12.5%</td>
<td>1 4.2%</td>
<td>0</td>
<td>0</td>
<td>1 4.2%</td>
<td>1 4.2%</td>
<td>2 1.2%</td>
<td>9 37.5%</td>
<td>24</td>
</tr>
<tr>
<td>Individual Studies A.A.</td>
<td>3</td>
<td>50%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1 16.7%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2 33.3%</td>
<td>6</td>
</tr>
<tr>
<td>Individual Studies A.S.</td>
<td>6</td>
<td>24%</td>
<td>2 8%</td>
<td>0</td>
<td>3 12%</td>
<td>2 8%</td>
<td>1 4%</td>
<td>2 8%</td>
<td>0</td>
<td>9 36%</td>
<td>25</td>
</tr>
<tr>
<td>Liberal Arts/Childhood Education Teacher Ed Trsf</td>
<td>10</td>
<td>90.9%</td>
<td>0</td>
<td>0</td>
<td>1 9.1%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Liberal Arts/Humanities and Social Sciences A.A.</td>
<td>53</td>
<td>44.5%</td>
<td>9 7.6%</td>
<td>3 2.5%</td>
<td>11 9.2%</td>
<td>0</td>
<td>2 1.7%</td>
<td>2 1.7%</td>
<td>1 1.8%</td>
<td>38 31.9%</td>
<td>119</td>
</tr>
<tr>
<td>Liberal Arts/Mathematics and Sciences A.S.</td>
<td>12</td>
<td>44.4%</td>
<td>3 11.1%</td>
<td>0</td>
<td>1 3.7%</td>
<td>0</td>
<td>1 3.7%</td>
<td>2 3.8%</td>
<td>0</td>
<td>8 29.6%</td>
<td>27</td>
</tr>
<tr>
<td>All Transfer Programs</td>
<td>158</td>
<td>48%</td>
<td>26 7.9%</td>
<td>9 2.7%</td>
<td>24 7.3%</td>
<td>3 9.9%</td>
<td>7 2.1%</td>
<td>10 3%</td>
<td>2 6%</td>
<td>90 27.4%</td>
<td>329</td>
</tr>
</tbody>
</table>

## 2008-2009 Graduates of Associate of Applied Science Degrees and Certificate Programs - “Career Programs”

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Continuing Education</th>
<th>JCC</th>
<th>Returning to Study</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>Seeking Employment</th>
<th>Other</th>
<th>Total</th>
<th>Non-Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting A.A.S.</td>
<td>2</td>
<td>25%</td>
<td>1 12.5%</td>
<td>1 12.5%</td>
<td>1 12.5%</td>
<td>0</td>
<td>1 12.5%</td>
<td>0</td>
<td>0</td>
<td>2 25%</td>
<td>8</td>
</tr>
<tr>
<td>Accounting Cert.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Animal Management A.A.S.</td>
<td>0</td>
<td>1</td>
<td>50%</td>
<td>1 50%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Business Admin A.A.S.</td>
<td>4</td>
<td>50%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Computer Info Systems A.A.S.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Computer Info Tech A.A.S.</td>
<td>6</td>
<td>54.5%</td>
<td>1 9.1%</td>
<td>2 18.2%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1 12.5%</td>
<td>2 25%</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Criminal Justice Cert.</td>
<td>0</td>
<td>1</td>
<td>100%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Early Childhood A.A.S.</td>
<td>6</td>
<td>30%</td>
<td>2 10%</td>
<td>7 35%</td>
<td>1 5%</td>
<td>0</td>
<td>0</td>
<td>1 5%</td>
<td>3 15%</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>EMT- Paramedic A.A.S.</td>
<td>0</td>
<td>0</td>
<td>1 100%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>EMT- Intermediate Cert.</td>
<td>0</td>
<td>0</td>
<td>1 50%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1 50%</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Fire Protection Tech A.A.S.</td>
<td>3</td>
<td>50%</td>
<td>0</td>
<td>2 33.3%</td>
<td>1 16.7%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Hospitality &amp; Tourism A.A.S.</td>
<td>4</td>
<td>36.4%</td>
<td>0</td>
<td>2 18.2%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1 9.1%</td>
<td>0</td>
<td>4 36.4%</td>
<td>11</td>
</tr>
<tr>
<td>Hospitality &amp; Tourism Cert.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Individual Studies A.A.S.</td>
<td>9</td>
<td>31%</td>
<td>2 6.9%</td>
<td>3 10.3%</td>
<td>3 10.3%</td>
<td>0</td>
<td>1 3.4%</td>
<td>0</td>
<td>0</td>
<td>11 37.9%</td>
<td>29</td>
</tr>
<tr>
<td>Nursing A.A.S.</td>
<td>1</td>
<td>4.8%</td>
<td>3 14.3%</td>
<td>7 33.3%</td>
<td>1 4.8%</td>
<td>1 4.8%</td>
<td>2 9.5%</td>
<td>4 19%</td>
<td>1 4.8%</td>
<td>1 4.8%</td>
<td>21</td>
</tr>
<tr>
<td>Office Technologies A.A.S.</td>
<td>2</td>
<td>9.5%</td>
<td>0</td>
<td>0</td>
<td>3 14.3%</td>
<td>0</td>
<td>0</td>
<td>2 9.5%</td>
<td>0</td>
<td>1 4.8%</td>
<td>8</td>
</tr>
<tr>
<td>Office Studies Cert.</td>
<td>1</td>
<td>33.3%</td>
<td>0</td>
<td>1 33.3%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1 33.3%</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Teaching Assistant Cert.</td>
<td>1</td>
<td>25%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1 25%</td>
<td>0</td>
<td>2 50%</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Paralegal A.A.S.</td>
<td>1</td>
<td>20%</td>
<td>0</td>
<td>0</td>
<td>1 20%</td>
<td>0</td>
<td>2 40%</td>
<td>0</td>
<td>0</td>
<td>1 20%</td>
<td>5</td>
</tr>
<tr>
<td>All Career Programs</td>
<td>40</td>
<td>28.4%</td>
<td>11 7.8%</td>
<td>27 19.1%</td>
<td>14 9.9%</td>
<td>1 7%</td>
<td>6 4.3%</td>
<td>9 6.4%</td>
<td>2 1.4%</td>
<td>32 22.7%</td>
<td>141</td>
</tr>
</tbody>
</table>

*Printed in March 2010. Visit www.sunyjefferson.edu for the most current information.*
HOW TO APPLY FOR ADMISSION

We accept applications throughout the year — there is no fee or deadline, however, the earlier you complete your application, the sooner you can register for the classes that best fit your schedule.

Procedures and applications are different if you are not a United States citizen or permanent resident (see page 12) or if you are a high school junior or senior who wants to take college courses while still in high school (see page 13). Additional information is also available if you are an active duty Soldier or military family member.

1. Complete the online application or download our free application and email, fax or mail to the Admissions Office.

Applications are also available at many area high school guidance offices and in the JCC Admissions Office.

2. Submit your official high school transcript or General Equivalency Diploma (GED) to the Admissions Office. Applicants who are not high school graduates or have not graduated from a recognized high school, must meet JCC Admission Requirements.

3. Provide your SAT/ACT scores (recommended, not required).

4. Request your official college transcript be sent to the JCC Admissions Office for transfer evaluation.

5. Send or fax a copy of the Measles, Mumps Rubella (MMR) record and the Meningitis Information Response Form to the Health Office before classes begin.

Mail: JCC Health Office, Room 4-104, McVean Student Center, 1220 Coffeen Street, Watertown, NY 13601
Fax: 315-786-2382

Advising, Registration, Orientation - Once you have been accepted at Jefferson, you might need to take a college placement test in the discipline of math or English. This is routine and the results will ultimately assist your advisor with registering you for classes later. At Jefferson, we want you to get the most out of your education and matching you to the appropriate class based on your educational needs will allow us to do that.

If your acceptance letter indicates the need for a CPT, call the Learning and Success Center (LSC), 315-786-2288, to schedule an appointment. The results are important and study materials are available at the LSC.

After completing the college placement test, or in the event you do not need to test, your next step is to schedule an appointment with the Advising, Career and Counseling Center, 315-786-2271, to register for classes. At your appointment, you will meet one-on-one with an advisor who will review your CPT results (if applicable), discuss academic programs, help you register for classes, and teach you how to access your student records electronically. You will also receive a CannonMail email account, an official means of communication between you and the College, and schedule a New Student Orientation Session, which is considered to be an essential part of getting off to a good start at Jefferson.
INFORMATION FOR TRANSFER STUDENTS
(ADMISSION WITH ADVANCED STANDING)

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 credits 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: 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 Advising, Career and Counseling Office. Once admitted to a degree program, the transcript will be evaluated for credit.

College credit may be granted under several examination programs. Students may submit scores from:

1) Regents College Examination of the State University of New York;
2) The College Level Examination Program (CLEP) of the College Board;
3) Advanced Placement (AP) Exams of the College Board.

Score reports from tests administered at the high school must be forwarded to the Admissions Office.

INFORMATION FOR HOME-SCHOOLED STUDENTS / GRADUATES OF NON-ACCREDITED INSTITUTIONS

Students who have completed a home school education 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 superintendent of the district in which the student resides attesting to the student’s completion of a program of home instruction that is equivalent to 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.

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 student’s 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 New York State Education Department (NYSED) website, www.nysed.gov.

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 one of the following conditions are met:

a. Applicant’s high school class has graduated or
b. Applicant is at least nineteen years of age or
c. Applicant provides letter of support from high school superintendent or
d. Applicant takes ability-to-benefit tests and achieves satisfactory scores on pre-admission testing as approved by the Secretary of Education.

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INFORMATION FOR INTERNATIONAL STUDENTS

If you are not a citizen of the United States, you may study at the College under an F-1 non-immigrant student visa. If you are a permanent resident of the United States, you are not considered an international student and you may follow the normal admissions procedures.

As an international student, you should complete admissions materials from Jefferson Community College at least 2 months prior to the start of the semester for which you wish to enroll. You must complete all steps listed below before your application can be reviewed and an admission decision can be made. The application is available on www.sunyjefferson.edu in PDF format. Please note: International students cannot use the online application in SOAR.

Upon acceptance, an I-20 Certificate of Eligibility for non-immigrant (F-1) students will be issued concurrent with an acceptance letter to the College.

International Student Checklist

• Complete the free JCC Application for Admission
• Complete the International Student Supplemental Application (ISSA) which includes:
  - English Proficiency Report*
  - Confidential Financial Statement
  - Autobiographical Essay
• Provide a copy of your TOEFL scores. Scores of 61 or higher on the internet-based test are required for admission.*
• Submit an official evaluation of all academic records including any post-secondary courses.
• Provide a letter of support from a local sponsor.
• Send all documents to the JCC Admissions Office.

Mail to: JCC Admissions Office
        Jules Center, Room 6-007
        1220 Coffeen Street
        Watertown, New York 13601

Email: admissions@sunyjefferson.edu
Fax to: 315-786-2459

*Not required for Canadian applicants.

Cost to Attend JCC: Estimated annual educational and living expenses associated with attending JCC is U.S. $15,000 (as of September 2010). 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.

Other Costs Associated with Attendance, the F-1 Visa:
Effective September 1, 2004, the US Department of Homeland Security (DHS) requires a one-time fee be collected from international students.

SEVIS, the Student Exchange Visitor Information System, is a new and complex database controlled by the U.S. Immigration and Naturalization Service (INS.) SEVIS is designed to collect information from schools, INS ports of entry, and even the U.S. State Department relating to foreign students and scholars. SEVIS tracks and monitors the movement of F-1, M-1, and J-1 international students. The SEVIS fee must be paid and fully processed prior to entering the US for study. For more information on the payment of this fee electronically, go to: http://www.ice.fbo.gov/graphics/sevis/.

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

Additional Information: Visit www.sunyjefferson.edu
INFORMATION FOR MILITARY-RELATED STUDENTS / SPECIAL PROGRAMS

For additional information, prospective students are welcome to contact Jefferson’s director of military programs and continuing education advisors at the JCC office in the McEwen Education Complex, 4300 Camp Hale Road on Fort Drum. Tel: 315-773-4535.

SERVICEMEMBERS OPPORTUNITY COLLEGES (SOC)

Jefferson Community College is 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, JCC 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 and the American Association of Community Colleges.

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, JCC 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).

GoArmyEd/eArmyU

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 six degrees through the eArmyU program:

* Business Administration A.S.
* Criminal Justice, A.S.
* Individual Studies A.A., A.A.S., and A.S.
* Liberal Arts & Sciences: Humanities and Social Sciences A.A.

The eArmyU program is accessed through the GoArmyEd portal. All soldiers will use the GoArmyEd portal to request tuition assistance and enroll in classes. The primary difference between eArmyU and other classes are that the eArmyU classes are delivered entirely online.

PROGRAMS FOR HIGH SCHOOL JUNIORS/SENIORS (EARLY ADMISSIONS)

The Early Admissions program allows motivated high school students an opportunity to enroll in college-level courses and earn college credit while still in high school. College-level courses may also be taken for personal enrichment. You may enroll in a Jefferson course offered at your high school during your regular school day, online or on campus.

Eligibility: You may enroll in college coursework based on the recommendation of your high school counselor and approval from your parents. You should discuss the various educational opportunities with your school counselor and parents in order to determine which approach will best meet your educational objectives.

Campus-Based Coursework

You may enroll in classes online or on the Jefferson Community College campus for dual credit (meeting high school graduation requirements and college credit).

Approval to Attend Jefferson Courses during the School Day: An Early Admissions application must be completed, signed by you, your parent or guardian, and a high school representative. Applications are available online, at the high school counseling office or by calling the Jefferson Community College Admissions Office (315-786-2277). Before admission is approved, you may be asked to complete assessment testing. An appointment will then be scheduled with the Director of Admissions. This is an opportunity to have the process clarified and questions answered.

High school students who enroll at Jefferson Community College 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.

High School Based Coursework

You can take Jefferson courses at your high school through distance learning (Interactive Television) or the Jefferson EDGE program. Jefferson EDGE courses are taught by high school teachers who serve as adjunct JCC faculty. Jefferson offers a variety of courses depending upon the high school. The cost may vary.

1. Determine which courses best meet your individual needs by meeting with your parents and high school counselor.
2. Register for courses offered at your high school directly with your guidance counselor.

Coursework for Personal Enrichment

You may elect to enroll in coursework outside the high school either after school or during the summer. In this case, you must meet the prerequisites for the course and you may register through the Advising, Career and Counseling Center, 315-786-2478, room 6-020, Jules Center. Special tuition rates apply for high school students enrolling in courses starting after 4:00 p.m. on a space available basis. Registration for this special opportunity begins one week prior to the start of class. (Please note: Winter and Summer sessions are excluded from this special tuition rate opportunity.)

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ASSESSMENT

Transfer credit earned in an appropriate college-level English or math course or a qualifying score on Regents test or standardized college entrance examination. Students requiring assessment testing will be notified by the Admissions Office. Upon admission to Jefferson, if required, you will be asked to schedule an assessment testing appointment through the Scanlon Learning & Success Center. If it has been recommended that you take the CPT test and cannot come to the College, the CPT test can also be taken online.

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 (not enrolled in a degree program) students registering for either English or math courses must be tested prior to registration unless otherwise exempt.

READMISSION

If you previously attended Jefferson Community College as a matriculated student and are in good standing, you are welcome to re-enroll and may contact the Advising, Career and Counseling Center (315-786-2271, toll-free 888-435-6522 or email: advising@sunyjefferson.edu) to schedule an appointment for registration. If it has been 5 or more years since attending, it is necessary for you to re-apply with the Admissions Office.

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.

Academic Fresh Start – Jefferson Community College recognizes that some students may begin college, attend a semester or two, and receive poor grades. Often students stop attending and return many years later only to have grades from their academic history negatively impact their current academic status. For students who apply for and are granted an Academic Fresh Start, courses with a grade index of less than 2.0 would no longer be calculated into the cumulative GPA and the credit would no longer count toward graduation requirements. See page 29 for eligibility requirements.

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 - 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. JCC complies with the State University of New York Admission Policy for Ex-Offenders. Failure to disclose a felony conviction or disciplinary dismissal may result in expulsion from the College.

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 campus, 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 are not required, but are encouraged. During an interview with an admissions representative, you can review course requirements for your program of study, clarify the application process and determine which program best fits your future plans.

* Nursing program applicants are required to schedule a phone or personal appointment with the Director of Admissions.

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.
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. The most recent list of direct costs is available on page 23.*

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 2009-10 Cost of Attendance at Jefferson Community College based on full time attendance for the fall and spring semesters.*

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
<td>$3,694</td>
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<td>$3,694</td>
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<tr>
<td>Room &amp; Board</td>
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<tr>
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<td>$936</td>
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<tr>
<td>Transportation</td>
<td>$1,164</td>
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<td>$1,164</td>
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<tr>
<td>Childcare</td>
<td>---------</td>
<td>---------</td>
<td>$2,100</td>
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<tr>
<td>TOTAL</td>
<td>$9,344</td>
<td>$12,128</td>
<td>$14,228</td>
</tr>
</tbody>
</table>

*Pro-rated by number of credit hours

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

* These costs are estimates and subject to change without notice. The budgets include fixed and variable costs. Fixed costs are expenses with little or no variance such as tuition, fees, books and supplies. Variable costs are expenses with a greater degree of variance depending on the student’s life-style, residence, type of transportation, etc.

STUDENT FINANCIAL AID

The Financial Services Office 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 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.

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

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.

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, please contact the Financial Services office at JCC for an application packet by calling 315-786-2355 or toll free at 1-888-435-6522.

Financial Services Office
Jules Center, Suite 6-024
1220 Coffeen Street, Watertown, NY 13601
Tel: 315-786-2355 or toll free 1-888-435-6522
Fax: 315-786-2349
Office Hours: Monday - Friday
During school year: 8:30 a.m. to 5:00 p.m.
During summer: 8:30 a.m. to 4:00 p.m.
TYPES OF FINANCIAL AID
Scholarships, Federal, New York State, Childcare Subsidy

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 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 Services Office. The deadline is published on the application, usually April 1.

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

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. There are also federal aid programs for veterans. The chart on page 26 illustrates Federal aid eligibility guidelines.

Pell Grant and the Supplemental Educational Opportunity Grant (SEOG)
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 Services office will correct the data. In addition, JCC may select students for this process to clarify conflicting or confusing information.

Student and Parent Loans
Jefferson Community College is a participant in the William D. Ford Federal Direct Lending program. Under the Direct Lending program, funds for your loan come directly from the federal government and not from a bank, credit union, or other lending institution. All students must complete a FAFSA prior to applying for a federal student loan. All new students requesting a student loan will also be required to complete a Master Promissory Note and Entrance Loan Counseling quiz. This requirement will be necessary only once during their time at Jefferson (the only exception being that a second Master Promissory may be required if the student takes a break in their enrollment).

Parents applying for PLUS loans will also be required to complete Master Promissory Note for PLUS loans. Credit checks will be included in the Master Promissory application for PLUS loans.

Direct Loan Entrance Counseling:
Direct Loan Master Promissory Note (student & parent loans):
www.dlenote.ed.gov

*As of Spring 2010, there will be a new website (www.studentloans.gov) that will hold both the Promissory Note applications and Entrance Counseling link.

Veteran's Information - Federal Programs
In addition to the traditional forms of financial aid, students who are military veterans may be eligible for additional financial assistance for their educational expenses. The veteran's representative at Jefferson Community College is available to assist you in the application and payment process. Special forms are required for Veteran's Benefit Programs, please contact Financial Services for a complete packet.

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 Cannonlink Employment Network (http://jeffersoncc-csm.symplicity.com/) and on the Career Planning and Job Placement and Financial Services bulletin boards.
• 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 Services office to complete personnel paperwork.

16 Tuition, Fees & Financial Aid

Printed in March 2010. Visit www.sunyjefferson.edu for the most current information.
• If you have never before activated your VA educational benefits, complete VA form 22-1990 - Application for VA Benefits. If you are no longer on active duty, please submit member copy 4 of your DD-214 with the application.

• If you are on active duty, the Education Services Officer on base must sign the form. Active duty soldiers may also use Tuition Assistance. Ask your Education Officer about this benefit.

• Complete the JCC Application for Enrollment Certification form contained in your packet. Return the two completed applications to the Financial Services office at Jefferson.

• The JCC Veteran’s representative will review your application and forward it to the regional office in Buffalo. You will then be notified in writing of your period of eligibility and your monthly rate by the regional office. This process takes about 10 weeks.

Please contact us at 315-786-2355 (toll free 1-888-435-6522) to schedule an appointment or discuss your benefits. Additionally, questions about your benefits can be answered by the VA toll free number at: 1-888-442-4551.

**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 1606:** The Montgomery GI Bill - Selective Reserve program may be available if the 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.

**Post 9/11 GI Bill Chapter 33:** The Post 9/11 GI Bill provides students with up to 36 months of education benefits for degree and certificate programs. Generally, benefits are payable for up to 15 years following release from active duty. Post 9/11 GI Bill benefits include tuition and fees (up to the maximum amount set by VA), a monthly stipend, and book stipend not to exceed $1000 per academic year. All benefits under the Post 9/11 GI Bill are prorated based on the eligible tier percentage and the number of credit hours.

Additional requirements for the Post 9/11 GI Bill include: students must take at least 7 credit hours for the full semester including at least one full semester 3 credit on-campus course. For additional information, please contact the Veteran’s counselor located in the Financial Services Office.

**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, training, subsistence allowance, and employment assistance. VA also will assist the student in job placement. While the 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 the 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 cause 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 the 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 Services office should be contacted for a Veteran’s packet.

**New York State Aid Programs**

The chart on pages 24-25 illustrates the New State Eligibility guidelines.

**Tuition Assistance Program**

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 (pages 24-25) 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, N.Y. State Higher Education Services Center (NYSHEC) will ask the student to correct the errors. Please respond to any requests from NYSHEC as 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 NYSHEC when award is completed. JCC will receive the award electronically and post it to student’s account.
- TAP is for full-time students and part-time students who meet the Part-Time TAP eligibility requirements (see chart on pages 24-25). Other part-time residents may contact the Financial Services 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.

Veterans Tuition Award Supplement: 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 98% of tuition costs. 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; OR
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.

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

Childcare Subsidy

On campus childcare is available for children 21 months to 5 years. Jefferson Campus Care is a New York State licensed facility located on campus. The Center provides developmentally appropriate activities for children. Breakfast, lunch and snacks are provided. For children placed in this program, subsidy grants may be available based on family income. To apply for a grant:

Contact Jefferson Campus Care for space availability. They may be reached at 315-786-2357 or toll free 1-888-435-6522 (ask for Jefferson Campus Care).

You will be contacted by the childcare center to confirm your registration and to complete a SUNY Childcare Subsidy Application.

HOW TO APPLY FOR AID

The financial aid application process begins with the Free Application for Federal Student Aid (FAFSA). To file the FAFSA, you may apply online at www.fafsa.ed.gov. We recommend that you contact our 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.

1. If you are a new or returning student, complete the Free Application for Federal Student Aid (FAFSA). Our Title IV code is 002870.

Very late applicants—those who apply after July 1 for the Fall semester, December 1 for the Spring semester, and April 1 for the Summer semester—should follow the late applicant instructions (also found in the financial aid packet or on page 19 of this catalog).

2. 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. You will need a federal PIN. Our TAP school code is 2220. TAP is for full time students only; part time students may apply for Aid for Part Time Study (APTS). Contact us for an APTS application.

3. If you need a student loan and indicated this on the FAFSA, you will receive instructions with your award letter. If you did not indicate an interest in a student loan on the FAFSA, follow the “Student Loan Instructions For ALL Borrowers” found on the JCC website or in the Financial Services office.
Please note: If you are applying for a student loan, please let the Financial Services office know if you also pay for childcare to attend classes as this may have an impact on your student loan.

4. After you have been accepted, the Jefferson Community College Financial Services office will send an Award Letter explaining your financial aid package. The U.S. Department of Education will send a Student Aid Report (SAR) to your e-mail account (or mail, if you did not specify an e-mail account on your FAFSA) after you file the FAFSA. New York Higher Education Services will send a TAP Award Notification in the mail.

5. Check out the online Cannonlink Employment Network (http://jeffersoncc-csm.symplicity.com/) if you are interested in campus Work Study or Student Aid employment opportunities. Jobs are also posted on the bulletin boards of the Advising, Career & Counseling Center and the Financial Services office.

Late Application Information
A student is a late applicant if the student wants to use financial aid to pay his/her bill and it is after:
• July 1 and you want to start classes during fall semester (August);
• December 1 and you want to start classes during the spring semester (January);
• April 1 and you want to start classes during the summer semester (June).

We strongly recommend late applicants apply online at www.fafsa.ed.gov to be sure that your financial aid will be completed on time. Select “Fill out your FAFSA.” If you choose to mail the application, plan on 4-6 weeks for processing.

Late Applicants should follow these instructions:
• If you do not have a Personal Identification Number (PIN), go to www.pin.ed.gov to request one. If you are required to report parental income, one parent must also request a PIN.
• Complete the application worksheet (available at www.fafsa.ed.gov or in JCC’s Financial Services office) and then enter your application at www.fafsa.ed.gov.
• Print the application and confirmation page and bring these to the Financial Services office prior to your registration appointment. We will estimate your financial aid awards based on your confirmation page. Important: We do not process late applications once classes begin, you must apply and provide your information to the Financial Services office prior to the start of classes.
• Your estimated financial aid will be posted to your account and you may check your award online in SOAR.
• CAUTION: You may be selected for verification. If selected, the Financial Services office will contact you by mail. You will be required to provide tax forms (and if necessary, your parents’) before your aid can be finalized. If you do not have copies of your tax forms, order a free copy NOW from the IRS at 1-800-829-1040.

Transfer Students
If you are transferring to Jefferson, please follow these five steps to use your financial aid.

Step One: Locate your Student Aid Report for the current year. If you provided an email account when you applied for financial aid, it was sent to your email account; if not, you received it in the postal mail. If you cannot locate the Student Aid Report, you have two options. First, go to www.fafsa.ed.gov and select View and Print your Student Aid Report (SAR). You must have a Personal Identification Number (PIN) to print the online SAR. You may request a PIN at the www.pin.ed.gov website; it will be emailed to you in 24-48 hours. Your second option is to call 1-800-4FED-AID and ask that another copy be sent to your home (this will take approximately ten days).

Step Two: If Jefferson Community College was listed on your Student Aid Report, continue to step three. If not, you may add JCC to your SAR online at www.fafsa.ed.gov. Go to “Make Corrections to a Processed FAFSA” and add Jefferson Community College (federal code: 002870). You will need your PIN for this option. If you would like to add Jefferson by phone, please call 1-800-4FED-AID and ask for JCC (002870) to be added to your application.

We will receive your financial aid information about 5 days after you add Jefferson over the phone or online.

Step Three: Change your TAP school code to Jefferson for the appropriate semester. Our TAP school code is 2220. This will adjust and transfer your state financial aid such as the Tuition Assistance Program (TAP) to JCC. You may change this code online at www.hesc.com. Since you are limited to 8 TAP payments as an undergraduate (unless you are in an Equal Opportunity Program), and six at Jefferson, we do not recommend TAP for summer semesters.

Step Four: If you need a student loan and indicated this on the FAFSA, you will receive instructions with your award letter. If you did not indicate an interest in a student loan on the FAFSA, follow the “Student Loan Instructions For ALL Borrowers” found on the JCC website and in the Financial Services office.

Please note: If you are applying for a student loan, please let the Financial Services office know if you also pay for childcare to attend classes as this may have an impact on your student loan.

Step Five: Now is the easy part — you can check your award online at SOAR. Once you have completed steps one through four above, we will send you a financial aid award letter indicating your expenses and your eligibility for financial aid.

Special Conditions
Significant changes in income for uncontrollable reasons (lost job, illness, etc.) may allow the Financial Services office to make adjustments to a student’s prior year income. Please contact the Financial Services office for a “Special Conditions Application”. Documentation is required.
COURSE SELECTION AND FINANCIAL AID
To be eligible for financial aid, the student must be matriculated and taking courses applicable to a chosen degree. Full time students must have a minimum of 12 credits applicable to the Jefferson Community College program. The following courses are included in the 12-credit requirement:

- Required developmental courses
- Prerequisite courses (for instance ENG 100 if ENG 101 is a program requirement)
- Repeat courses provided the student has not already passed the course. See Repeating Courses in the Special Circumstances Affecting Financial Aid Eligibility section.

In their graduation semester, students are exempt from the 12-hour requirement; however, they must have at least one course required for the degree and be eligible for graduation that semester. This exemption may only be used once. Part-time students may only be funded for courses applicable to the degree except for the exceptions noted above.

Students who do not meet this requirement will be funded only for the courses applicable to the degree. Federal aid (Pell, SEOG, work-study, and student loans) will be reduced, and student will be ineligible for the Tuition Assistance Program (TAP).

To avoid this problem, students should work closely with faculty advisors when making 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 REFUNDS
Four to six weeks into the semester, 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 childcare.

EXIGENCY LOAN FUND
A small loan fund has been established and is maintained by the Financial Services 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. 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.

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. All students must meet the cumulative standards. Satisfactorily completed credits are those for which grades of A, B, C, D, H, P and S are earned. Non-credit course work and transfer course work applicable to the degree (limited to the number of credits accepted into the degree) is also included in this calculation. Incomplete grades are included in attempted hours and excluded from earned hours until the course is graded; if an instructor provides documentation that the course will be completed with a passing grade, the credit may be included in earned hours.

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Credits Earned</th>
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<tbody>
<tr>
<td>6-30</td>
<td>40% of Attempted Hours</td>
</tr>
<tr>
<td>31-60</td>
<td>55% of Attempted Hours</td>
</tr>
<tr>
<td>61 or more</td>
<td>67% 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. Non-credit course work will not be included in the calculation of maximum hours; failing grades, withdrawals, and course repetitions are included in attempted hours. Students are permitted to repeat failing and ‘D’ grades and maintain federal financial aid eligibility. Students who have exceeded the 150% ceiling may ask to have their file reviewed to determine federal financial aid eligibility. The following coursework can be excluded from the calculation of maximum hours: coursework not applicable to the current degree program due to changes in major, transfer credit not applicable to the degree program or beyond the number of credits acceptable for transfer into the degree program, previous degrees, and developmental coursework.

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. Returning students must file an Appeal for Reinstatement of Aid upon readmission in order to have financial aid reinstated.

**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 of 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.

### Table: Before being certified for this payment

<table>
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<tr>
<th></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>

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.

**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 on pages 24-25).

**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 Services 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, SEOG, 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 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.

WAIvers and APPEALS
WAIVER FOR REINSTATEmENT OF FINANCIAL AID ELIGIBILlTY
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 Services 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.

Request for Review of Academic Record
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. When a student exceeds the maximum number of credits, the file may be reviewed for continued federal financial aid eligibility at the student’s request. This review must include a plan of action for completing the program and the review will take into account program changes, previous degrees, non-applicable transfer credit, and developmental course work.

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.
TUITION AND FEE SCHEDULE  
2009/2010 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.

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

**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 Refund Policy**

**Full Semesters:** Semesters that last longer than 8 weeks.

<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>

**Early, Late, and Intersession Semesters:** Semesters that last 8 weeks or less.

<table>
<thead>
<tr>
<th>Withdrawal Date</th>
<th>% Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>First week...</td>
<td>25%</td>
</tr>
<tr>
<td>Second week...</td>
<td>No refund</td>
</tr>
</tbody>
</table>

**Title IV Return of Funds**

A student who officially withdraws from all courses before the end of the ninth week of classes will earn Title IV funds in direct proportion to the length of time he or she is enrolled. Unearned Title IV funds must be returned to the federal government or the lender. This may result in an unpaid financial obligation for the student.

**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.

<table>
<thead>
<tr>
<th>Tuition (2009-2010)</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>$138.00</td>
<td>$1,656.00</td>
</tr>
<tr>
<td>New York State resident not from sponsorship area and not presenting a certificate of residence.</td>
<td>$215.00</td>
<td>$2,580.00</td>
</tr>
<tr>
<td>Non-New York State resident.</td>
<td>$215.00</td>
<td>$2,580.00</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.

**STUDENT FEES (2009-2010)**

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee (2009-2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Resource Fee</strong></td>
<td></td>
</tr>
<tr>
<td>Full-Time and Part-Time:</td>
<td></td>
</tr>
<tr>
<td>Summer:</td>
<td></td>
</tr>
<tr>
<td>$11 per credit hour</td>
<td></td>
</tr>
<tr>
<td>$2 per credit hour</td>
<td></td>
</tr>
<tr>
<td><strong>Insurance:</strong></td>
<td></td>
</tr>
<tr>
<td>Mandatory Accident:</td>
<td>$18 per year</td>
</tr>
<tr>
<td>Optional Sickness:</td>
<td>$12 per year</td>
</tr>
<tr>
<td>$160 Spring semester only</td>
<td>$106 per year</td>
</tr>
<tr>
<td><strong>Other Fees:</strong></td>
<td></td>
</tr>
<tr>
<td>SUNY Card Replacement Fee:</td>
<td>$10 first replacement</td>
</tr>
<tr>
<td>Transcript Fee:</td>
<td>$6 per copy</td>
</tr>
<tr>
<td>Document/Check Replacement Fee:</td>
<td>$5 per copy</td>
</tr>
<tr>
<td>Directed Study Processing:</td>
<td>$5 per course</td>
</tr>
<tr>
<td>Credit by Examination:</td>
<td>$15 per credit hour</td>
</tr>
<tr>
<td>Online Learning Fee:</td>
<td>$12 per credit hour</td>
</tr>
<tr>
<td>Technology Fee:</td>
<td>$4 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>
<tr>
<td>Dental Hygiene Program Fee (Monroe CC):</td>
<td>$332.40 per semester for the 2009-2010 year</td>
</tr>
<tr>
<td>Paramedic Program Evaluation Fee:</td>
<td>$100 per semester</td>
</tr>
</tbody>
</table>

Contact the Financial Services Office, Jules Center, Room 6-024, 315-786-2355 or visit www.sunyjefferson.edu for the most current tuition and fee information.

Printed in March 2010. Visit www.sunyjefferson.edu for the most current information.
## Student Eligibility for New York State Aid Programs

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

<table>
<thead>
<tr>
<th>New York State Aid Programs</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>Part-Time TAP (Tuition Assistance Program)</td>
<td>U.S. citizen or permanent resident and also N.Y. State resident enrolled (matriculated) in approved program of study with more than 6 but fewer than 12 credits hours.</td>
<td>First-time freshman in the 2006-2007 academic year or thereafter and have earned 12 credits or more in each of the two consecutive semesters for a minimum of 24 hours. Maintain a minimum “C” average.</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>Veterans Tuition Award Supplement</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 $500 to $5,000 per year for all eligible students.</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>Amounts vary depending on number of attempted credit hours.</td>
<td>Complete and submit FAFSA and N.Y. State TAP applications.</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 Services 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>
**STUDENT ELIGIBILITY FOR FEDERAL PROGRAMS**

To receive consideration for 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><strong>Federal Pell Grant</strong></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 2009-2010, annual awards will range from $976 to $5,350, 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 Services Office, high school guidance offices and <a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a>.</td>
</tr>
<tr>
<td><strong>Academic Competitiveness Grant</strong></td>
<td>Undergraduate freshman students pursuing their first degree, graduated after 2005, and meet federal eligibility requirements pertaining to high school coursework.</td>
<td>Pell eligible determined by FAFSA, eligible academic coursework and GPA (second year award), and must be enrolled in 12 credit hours of coursework.</td>
<td>$750 in first year; $1,300 in second year.</td>
<td>Must file the FAFSA.</td>
</tr>
<tr>
<td><strong>Federal Supplemental Educational Grant</strong></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 $800 depending on the cost of attendance and the amount of need per student.</td>
<td>Must file the FAFSA.</td>
</tr>
<tr>
<td><strong>Federal Work-Study Program</strong></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><strong>Direct Federal Stafford Loan Program – Subsidized</strong></td>
<td>Based on demonstrated need. There is no interest charged while student attends school 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 $3,500 for first year (0-23 credits), $4,500 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 Services Office, complete a Master Promissory Note (MPN), and complete entrance counseling.</td>
</tr>
<tr>
<td><strong>Direct Federal Stafford Loan Program – Unsubsidized</strong></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 $5,500 for first year, $6,500 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 Services Office, complete a Master Promissory Note (MPN), and complete entrance counseling.</td>
</tr>
<tr>
<td><strong>Direct Federal Stafford Parent Loan for Undergraduate Students (PLUS)</strong></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 Services Office.</td>
</tr>
<tr>
<td><strong>Veterans Administration &amp; Montgomery G.I. Bill</strong></td>
<td>Eligible veterans and children of deceased veterans or service-connected disabled veterans.</td>
<td>Contact any regional Veterans Administration Office for info., 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><strong>Aid to Native American Indians</strong></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. Dept. 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.**

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 Vice President for Students.
- 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 additional program must have the written consent of the Dean responsible. To matriculate for two curricula concurrently, the written consent of the Vice President for Academic Affairs must be obtained. The signed matriculation form must be on file in the Student Records 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
Mid-semester grades and final grade reports are available to students through SOAR (Student Online Access to Records). Final grade reports become part of the student's official transcript. Mid-semester grades are not entered on the official transcript.

The instructor’s assessment of each student’s achievement will be in accordance with the grading system below.

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

<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>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>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>Withdrawed without penalty</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.

**** 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.
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 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 exception is:
• In cases of course repetition only the more recent grade 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.

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 to apply 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 Dean for Curriculum and Instruction or from the Honors Program Coordinator.

Honor Society
The Tau Xi Chapter of Phi Theta Kappa, an international honor society for students at two-year colleges, was chartered at Jefferson in 1969. Students who have completed 12 credit hours of college-level coursework at JCC, are matriculated in a degree program, and have attained a cumulative grade point average of 3.50 may be invited to join the Chapter. Eligible students will be invited to join at the beginning of the fall and spring semesters. Students must also maintain a 3.30 cumulative GPA in order to maintain membership eligibility. For more information about the honor society, contact the Student Activities Center.

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 “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, College-Level Examination Program®, 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 Advising, Career and Counseling Center 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.

Academic Fresh Start

Jefferson Community College recognizes that some students may begin college, attend a semester or two, and receive poor grades. Often students stop attending and return many years later only to have grades from their academic history negatively impact their current academic status. For students who apply for and are granted an Academic Fresh Start, courses with a grade index of less than 2.0 would no longer be calculated into the cumulative GPA and the credit would no longer count toward graduation requirements. All prior coursework and grades would remain on the transcript to reflect an accurate academic history.

Eligibility Requirements: Any student having an absence from the College of three years or more and a GPA below 2.0 may apply for an Academic Fresh Start.

Only one Academic Fresh Start will be granted during a student’s academic career at Jefferson. Once the Academic Fresh Start is established, it will not be reversed.

Students who do not meet eligibility requirements may petition the College for an Academic Fresh Start. Petition forms are available in the Academic Affairs Office and the Academic Division offices. Students are required to meet with their respective Dean to discuss their petition.

Students interested in receiving an Academic Fresh Start should complete the Academic Fresh Start application available on www.sunyjefferson.edu, in the Admissions Office, Financial Services Office, Advising, Career & Counseling


Center, and Academic Division offices.  

**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 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 explicitly gives religious holidays as excuses. (Section 224-a of the Education Law) governs such excuses. 

- 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. 
- 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. 
- 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. 
- 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. 
- 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. 
- 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. 

f. 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. 

**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 Vice President for Academic Affairs.

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 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, and the Director of Financial Aid. The completed form is then returned to the Student Records 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.

Withdrawal from Courses - Students wishing to withdraw from a course should secure the necessary withdrawal form from the Student Records Office and have the form signed by the faculty advisor. The completed form is then returned to the Student Records 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 Student Records Office prior to completion of 75% of the scheduled number of days in the session.

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 Vice President for Academic Affairs 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 Vice President for Academic Affairs.

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 Vice President for Academic Affairs.

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 Vice President for Academic Affairs.

A student may repeat a course in which a grade of A, B, C 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 transferrable 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 Vice President for Academic Affairs.

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 Vice President for Academic Affairs.

CHANGE OF CURRICULUM
Students may change their curriculum only with approval of the appropriate Dean. Change of Curriculum forms may be obtained from the Student Records 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 Vice President for Academic Affairs. Such requests are considered by the Petitions Committee of the Faculty Senate, and its recommendation is submitted to the Vice President for Academic Affairs for final action. The decision in response to each request is communicated in writing to the student by the Vice President for Academic Affairs.

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 Registrar's Office.

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 at 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:

- written consent of the Dean responsible for that curriculum, and
- an interview and written approval from the Dean.

The Vice President for Academic Affairs 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 Student Records 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 Student Records 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 Student Records 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 Student Records Office.

**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 Student Records 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, Dean, and the Vice President for Academic Affairs. 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 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 hours) 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 credit hours) may be earned by Directed Study.

Exceptions can be granted by the Vice President for Academic Affairs.
**Physical Education**

Physical education coursework 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 Vice President for Academic Affairs 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 for each athletic season. 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.

Students may not take a physical education activity course that duplicates the intercollegiate sport for which they received 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.
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.S.</td>
<td>5002</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>A.A.S.</td>
<td>5002</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>Certificate</td>
<td>5002</td>
<td></td>
</tr>
<tr>
<td>Animal Management</td>
<td>A.A.S.</td>
<td>5403</td>
<td></td>
</tr>
<tr>
<td>Business Administration</td>
<td>A.S.</td>
<td>5004</td>
<td>Available Online</td>
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<tr>
<td>Business Administration</td>
<td>A.A.S.</td>
<td>5004</td>
<td></td>
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<tr>
<td>Business Administration (jointly registered with SUNY Potsdam)</td>
<td>A.S./B.S.</td>
<td>5005/0517</td>
<td></td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>A.S.</td>
<td>5101</td>
<td></td>
</tr>
<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>
<td>Available Online</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>Certificate</td>
<td>5505</td>
<td></td>
</tr>
<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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<tr>
<td>General Studies (see note below)</td>
<td>Certificate</td>
<td>5699</td>
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<tr>
<td>Hospitality &amp; Tourism</td>
<td>A.A.S.</td>
<td>5011.10</td>
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<tr>
<td>Hospitality &amp; Tourism</td>
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<tr>
<td>Human Services</td>
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<td>5501</td>
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<tr>
<td>Individual Studies</td>
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<td>Available Online</td>
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<td>Individual Studies</td>
<td>A.A.</td>
<td>5699</td>
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<td>Individual Studies</td>
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<tr>
<td>Liberal Arts &amp; Sciences: Childhood Education Transfer</td>
<td>A.A.</td>
<td>5649</td>
<td></td>
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<tr>
<td>Liberal Arts &amp; Sciences: Childhood Education</td>
<td>A.A./B.A.</td>
<td>5649/0823</td>
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<tr>
<td>Liberal Arts &amp; Sciences: Humanities &amp; Social Sciences</td>
<td>A.A.</td>
<td>5649</td>
<td>Available Online</td>
</tr>
<tr>
<td>Liberal Arts &amp; Sciences: Mathematics &amp; Sciences</td>
<td>A.S.</td>
<td>5649</td>
<td></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>
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<tr>
<td>Office Technologies - Medical</td>
<td>A.A.S.</td>
<td>5005</td>
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</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>
<td>5099</td>
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<td>Paramedic</td>
<td>A.A.S.</td>
<td>5299</td>
<td></td>
</tr>
<tr>
<td>Paramedic</td>
<td>Certificate</td>
<td>5299</td>
<td></td>
</tr>
<tr>
<td>Teaching Assistant</td>
<td>Certificate</td>
<td>5503</td>
<td></td>
</tr>
</tbody>
</table>

*General Studies Certificate program has been deactivated effective Fall 2010. 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 two of Jefferson’s associate degree programs to baccalaureate degree programs at SUNY Potsdam, the two institutions have formalized agreements by which qualified students are accepted jointly by both Jefferson and SUNY Potsdam in the following programs:

* Jefferson’s Business Administration, A.S. degree programs with SUNY Potsdam’s bachelor of science degree program in Business Administration.

* Jefferson’s Liberal Arts: Childhood Education A.A. (Teacher Education Transfer) program with SUNY Potsdam’s bachelor of arts degree program in Early Childhood Education (birth to grade 2) or Childhood Education (grades 1-6).

For further information about these jointly registered programs, 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.

Printed in March 2010. Visit www.sunyjefferson.edu for the most current information.
Accounting A.A.S. Degree Requirements

<table>
<thead>
<tr>
<th>Accounting A.A.S. Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Requirements (21-22 Credit Hours):</strong></td>
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</tr>
<tr>
<td>English</td>
<td>6</td>
</tr>
<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>
</tr>
<tr>
<td><strong>Accounting Requirements (29 Credit Hours):</strong></td>
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</tr>
<tr>
<td>ACC 101: Accounting Principles 1</td>
<td>4</td>
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<tr>
<td>ACC 102: Accounting Principles 2</td>
<td>4</td>
</tr>
<tr>
<td>ACC 201: Intermediate Accounting 1</td>
<td>4</td>
</tr>
<tr>
<td>ACC 202: Intermediate Accounting 2</td>
<td>4</td>
</tr>
<tr>
<td>ACC 207: Tax Accounting*</td>
<td>3</td>
</tr>
<tr>
<td>ACC 208: Cost Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACC 209: Management Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 220: Accounting Information Systems</td>
<td>3</td>
</tr>
<tr>
<td><strong>Electives (15-17 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>Mathematics or Science Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>Science Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</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>67-70</strong></td>
</tr>
</tbody>
</table>

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

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, Management Accountant, Account Specialist, Payroll Accountant, Accounts Payable/Receivable Clerk, Public Accountant, Bookkeeper, Staff Accountant, and Cost 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.

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).

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.
ACCOUNTING, A.S.  

HEGIS Code 5002

CAREER OPPORTUNITIES
Accounting is one of the fastest growing professions in the United States. The A.S. degree in Accounting is designed to prepare people to transfer to a four year college to complete a Bachelor’s degree 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
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, aicpa.org, provides additional FAQ on Accounting careers and certification requirements.

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.

THE PROGRAM
The program below is designed for seamless transfer to SUNY IT and SUNY Oswego, and students will find that this versatile program prepares them for transfer to many colleges’ Bachelor’s programs in accounting and business. The program consists of core requirements in the humanities, social sciences, and sciences in addition to business courses and courses in accounting theory and practice.

<table>
<thead>
<tr>
<th>Accounting A.S. Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business Requirements (26 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>ACC 101: Accounting Principles 1</td>
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<td>ACC 102: Accounting Principles 2</td>
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</tr>
<tr>
<td>BUS 112: Introduction to Business</td>
<td>3</td>
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<tr>
<td>BUS 124: Marketing</td>
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<tr>
<td>BUS 160: Spreadsheet Applications</td>
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<tr>
<td>BUS 211: Business Law 1</td>
<td>3</td>
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<tr>
<td>ECO 101: Macroeconomics</td>
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<td>ECO 102: Microeconomics</td>
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<tr>
<td><strong>Liberal Arts Requirements (28-30 Credit Hours):</strong></td>
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<td>ENG 101: Research and Composition</td>
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<td>ENG 102: Composition and Literature</td>
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<tr>
<td>MTH 144: Elementary Statistics or MTH 174: Mathematical Probability and Statistics</td>
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<tr>
<td>Mathematics Elective: MTH 155: Algebra, Functions &amp; Modeling, MTH 185: Precalculus or higher</td>
<td>3-4</td>
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<tr>
<td>Humanities Elective*</td>
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<tr>
<td>Social Science Electives**</td>
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<tr>
<td>Science Elective: At least one lab science is required.</td>
<td>7-8</td>
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<tr>
<td><strong>Electives (9-11 Credit Hours):</strong></td>
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<td>Accounting Electives 6–8</td>
<td>6-8</td>
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<tr>
<td>Physical Education</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>65-69</strong></td>
</tr>
</tbody>
</table>

*Select from the Arts (A) or Foreign Language (FL) GEN ED Requirements

**Select from American History (AH), Western Civ. (WC) or Other World Civ. (OWC) GEN ED Requirements
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.

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.

<table>
<thead>
<tr>
<th>Accounting Certificate Requirements</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Core Requirements (12-13 Credit Hours):</td>
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<td>BUS 160: Spreadsheet Applications</td>
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<tr>
<td>ENG 100: College Composition or ENG 101: Research and Composition</td>
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<tr>
<td>MTH 125: Intermediate Algebra or MTH 155: College Algebra or Higher Math</td>
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<tr>
<td>Accounting Requirements (14 Credit Hours):</td>
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<td>ACC 102: Accounting Principles 2</td>
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<tr>
<td>ACC 207: Tax Accounting*</td>
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<td>ACC 209: Management Accounting</td>
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<tr>
<td>Liberal Arts Elective</td>
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<td>Free Elective</td>
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<tr>
<td>TOTAL</td>
<td>32-33</td>
</tr>
</tbody>
</table>

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

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.

Animal Management A.A.S. Degree Requirements

<table>
<thead>
<tr>
<th>Animal Management A.A.S. Degree Requirements</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>Animal Management Requirements (25 Credit Hours):</td>
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<tr>
<td>AMG 114 Domestic Animal Industries*</td>
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<tr>
<td>AMG 115 Zoo 1: Evolution of Zoos</td>
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<tr>
<td>AMG 116 Zoo Clinical 1</td>
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<tr>
<td>AMG 118 Animal Welfare &amp; Ethics</td>
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<tr>
<td>AMG 125 Zoo 2: Record Keeping &amp; Regulations</td>
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<tr>
<td>AMG 126 Zoo Clinical 2</td>
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<tr>
<td>AMG 205 Behavioral Husbandry</td>
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</tr>
<tr>
<td>AMG 215 Zoo 3: Exhibit Design &amp; Maintenance</td>
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<tr>
<td>AMG 216 Zoo Clinical 3</td>
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<tr>
<td>AMG 220 Zoo Conservation</td>
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<tr>
<td>AMG 225 Zoo 4: Action Project Exp.</td>
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<tr>
<td>AMG 226 Zoo Clinical 4</td>
<td>2</td>
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<tr>
<td>AMG 250 Intro to Veterinary Science*</td>
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<tr>
<td>AMG 275 Animal Mgt. Internship</td>
<td>3</td>
</tr>
<tr>
<td>AMG 276 Animal Mgt. Internship **</td>
<td>3</td>
</tr>
</tbody>
</table>

| Mathematics & Science Requirements (22-23 Credit Hours): | |
| BIO: Advised Elective# | 4 |
| BIO 121 Animal Nutrition | 2 |
| BIO 122 Aquarium Science | 2 |
| BIO 217 Vertebrate Biology 1 | 4 |
| BIO 218 Vertebrate Biology 2 | 4 |
| BIO 223 Animal Behavior | 3 |
| MTH 144 Elementary Statistics or higher | 3-4 |

Liberal Arts Requirements (12 Credit Hours):

| STA 151 Public Speaking | 3 |
| ENG 101 Research and Composition* | 3 |
| Social Science Elective | 3 |
| ENG 102 Composition & Literature or ENG 218 Technical & Professional Writing | 3 |

Computer Information Systems Requirements (3 Credit Hours):

| CIS 110 Introduction to Computing with Microcomputers | 3 |

Liberal Arts Elective### | 3 |

TOTAL 65-66

* Chosen from the following Biology courses with the assistance of an advisor: BIO 111, BIO 112, BIO 131*, Bio 132. BIO 112 is the preferred choice.

Notes:

* Course will transfer into Canton Veterinary Technician Program
** AMG 275 & AMG 276 Internships can be done in Semester 2, Summer Semester, or Semester 3
*** Recommend PSY 133 Introduction to Psychology; PSY 133 will transfer to Canton Veterinary Technician Program
### Recommend general education course; depending on choice, course may transfer to Canton Veterinary Technician Program

Printed in March 2010. Visit www.sunyjefferson.edu for the most current information.
ANIMAL MANAGEMENT, A.A.S. (continued)

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 for other animal care related positions. It can also prepare program graduates for further studies in biology or zoology. The program provides 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 Rosamond Gifford Zoo in Syracuse is the primary clinical site and provides students with the opportunity to work alongside zookeepers, veterinarians, curators, educators, and administrators. Experiences at other animal care facilities provide a broad learning experience. Course work focuses on zoo animal management, but the care and management of domestic species is also used to illustrate the fundamental principles of animal husbandry and provide additional hands-on experience. Internships at other animal facilities are required as part of the curriculum. 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 provides 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/index.html
BUSINESS ADMINISTRATION, A.A.S.  

HEGIS Code 5004

CAREER OPPORTUNITIES

From entrepreneurial start-ups to working in a large corporate office, an associate degree in business can be applied to any industry. As part of the Business Administration (A.A.S.) degree program at Jefferson, you’ll study the scope and role of business in our economic system and gain an understanding of the internal organization of business, entrepreneurship, accounting, and the principles of marketing, management and relevant areas of business law.

Entrepreneurs have enormous potential for personal and financial success, but starting a new business requires substantial commitment and hard work. 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 being a leader.

Work in business, while demanding, can offer excellent 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 economy and the stock and bond markets.

THE PROGRAM

The Business Administration A.A.S. covers all the basics of business, offering students opportunities to learn specialized skills. Students may specialize in finance and accounting, marketing, law, and general management.

The curriculum is focused on real-world applications and skills, as opposed to strictly theory. Graduates are prepared to enter and succeed in business on the day they graduate.

### Business Administration A.A.S. Degree Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Requirements (41-42 Credit Hours):</strong></td>
<td></td>
</tr>
<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 Appropriate Mathematics Course</td>
<td>3-4</td>
</tr>
<tr>
<td>BUS 124: Marketing 1</td>
<td>3</td>
</tr>
<tr>
<td>BUS 127: Management Communications or BUS 275: Business Internship</td>
<td>3</td>
</tr>
<tr>
<td>BUS 131: Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 150: Introduction to Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>BUS 211: Business Law 1</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>
<tr>
<td><strong>Electives (21-23 Credit Hours):</strong></td>
<td></td>
</tr>
<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>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>64-67</strong></td>
</tr>
</tbody>
</table>

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.

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. The Business Administration AS 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 or not-for-profit management
- Human resource management

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

<table>
<thead>
<tr>
<th>Business Administration A.S. Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business Requirements (26 Credit Hours):</strong></td>
<td></td>
</tr>
<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>
<tr>
<td><strong>Liberal Arts Requirements (27-30 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>MTH 144: Elementary Statistics or MTH 174: Mathematical Probability &amp; Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MTH 155: College Algebra or MTH 185: Precalculus 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>6-8</td>
</tr>
<tr>
<td><strong>Liberal Arts or Business Electives:</strong></td>
<td></td>
</tr>
<tr>
<td>(Business Electives Include Only: ACC, BUS, CIS 110 &amp; ECO)</td>
<td>9</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>64-67</td>
</tr>
</tbody>
</table>

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 Arts Elective.

3. Students who plan to transfer to a SUNY college may use the Social Science, Humanities and the Business or Liberal Arts Electives to fulfill the following five SUNY Gen. Ed. Requirements: A (Arts), AH (American History), FL (Foreign Language), OWC (Other World Civilizations), WC (Western Civilization).
BUSINESS ADMINISTRATION, A.S./B.S.
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 the 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. This program is designed to assure the timely completion of degree requirements and a smooth transition between institutions. No transfer application is necessary. Joint advising is provided by Program Coordinators from both JCC and Potsdam. Students ready to begin the course of study at Potsdam are allowed to register early—at the same time as other Potsdam students.

Further information about this jointly registered program may be received by contacting the admissions offices at either Jefferson Community College or SUNY Potsdam.
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 2016. 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 information systems analysis and design, systems programming, operation research, database management, artificial intelligence, numerical analysis, statistics, operations management, or general business administration.

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.

Computer Requirements: 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.

* For transfer purposes the Mathematics Electives should include or lead toward MTH 221.

The following table lists the required coursework for the Computer Information Systems A.S. degree:

<table>
<thead>
<tr>
<th>Computer Information Systems A.S. Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Computer Information Systems (15 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>CIS 111: Operating System Environments</td>
<td>2</td>
</tr>
<tr>
<td>CIS 116: Introductory Programming</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>
<tr>
<td><strong>Business (8 Credit Hours):</strong></td>
<td></td>
</tr>
<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><strong>Liberal Arts (38-41 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>Economics Elective: ECO 101 or ECO 102</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 218: Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</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><strong>Approved Elective</strong> (Select from BUS, MTH, BIO, CHE, GEO, PHY, or SCI)</td>
<td>3-4</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>65-68</strong></td>
</tr>
</tbody>
</table>
COMPUTER INFORMATION TECHNOLOGY, A.A.S.

HEGIS Code 5104

CAREER OPPORTUNITIES
Computer information technology is among the growing fields in business, industry, government, and education, with average growth expected through the year 2016. 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 Technology A.A.S. Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Computer Information Systems (28 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>CIS 100: Information Technology Orientation</td>
<td>1</td>
</tr>
<tr>
<td>CIS 110: Introduction to Computing with Microcomputers</td>
<td>3</td>
</tr>
<tr>
<td>CIS 111: Operating System Environments</td>
<td>2</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: Analysis and Logical 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: Physical Design and Implementation</td>
<td>3</td>
</tr>
<tr>
<td><strong>Networking Technology (6 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>NET 100: Networking Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>NET 131: Local Area Networks</td>
<td>3</td>
</tr>
<tr>
<td><strong>Business (6 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>BUS 112: Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 127: Management Communications</td>
<td>3</td>
</tr>
<tr>
<td><strong>Liberal Arts (22-24 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 218: Technical and Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>Economics Elective: ECO 101 or ECO 102</td>
<td>3</td>
</tr>
<tr>
<td>MTH 155: College Algebra or higher</td>
<td>3-4</td>
</tr>
<tr>
<td>Mathematics Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>Lab Science Elective</td>
<td>4</td>
</tr>
<tr>
<td>Social Science or Humanities Elective*</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective*</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>65-67</strong></td>
</tr>
</tbody>
</table>

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 AAS 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 34 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 65-67 credit hours, the program is structured so that it can be completed in two years of full-time study.

~continued on next page~

* Students considering transfer to a SUNY baccalaureate program should use these electives to fulfill additional SUNY General Education requirements.
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 principles
- Understand web page design principles
- Develop basic computer programs
- Prepare written technical documentation

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 SUNY Morrisville, the Rochester Institute of Technology, and SUNY Canton. Those planning to transfer are advised to research baccalaureate requirements to maximize transfer credit.

**Career Potential:**

**Networking Job Titles**
- 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, Multi-media 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
- Software Application Specialist
- Technical Sales Consultant

**Systems Engineering and Staff Analyst Job Titles:**
- Computer Analyst
- Programmer Analyst
- Systems Analyst
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 2016. 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. 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.

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.

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

<table>
<thead>
<tr>
<th>Computer Science Degree A.S. Requirements</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Computer Science Requirements (15 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>CIS 111: Operating System Environments</td>
<td>2</td>
</tr>
<tr>
<td>CIS 116: Introductory Programming</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>
<tr>
<td><strong>Liberal Arts Requirements (34-35 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Electives</td>
<td>6</td>
</tr>
<tr>
<td>MTH 221: Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MTH 222: Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>Laboratory Science*</td>
<td>8</td>
</tr>
<tr>
<td>CIS Electives (CIS 212 or higher)</td>
<td>6</td>
</tr>
<tr>
<td>Free Electives</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>63-64</td>
</tr>
</tbody>
</table>

* PHY 131: General Physics 1 and PHY 132: General Physics 2 are recommended.
CRIMINAL JUSTICE, A.S.*

* The Criminal Justice A.S. program was in revision at the time this catalog was printed. Please consult www.sunyjefferson.edu for current degree requirements.

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, Le Moyne 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 A.S. Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (6 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 218: Technical and Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>Humanities (3 Credit Hours):</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>Social Science (18 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>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>Criminal Justice (21 Credit Hours):</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>Mathematics and Sciences (9-11 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>MTH 155: College Algebra or MTH 144: Elementary Statistics or MTH 174: Mathematical Probability &amp; Statistics 1</td>
<td>3</td>
</tr>
<tr>
<td>Lab Science Elective</td>
<td>3-4</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>
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<tr>
<td>TOTAL</td>
<td>62-64</td>
</tr>
</tbody>
</table>
**Criminal Justice Certificate Requirements**

<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><strong>Criminal Justice Electives</strong></td>
<td><strong>21</strong></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
Career opportunities in the field of professional care and education of young children are excellent. Graduates of this program find employment as a teacher of preschool, infant, toddler and school-age child care programs; early childhood specialist; family advocate; family day care provider; trainer, home visitor, teacher assistant and program director. Places of employment include Head Start, military child development centers, YMCA, early intervention agencies, Department of Health, Office of Children and Families, private and public day care centers and schools. Earnings will vary with type of program, education, experience and geographic location.

To be successful in this field, a person should be energetic, motivated, creative, organized, 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. One must also have the understanding and ability to work with culturally diverse families.

THE PROGRAM
The Early Childhood Program is designed to give students the academic background and practical skills necessary to be effective teachers and caregivers of young children (ages birth to 8 years) and their families. Graduates will be prepared to promote developmentally appropriate physical, social, emotional and cognitive growth in young children.

<table>
<thead>
<tr>
<th>Early Childhood Degree A.A.S. Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities (9 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Electives from ART, MUS, STA, ENG, PHI, Language</td>
<td>6</td>
</tr>
<tr>
<td>Social Science (12 Credit Hours):</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>Early Childhood (21 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>ECD 101: Introduction to Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>ECD 181: Child Health and Safety</td>
<td>3</td>
</tr>
<tr>
<td>ECD 190: Observation and Assessment of Young Children’s Development</td>
<td>3</td>
</tr>
<tr>
<td>ECD 201: Lesson Planning, Environments, and Resources (Pre-school - Grade 2)</td>
<td>3</td>
</tr>
<tr>
<td>ECD 202: Lesson Planning, Environments, and Resources (Birth - 36 months)</td>
<td>3</td>
</tr>
<tr>
<td>ECD 240: Fieldwork in Early Childhood Education (Pre-school - Grade 2)</td>
<td>3</td>
</tr>
<tr>
<td>ECD 280: Fieldwork in Early Childhood Care and Education (Birth - 36 months)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics and Sciences (6-8 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>Biology Elective (BIO 106: Human Biology recommended)</td>
<td>3-4</td>
</tr>
<tr>
<td>Mathematics Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>Restricted Electives (6 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>Chosen from any ANT, HIS, POL, HUS, ECD, PSY, SOC course or STA 101: Fundamentals of Oral Communication</td>
<td>6</td>
</tr>
<tr>
<td>Free Electives</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>62-64</td>
</tr>
</tbody>
</table>

The program consists of 62 hours of academic credit. It includes 21 hours in specific Early Childhood courses. An important feature of the program is two fieldwork placements in early childhood settings that allow students to gain practical experience. Jefferson students benefit from a variety of fieldwork placements sites that include Head Start, Fort Drum Child Development Center, Campus Child Care, day care centers, preschools, universal pre-K, public and private schools.

Upon successful completion of the program, students will receive an associate of applied science (A.A.S.) degree that prepares the graduate to join the early childhood workforce. Some students (43%) do decide to continue their educational studies in Early Childhood or in a related Bachelor’s degree program. Presently, Jefferson has articulation agreements with SUNY Cobleskill and Excelsior College.

NOTE:
The Early Childhood Program is designed for those who will seek employment in a child care agency after earning an associate 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
• Liberal Arts/Elementary Education: A.A./B.A. Degree (a degree program jointly registered with SUNY Potsdam)
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 2008, salaries ranged from $66,000 to $98,000, 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.

Since 1963, 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.

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<table>
<thead>
<tr>
<th>Engineering Science A.S. Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engineering Science (17-20 Credit Hours):</strong></td>
<td></td>
</tr>
<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 200: Engineering Design and Build</td>
<td>1</td>
</tr>
<tr>
<td>Restricted Electives*</td>
<td>9-12</td>
</tr>
<tr>
<td><strong>Mathematics and Sciences (36 Credit Hours):</strong></td>
<td></td>
</tr>
<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>
<tr>
<td><strong>Computer Science Requirements (3 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>CIS 116: Introductory Programming</td>
<td>3</td>
</tr>
<tr>
<td><strong>Humanities &amp; Social Science Requirements (12 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>English 102 or higher</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Electives***</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>70-73</td>
</tr>
</tbody>
</table>

* Restricted Electives: To be chosen from BIO 202, CHE 211, CHE 212, CHE 215, CIS 216, CIS 250, ENS 204, ENS 206, ENS 207.

** Students who have not completed the minimum 3 ½ 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.

*** Students intending to transfer to a SUNY Baccalaureate program should use Social Science electives to meet SUNY General Education Requirements.
ENGINEERING SCIENCE, A.S. (continued)

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 4 years of high school mathematics, including precalculus, as well as physics, chemistry, and 4 years of English. Where possible, courses in computer problem solving and mechanical drawing are recommended.

Computer Requirements: 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 online at www.sunyjefferson.edu.

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

CAREER OPTIONS

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

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
- 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>Fire Protection Technology A.A.S. Degree Requirements:</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities (9 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 218: Technical and Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>Language Elective or STA 101: Fundamentals of Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences (3 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>SOC 144: Introduction to Sociology or PSY 133: Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics and Sciences (7-8 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>CHE 107: Introduction to Chemistry 1 or CHE 131: General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>MTH 125: Intermediate Algebra; or higher</td>
<td>3-4</td>
</tr>
<tr>
<td>Fire Protection Technology (33 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>FPT 101: Principles of Emergency Services</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>FPT 102: Building Construction for Fire Protection</td>
<td>3</td>
</tr>
<tr>
<td>FPT 103: Fire Protection Systems</td>
<td>3</td>
</tr>
<tr>
<td>FPT 108: Fire Protection Hydraulics &amp; Water Supply</td>
<td>3</td>
</tr>
<tr>
<td>FPT 109: Fire Behavior and Combustion</td>
<td>3</td>
</tr>
<tr>
<td>FPT 120: Introduction to Fire Prevention and Inspection</td>
<td>3</td>
</tr>
<tr>
<td>Fire Protection Technology Electives</td>
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<tr>
<td>EMS 121: EMT Basic</td>
<td>6</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
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</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>63-64</td>
</tr>
</tbody>
</table>

Printed in March 2010. Visit www.sunyjefferson.edu for the most current information.
HOSPITALITY and TOURISM, A.A.S.  

HEGIS Code 5011.10

* The Hospitality and Tourism A.A.S. program was in revision at the time this catalog was printed. Please consult www.sunyjefferson.edu for current degree requirements.

CAREER OPPORTUNITIES

The Hospitality and Tourism A.A.S. degree program positions students to take a leadership role in career areas involving culinary, hotel/restaurant management, and/or tourism.

Students will elect to enroll in either the culinary or hotel/restaurant management concentration upon entering the program.

CULINARY CONCENTRATION

This concentration 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 CONCENTRATION

This concentration 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 include the following:

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

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 internship component, which allows students to gain real-world experience in their field and make job/career contacts.

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 the following:

- Johnson & Wales
- Rochester Institute of Technology (RIT)
- Paul Smith’s College

~ continued on next page ~
## HOSPITALITY and TOURISM A.A.S. (continued)

<table>
<thead>
<tr>
<th>Hospitality &amp; Tourism A.A.S. Degree Requirements:</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE REQUIREMENTS (52-55 Credit Hours)</strong></td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Requirements (21-23 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>English Elective</td>
<td>3</td>
</tr>
<tr>
<td>MTH 125: Intermediate Algebra, MTH 155: College 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 Elective</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Free Elective Requirements (6 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Business and Hospitality &amp; Tourism Requirements (25-26 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>BUS 124: Marketing 1 or BUS 131 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 221: Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>Business Elective (ACC, BUS, CIS, ECO)</td>
<td>3</td>
</tr>
<tr>
<td>CUL 102: Introduction to Culinary Theory and Practice</td>
<td>2</td>
</tr>
<tr>
<td>CUL 130: Sanitation and Safety</td>
<td>1</td>
</tr>
<tr>
<td>HOS 101: Intro to Hospitality &amp; Tourism</td>
<td>3</td>
</tr>
<tr>
<td>HOS 251: Event Management</td>
<td>3</td>
</tr>
<tr>
<td>HOS 275: Internship - Jefferson Practicum</td>
<td>2</td>
</tr>
<tr>
<td>HOS 276: Hospitality Internship</td>
<td>3</td>
</tr>
<tr>
<td>Restricted Elective (selected from CUL/HOS/HRM)</td>
<td>2-3</td>
</tr>
<tr>
<td><strong>TOTAL: CORE with CULINARY ARTS CONCENTRATION</strong></td>
<td>61-66</td>
</tr>
</tbody>
</table>

### CONCENTRATIONS (Choose One):

**CULINARY ARTS CONCENTRATION (9-11 Credit Hours)**

| CUL Elective                          | 3 |
| CUL Elective                          | 2 |
| CUL Elective                          | 2-3|
| CUL Elective                          | 2-3|
| **TOTAL: CORE with CULINARY ARTS CONCENTRATION** | 61-66 |

**HOTEL/RESTAURANT MANAGEMENT CONCENTRATION (8-9 Credit Hours)**

| HRM Elective                          | 3 |
| HRM Elective                          | 3 |
| Restricted Elective (selected from CUL/HOS/HRM) | 2-3 |
| **TOTAL: CORE with HOTEL/RESTAURANT MANAGEMENT CONCENTRATION** | 60-64 |
HOSPITALITY and TOURISM CERTIFICATE*

HEGIS Code 5011.10

* The Hospitality and Tourism Certificate program was in revision at the time this catalog was printed. Please consult www.sunyjefferson.edu for current degree requirements.

CAREER OPPORTUNITIES

The Hospitality and Tourism certificate program positions students to enter the fields of 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>Hospitality and Tourism Certificate Requirements</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</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>
</tbody>
</table>

TOTAL 24

Printed in March 2010. Visit www.sunyjefferson.edu for the most current information.
HUMAN SERVICES, A.S.
HEGIS Code 5501

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 boomer generation will create greater demand for health and social services. There will be an increase in 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.

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

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 Brockport, SUNY Plattsburgh, SUNY Albany, SUNY Cortland, 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.

Human Services electives include:
- HUS 103: Intro to Alcohol Studies
- HUS 104: Intro 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>Human Services A.S. Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (6 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 218: Technical and Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>Humanities (6 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>STA 161: Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td></td>
</tr>
<tr>
<td>Mathematics and Sciences (10-11 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>Lab Science (BIO 106: Human Biology recommended)</td>
<td>4</td>
</tr>
<tr>
<td>MTH 144: Elementary Statistics or MTH 174: Mathematical Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics or Lab Science Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>Social Science (9 Credit Hours):</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>Human Services (15 Credit Hours):</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>Social Science or Human Services Electives</td>
<td>9</td>
</tr>
<tr>
<td>Free Electives</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>63-64</td>
</tr>
</tbody>
</table>
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.

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.

INDIVIDUAL STUDIES, A.A.
HEGIS Code 5699

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>15</td>
</tr>
<tr>
<td>To include at least one (1) writing course selected from ENG 100, ENG 101, ENG 218</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>15</td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td>9</td>
</tr>
<tr>
<td>Mathematics Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>Mathematics or Sciences</td>
<td>6-8</td>
</tr>
<tr>
<td>Free Electives</td>
<td>12</td>
</tr>
</tbody>
</table>

TOTAL 60-63

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.

INDIVIDUAL STUDIES, A.S.
HEGIS Code 5699

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>To include at least one (1) writing course selected from ENG 100, ENG 101, ENG 218</td>
<td></td>
</tr>
<tr>
<td>Mathematics Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>15</td>
</tr>
<tr>
<td>Free Electives</td>
<td>39</td>
</tr>
</tbody>
</table>

TOTAL 60-61
LIBERAL ARTS & SCIENCES - CHILDHOOD EDUCATION, A.A.  HEGIS Code 5649
(Teacher Education Transfer)

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, Bureau of Labor and Statistics, the overall employment for teachers at any level will grow about as fast as 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 may 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>MAJOR/CONCENTRATION</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Concentration:</strong></td>
<td>ENG 101 and ENG 102 (above); then, choose 3 courses from: ENG 203, ENG 204, ENG 214, ENG 245.</td>
</tr>
<tr>
<td><strong>History Concentration:</strong></td>
<td>HIS 150 or HIS 151 and HIS 111 or HIS 112 (above); then choose 3 courses from HIS 150 or HIS 151; HIS 111 or HIS 112: HIS 222; HIS 232.</td>
</tr>
<tr>
<td><strong>Earth Science Concentration:</strong></td>
<td>Choose from GEO 131, GEO 132, GEO 141, CHE 131, CHE 132 to use as lab science elective (above); then choose an additional 3 courses from this concentration list.</td>
</tr>
<tr>
<td><strong>Math Concentration:</strong></td>
<td>MTH 148 and MTH 149 (above); the following 3 courses: MTH 221, MTH 222, MTH 241.</td>
</tr>
<tr>
<td><strong>Biology Concentration:</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Chemistry Concentration:</strong></td>
<td>Choose from CHE 131, CHE 132, CHE 212 to use as lab science elective (above); then choose an additional 3 courses from the following: CHE 131, CHE 132, CHE 211, CHE 212, MTH 221, MTH 222.</td>
</tr>
<tr>
<td><strong>Physics Concentration:</strong></td>
<td>Choose PHY 131 as the lab science elective (above); then choose an additional 3 courses from the following: PHY 132, MTH 221, MTH 222, MTH 241.</td>
</tr>
<tr>
<td><strong>General Science Concentration:</strong></td>
<td>Choose from BIO 131, BIO 132, GEO 131, GEO 132, GEO 141, CHE 131, CHE 132, PHY 131, PHY 132 to use as a lab science elective (left); then choose an additional 3 courses from this concentration list.</td>
</tr>
</tbody>
</table>

### General Education/Liberal Arts Core (40 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: Literature and Composition</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 Teachers 1</td>
<td>3</td>
</tr>
<tr>
<td>MTH 149: Math for Elementary Teachers 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>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>

### Pedagogical Core (6 Credit Hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</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><strong>EDU 211: Practicum in Education (recommended but not required)</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Major/Concentration (15-18 Credit Hours):

| 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. See column at right. |

### Free Electives

| 6 |

### Physical Education

| 2 |

### TOTAL

| 63-66 |
CAREER OPPORTUNITIES
The purpose of this Program is to facilitate a smooth, orderly process of baccalaureate degree completion in either Early Childhood Education (birth to grade 2) or Childhood Education (grades 1 - 6).

The job market for teachers varies widely by geographic area and by subject specialty. Teachers who are geographically mobile and obtain certification in more than one area should have a distinct advantage in finding a job. Projected employment growth varies among individual teaching occupations.

EMPLOYMENT OUTLOOK: According to the U.S. Department of Labor, Bureau of Labor and Statistics, the overall employment for teachers at any level will grow about as fast as 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
Students enrolled in this Jointly Registered Program are simultaneously enrolled at both JCC and SUNY Potsdam. They will earn an A.A. degree in Childhood Education here at Jefferson and will proceed without interruption to SUNY Potsdam to complete their B.A. degree in either Early Childhood or Childhood Education. This Program virtually eliminates the concept of “transfer” and replaces it with a clearly defined, four-year plan for program completion.

With a total of 65 credit hours, this curriculum ensures mastery of key content areas in the arts and sciences while facilitating a smooth transition to SUNY Potsdam’s baccalaureate programs in teacher education. The structure of this program would:

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

~ continued on next page ~
Major/Specialization Elective (3 Credit Hours)\(^4\):

**English**
Choose from ENG 201, 202, 203, or 204  
ENG 209: Mythology  
ENG 214: Survey of Children’s Literature  
ENG 220: Creative Writing  
ENG 221: Writing Literary Nonfiction

**Mathematics:**
MTH 221: Calculus I  
MTH 222: Calculus II  
MTH 245: Linear Algebra *

**Physics**
PHY 132: General Physics II  
GEO 141: Astronomy *  
GEO 144: Meteorology *

**Chemistry**
CHE 131: General Chemistry I  
CHE 132: General Chemistry II  
CHE 211: Organic Chemistry I *  
CHE 212: Organic Chemistry II *

**Biology**
BIO 132: Principles of Biology II

**Geology**
GEO 132: Historical Geology

**Social Science/History**
*Note:* Social Science/History courses to meet specialization requirements will be completed at SUNY Potsdam.

* Will impact satisfaction of upper-division credits in the specialization; may require additional upper-division work in the specialization in the junior/senior year.

Footnotes from Degree Requirements:
1 Students are expected to complete language coursework through the JCC 221 level. Students with prior language background may use the available space in their schedule once the 221 level has been completed to meet specialization requirements. Students with no prior language background may need to use the elective to complete this language requirement.

2 Students specializing in Biology should take the BIO 131/BIO 132 sequence.

3 Students specializing in Geology, Biology, or Chemistry would benefit from CHE 131.

4 Specialization courses should be selected under advisement depending upon expected Major/Specialization. (See above.) If specializing in English, it is recommended that a 200 level composition based course be taken (ENG 220 or ENG 221). In most cases, specialization courses should be taken at SUNY Potsdam; often a Liberal Arts elective would be the appropriate course to take at Jefferson. Check with your advisor to determine the best selection.
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’s 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.

<table>
<thead>
<tr>
<th>Humanities &amp; Social Sciences A.A. Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities (18 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Literature Elective</td>
<td>3</td>
</tr>
<tr>
<td>Electives (These must be selected from at least two of the following areas: Art, American Sign Language, Journalism, Modern Languages, Music, Philosophy, Speech/Theater Arts)</td>
<td>9</td>
</tr>
<tr>
<td>Social Science (15 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>Two History courses</td>
<td>6</td>
</tr>
<tr>
<td>Electives (These must be selected from at least two of the following areas: Anthropology, Economics, Geography, Political Science, Psychology, Sociology)</td>
<td>9</td>
</tr>
<tr>
<td>Mathematics and Sciences (9 Credit Hours minimum):</td>
<td></td>
</tr>
<tr>
<td>One Mathematics course*</td>
<td>3-4</td>
</tr>
<tr>
<td>One Laboratory Science course</td>
<td>3-4</td>
</tr>
<tr>
<td>One additional Mathematics or Lab Science elective</td>
<td>3-4</td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td></td>
</tr>
<tr>
<td>Must be chosen from Humanities, English, Social Sciences, Natural Sciences, or Mathematics)</td>
<td>6</td>
</tr>
<tr>
<td>Free Electives</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>62-65</td>
</tr>
</tbody>
</table>

**Students must complete a minimum of three credit hours of Mathematics on a level of MTH 144 (Elementary Statistics) or above.

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.
CAREER OPPORTUNITIES
Graduates of the Mathematics & Science degree program are prepared to continue their education at a transfer institution in a variety of mathematics, science, and allied health majors. This degree program is the pathway for students who wish to pursue careers in the following vocations:

**Allied Health**
- Cardiovascular Perfusionist
- Cytotechnologist
- Clinical Laboratory Scientist
- Occupational Therapist
- Pre-Dental Hygiene
- Pre-Nursing
- Pre-Paramedic
- Radiation Therapist
- Radiographer
- Respiratory Therapist

**Mathematics**
- Actuary
- Architect
- Auditor
- Bio-mathematician
- Computer Scientist
- Cost Estimator
- Cryptologist
- Financial Analyst
- Interplanetary Analyst
- Mathematician
- Mathematics Educator
- Operations Research Analyst
- Risk Manager
- Statistician

**Science**
- Agriculture Biotechnologist
- Biologist
- Biostatistician
- Chemist
- Chiropractor
- Environmental Scientist
- Forensic Science Technologist
- Forester
- Geologist
- Pharmacist
- Physical Therapist
- Physician Assistant
- Physician
- Physical
- Secondary Science Educator
- Veterinarian

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 must choose a concentration (Mathematics, Science, or Allied Health) that best fits his/her career interest.

A Math/Science student is expected to have completed three or four years of high school mathematics, two or three years of traditional 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.

As a graduate of Jefferson, you will have many transfer opportunities to consider and be able to choose from a wide variety of Colleges and Universities to pursue your baccalaureate degree. Students are encouraged to work closely with their academic advisor as they make their transfer plans. Currently, articulations also exist with the following four-year institutions:

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

~ continued on next page ~
Mathematics & Science A.S. Degree Requirements

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE REQUIREMENTS (32 Credit Hours)</td>
</tr>
<tr>
<td>Humanities and Social Science Requirements (21 Credit Hours):</td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
</tr>
<tr>
<td>ENG 102: Literature and Composition</td>
</tr>
<tr>
<td>Humanities Electives</td>
</tr>
<tr>
<td>Social Science Electives</td>
</tr>
<tr>
<td>Free Electives</td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
<tr>
<td>CONCENTRATIONS (Choose one):</td>
</tr>
</tbody>
</table>

**MATHEMATICS CONCENTRATION (34-39 Credit Hours)**

Mathematics & Science Requirements (30-32 Credit Hours):
Mathematics: 221, 222, 241 (3 courses) 12
Science* (2 courses) 7-8
Complete three of the following: MTH 174, MTH 184, MTH 242, MTH 245, PHY 131 or higher, SCI 199, or CIS 216 9-12
Computer Science: CIS 116 or higher 3
Math, Science, or Social Science: Complete one of the following: MTH 174, MTH 184, MTH 242, MTH 245, PHY 131 or higher, SCI 199, CIS 216, or a Social Science 3-4

**SCIENCE CONCENTRATION (34-39 Credit Hours)**

Mathematics & Science Requirements (31-36 Credit Hours):
Mathematics: MTH 174 or higher (2 courses) 6-8
Science: (4 courses):
CHE 131 & CHE 132 and 1 additional science sequence from the following BIO 131/132, GEO 131/132, PHY 131/132, PHY 143/144, CHE 211/212 16
Mathematics** or Science* elective (3 courses) 9-12
Computer Science: CIS 110 or higher 3

**ALLIED HEALTH CONCENTRATION (34-39 Credit Hours)**

Mathematics & Science Requirements (31-36 Credit Hours):
Mathematics: MTH 155 or higher (excluding MTH 166) (2 courses) 6-8
BIO 203 & BIO 204 8
Mathematics*** or Science elective* (3 courses) 9-12
CHE 131 4
BIO 131 or CHE 132 or PHY 131 4
Computer Science: CIS 110 or higher 3
TOTAL 66-71

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

<table>
<thead>
<tr>
<th>Biology</th>
<th>CHE 131 and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>CHE 131 and Higher</td>
</tr>
<tr>
<td>Geology</td>
<td>GEO 131 and Higher</td>
</tr>
<tr>
<td>Math</td>
<td>** MTH 184 and Higher</td>
</tr>
<tr>
<td>** MTH 155 and Higher</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>PHY 131 and Higher</td>
</tr>
<tr>
<td>Science</td>
<td>SCI 199</td>
</tr>
</tbody>
</table>
NURSING, A.A.S.  
HEGIS Code 5208.10

CAREER OPPORTUNITIES
Registered nurses promote health and 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, or cancer treatment departments of hospitals; in physician offices and clinics; home health care agencies and nursing homes; temporary help agencies; schools; government agencies; surgicenters 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.

The health care industry is expected to grow much faster than average, 23% from 2006-2016, 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. The curriculum includes courses in adult medical/surgical nursing, obstetrics, pediatrics, psychiatric nursing, professional nursing practice and pharmacology. Upon successful completion of the program, the student is eligible to sit for the National Council Licensure Examination for Registered Nurse. The nursing courses combine theory with the opportunity to apply knowledge in the laboratory, in hospitals, and health-related agencies.

Students will enjoy the personalized instruction offered by experienced, highly qualified faculty. Classes are delivered in high-tech classrooms and a fully equipped practice lab. Students will experience a supportive and caring environment. College faculty teach all courses and provide individual guidance in clinical nursing experience.

The traditional weekday program is two academic years in length if pursued on a full-time basis. Some laboratory experiences may be scheduled during evening and weekend hours. Because of the intense nature of the Nursing Program, the student may find that part-time study is more appropriate.

The Weekend Scholar Program is designed for those students who wish to become a registered nurse, but prefer a non-traditional academic schedule. The nursing courses are offered every other weekend over a period of two full years (including summers). The class and laboratory sessions will be taught at the College, while the clinicals will be offered at various agencies. The Weekend Scholar option begins in January. Classes and clinicals meet Friday, Saturday, and Sunday. It is highly recommended that students complete most of the liberal arts and science courses prior to enrolling.

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 to traditional weekday program 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. Completed applications for spring admission to the weekend program will be reviewed starting in September. 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.

~ continued on next page ~
NURSING, A.A.S. (continued)

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 biology and one year of chemistry in college within the past 7 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.)

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. 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 traditional program is February 1st; late applications will be accepted until June 1st. The application deadline for the Spring semester is November 1st. The deadline for the Weekend Scholar Program is September 1st.

11. All prerequisites must be completed prior to application to the nursing program.

*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 must apply for readmission to the Nursing Program through the Jefferson Community College Admissions Office. The deadline for submitting an application for the Fall semester is February 1st; late applications will be accepted until June 1st. The application deadline for the Spring semester is November 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.

7. Students reapplying to Nursing 112 A, B or Nursing 231 A, B MUST enroll in the corresponding co-requisite course in the semester in which they are seeking readmission. If students have previously passed the co-requisite with a grade of “C” or better, they are still required to enroll and successfully complete the co-requisite.

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 CHALLENGE

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.

~ continued on next page ~
NURSING, A.A.S. (continued)

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.

The deadline for advanced standing application is September 1st for January admission, and April 1st for July/August admission.

Medical Calculation Competency

Medication calculation competency will be a critical element in NUR 111, NUR 112A, NUR 112B, NUR 231A, NUR 231B, and NUR 232. This medication calculation competency policy will become effective beginning with the incoming class Fall 2005. A medication calculation examination one hour in length will be administered during the first week at the beginning of each semester. Students not receiving 100% competency for NUR 111, NUR 112A, NUR 112B, NUR 231A, NUR 231B, and NUR 232 will have two (2) additional opportunities within the first two weeks of the semester to retake a different version of the medication calculation examination and receive 100% competency in order to remain in the nursing program. Those students not receiving 100% competency after these three (3) examinations will be unable to continue in the nursing program. Calculators will not be used during NUR 111 and NUR 112A, NUR 112B examinations. Calculators will be used during NUR 231A, NUR 231B, and NUR 232.

<table>
<thead>
<tr>
<th>Nursing Degree A.A.S. Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nursing Requirements (39 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>NUR 111: Nursing 1 (Basic Needs)</td>
<td>7</td>
</tr>
<tr>
<td>NUR 112A: Nursing 2 (Alteration in Basic Needs: Childbirth)</td>
<td>3.5</td>
</tr>
<tr>
<td>NUR 112B: Nursing 2 (Alteration in Basic Needs: Surgical Patient)</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>
<tr>
<td><strong>Science Requirements (12 Credit Hours):</strong></td>
<td></td>
</tr>
<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>
<tr>
<td><strong>Humanities and Social Science Requirements (15 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Literature and Composition (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: Life Span Development</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></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. Tel: (212)363-5555 www.nlnac.org

Printed in March 2010. Visit www.sunyjefferson.edu for the most current information.
### Office Studies Certificate Requirements

<table>
<thead>
<tr>
<th>Core Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Office Technologies Core Requirements (16 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>OFC 121: Beginning Keyboarding*</td>
<td>2</td>
</tr>
<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 225: Administrative Support Services</td>
<td>3</td>
</tr>
<tr>
<td>OFC 226: Administrative Correspondence</td>
<td>3</td>
</tr>
<tr>
<td><strong>Business Core Requirements (12-14 Credit Hours):</strong></td>
<td></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 Elective:</td>
<td></td>
</tr>
<tr>
<td>(Chosen from ACC, BUS, ECO and OFC)</td>
<td>3-4</td>
</tr>
<tr>
<td><strong>Liberal Arts Requirement (3 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>ENG 100: College Composition or</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>31-33</strong></td>
</tr>
</tbody>
</table>

* 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
OFFICE TECHNOLOGIES - ADMINISTRATIVE ASSISTANT, A.A.S.  
HEGIS Code 5005

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 and handle computer applications for presentations, spreadsheets, and database management.

EMPLOYMENT OUTLOOK: According to the U.S. Department of Labor, employment in the administrative, office, and clerical support category is one of the largest occupational areas. Most organizations employ administrative support personnel to handle administrative responsibilities. Employment opportunities are best for individuals with extensive software application knowledge. Graduates find successful employment in government, educational, legal, executive, and financial fields.

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<table>
<thead>
<tr>
<th>Office Technologies Administrative Assistant A.A.S. Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Technologies Core Requirements (17 Credit Hours):</td>
<td></td>
</tr>
<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>
<tr>
<td>Administrative Assistant Core Requirements (9-10 Credit Hours):</td>
<td></td>
</tr>
<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>
<tr>
<td>Business Core Requirements (14-18 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>ACC 100: Office Accounting or ACC 101: Accounting Principles I</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>
<tr>
<td>Liberal Arts/Math &amp; Sciences Requirements (21-23 Credit Hours):</td>
<td></td>
</tr>
<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>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</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, 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 expected to have 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.
CAREER OPPORTUNITIES
The Medical A.A.S. degree program prepares students for employment in private clinics, group practices, hospitals, nursing homes, therapy centers, research institutions, public health institutions, insurance companies, or for employment wherever a knowledge of medical terminology, professional procedures and ethics are required. Duties may include bookkeeping, billing, scheduling appointments, processing insurance claims, ordering laboratory tests and supplies, receiving, interviewing, and instructing patients, as well as general/administrative office responsibilities. It also provides the student with excellent preparation for secretarial positions in any business.

~ continued on next page ~

### Office Technologies - Medical A.A.S. Degree Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>Office Technologies Core Requirements (17 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>OFC 122: Intermediate Keyboarding*</td>
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<td>OFC 222: Integrated Business Applications</td>
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<tr>
<td>OFC 226: Administrative Correspondence</td>
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</tr>
<tr>
<td>OFC 275: Office Technologies Internship</td>
<td>3</td>
</tr>
<tr>
<td><strong>Medical Core Requirements (9 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>OFC 245: Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>OFC 246: Medical Terminology and Transcription</td>
<td>3</td>
</tr>
<tr>
<td>OFC 248: Medical Office Technology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Business Core Requirements (14-18 Credit Hours):</strong></td>
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</tr>
<tr>
<td>ACC 100: Office Accounting or ACC 101: Accounting Principles 1</td>
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</tr>
<tr>
<td>BUS 116: Applied Business Mathematics**</td>
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<tr>
<td>BUS 125: Managing Information in the Workplace</td>
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</tr>
<tr>
<td>BUS 160: Spreadsheet Applications</td>
<td>3</td>
</tr>
<tr>
<td>BUS/CIS Elective:</td>
<td>2-4</td>
</tr>
<tr>
<td>(Choose from ACC, BUS, CIS, ECO and OFC)</td>
<td></td>
</tr>
<tr>
<td><strong>Liberal Arts/Math &amp; Sciences Requirements (21-23 Credit Hours):</strong></td>
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<td>ENG 101: Research and Composition</td>
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<tr>
<td>Liberal Arts Electives</td>
<td>6</td>
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<tr>
<td>Science Elective</td>
<td>3-4</td>
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<td>Science or Math Elective</td>
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</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>
<tr>
<td><strong>Physical Education</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>63-69</strong></td>
</tr>
</tbody>
</table>

* 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.

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.
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 record keeping 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.
PARALEGAL, A.A.S.  

HEGIS Code 5099  

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. Common tasks include:

- 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.

<table>
<thead>
<tr>
<th>Paralegal A.A.S. Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Liberal Arts Requirements (21-23 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</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>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td>6</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Business Requirements (16 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>ACC 101: Accounting Principles 1</td>
<td>4</td>
</tr>
<tr>
<td>BUS 152: Legal Issues of Small Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 127: Management Communications or PLA 275: Paralegal Internship</td>
<td>3</td>
</tr>
<tr>
<td>BUS 206: Legal Information Management and Technology</td>
<td>3</td>
</tr>
<tr>
<td>BUS 211: Business Law 1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Paralegal Requirements (24 Credit Hours):</strong></td>
<td></td>
</tr>
<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 210: Constitutional Law and American Society</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>
<tr>
<td>CRJ 102: Criminal Administrative Procedures</td>
<td>3</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>63-65</strong></td>
</tr>
</tbody>
</table>
PARAMEDIC, A.A.S.

HEGIS Code 5299

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 $45,280, depending on the employment setting, geographic location, and the individual training and experience (Bureau of Labor Statistics, 2006).

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.

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<table>
<thead>
<tr>
<th>Parameter A.A.S. Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Medical Technician Requirements (36 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>EMS 150: EMT - Intermediate</td>
<td>7</td>
</tr>
<tr>
<td>EMS 170: EMT - Critical Care</td>
<td>8.5</td>
</tr>
<tr>
<td>EMS 250: Paramedic 1</td>
<td>11</td>
</tr>
<tr>
<td>EMS 270: Paramedic 2</td>
<td>8.5</td>
</tr>
<tr>
<td>EMS 275: Paramedic Field Summative Evaluation</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics and Science Requirements (11-12 Credit Hours):</td>
<td></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>
<tr>
<td>Math Elective (MTH 125 or higher)</td>
<td>3-4</td>
</tr>
<tr>
<td>Humanities Requirements (9 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 218: Technical and Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>STA 101: Fundamentals of Oral Communication or STA 151: Public Speaking or STA 161: Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Requirements (6 Credit Hours):</td>
<td></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>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>66-67</td>
</tr>
</tbody>
</table>
PARAMEDIC, A.A.S. (continued)

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 reading 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.

ADVANCED STANDING POLICY
Jefferson Community College recognizes that a standard curriculum for Paramedic education is required by the New York State Department of Health (National Standard Curriculum).

Thus, in compliance with New York State Department of Health guidelines and sound academic practices, credit for prior learning will be granted to New York State Certified EMS providers as follows:

1. NYS Certified Paramedics
Students applying to the Paramedic A.A.S. degree program who are current NYS Certified Paramedics will be granted credit for equivalent course work. After providing appropriate documentation (a copy of valid NYS card and an official letter mailed directly from the NYS DOH to Jefferson Community College), the student will receive credit for EMS 150 (7.0 credits), EMS 170 (8.5 credits), EMS 250 (11 credits), EMS 270 (8.5 credits), and EMS 275 (1 credit), for a total of 36 credits.

Note: Students must meet the College’s residency requirement cited in the College Catalog and on its website. Paramedics certified in another state, or by the National Registry, will be evaluated on a case by case basis. Individuals should contact the Paramedic Program Director for direction.

2. NYS Certified Emergency Medical Technicians - Basic
Students applying to the Paramedic Degree program who are current NYS Certified Emergency Medical Technician-Basic will be granted credit for equivalent course work. After providing appropriate documentation (a copy of valid card and an official letter mailed directly from the NYS DOH or National Registry of EMTs to Jefferson Community College), the student will receive credit for EMS 121 (6 credits), to be applied towards required free elective coursework.
PARAMEDIC CERTIFICATE

HEGIS Code 5299

CAREER OPPORTUNITIES

Employment of Paramedics is expected to grow much faster than average for all occupations through the year 2014. Much of this growth will occur as positions change from volunteer to paid positions. Also driving the growth will be an expanding population, particularly in older age groups that are the greatest users of emergency medical services, and due to replacement needs in the profession. Most opportunities for paramedics are expected to arise in hospitals and ambulance services.

Those with the advanced certification of Paramedic will enjoy the most favorable job prospects as clients and patients demand higher levels of care before arriving at the hospital.

Earnings for the paramedic ranges from $19,970 to $45,280 depending on the employment setting, geographic location, and the individual training and experience (Bureau of Labor Statistics, 2006).

Of the EMT classifications, Paramedics provide the most extensive prehospital care. Paramedics are trained to care for patients at the scene of an accident and while transporting patients by ambulance to the hospital under medical direction. They have the emergency skills to assess a patient's condition and manage respiratory, cardiac, and trauma emergencies. Paramedics also administer intravenous fluids, use manual defibrillators, apply advanced airway techniques and equipment, administer drugs orally and intravenously, interpret electrocardiograms (EKGs), perform endotracheal intubations, and use monitors and other complex equipment.

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 reading 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.

<table>
<thead>
<tr>
<th>Paramedic Certificate</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements (36 Credit Hours)</td>
<td></td>
</tr>
<tr>
<td>EMS 150: EMT - Intermediate</td>
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</tr>
<tr>
<td>EMS 170: EMT - Critical Care</td>
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<td>8.5</td>
</tr>
<tr>
<td>EMS 275: Paramedic Field Summative Evaluation</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
</tr>
</tbody>
</table>

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

HEGIS Code 5503

CAREER OPPORTUNITIES
Individuals 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.

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

<table>
<thead>
<tr>
<th>Teaching Assistant Certificate Requirements (24 Credit Hours)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101: Research &amp; Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Literature &amp; Composition</td>
<td>3</td>
</tr>
<tr>
<td>PSY 133: Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 220: Child/ Adolescent Development</td>
<td>3</td>
</tr>
<tr>
<td>HIS 150: American History to 1865 or HIS 151: American History 1865-Present</td>
<td>3</td>
</tr>
<tr>
<td>STA 151: Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>MTH 148: Math for Elementary Teachers 1</td>
<td>3</td>
</tr>
<tr>
<td>EDU 210: Principles of Education</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>24</td>
</tr>
</tbody>
</table>

Printed in March 2010. Visit www.sunyjefferson.edu for the most current information.
### 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. 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; merchandise and service operations; prepaid expenses; unearned revenues and accruals; accounting systems; internal controls; cash; receivables; trading securities; inventory valuation and ethics in the accounting profession. 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; analyzing financial statements; and ethics in the accounting profession. 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, temporary investments and ethics in the accounting profession. Prerequisite: ACC 102 and BUS 160. 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, cash flows and ethics in the accounting profession. Prerequisite: ACC 201. 4 cr. 4 Lec.

**ACC 203 INCOME 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. Ethics and tax research techniques, with respect to tax accounting will also be covered. Prerequisite: ACC 201. 3 cr. 3 Lec.

**ACC 204 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 205 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**
This course provides an introduction to accounting information
systems. The course presents the principles of systems concepts in
an accounting environment and approaches to systems analysis.
Special emphasis will be placed on computer and manual
accounting systems, accounting cycle, internal controls, and ethics in
the accounting profession. Experience in using the computer will be
provided with laboratory assignments utilizing a general ledger
accounting software package. Prerequisite: ACC 102 and BUS 160.
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 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. 1
cr. 1 Lec.

**ALH 110 DOSAGE CALCULATIONS**
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. 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.) Prerequisites: Student must be a
Licensed Practical Nurse (LPN) and have successfully completed the
challenge for NUR 111 and/or NUR 112. 1 cr. 1 Lec.

**ALH 115 MEN IN NURSING**
Connect, Support, Succeed is a one-credit course specifically
intended to provide male students in Nursing, an opportunity to
connect with each other to develop a supportive network, as well as
to expand and deepen their knowledge of their profession and
their role within it. Discussion will focus on central issues for men in
Nursing, such as stereotyping, and provide opportunities for social
interaction. Students will have the opportunity to go on field trips to
hospitals or other sites that provide role models of and connections
for men in the Nursing field. Prerequisite: Concurrent enrollment
NUR 112A or NUR 112B, or NUR 232, or permission of Instructor or
Department Chair. 1 cr. 1 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. 1 cr. 1 Lec.

**ALH 150 ALTERNATIVES IN HEALING**
Concepts of health and wellness will be discussed from the view
points 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. Prerequisites: High school biology, college level
biology or permission of the instructor. 3 cr. 3 Lec.

**ANIMAL MANAGEMENT**

**AMG 114 DOMESTIC ANIMAL INDUSTRIES**
This Animal Management clinical will provide students with an
introduction to the domestic animal industries- horse, dairy, beef,
sheep/goat, swine, poultry, and pet. Students will identify common
breeds and study terminology, housing, nutrition, reproduction,
economics and health issues. Lectures, laboratories and field trips
will introduce students to different management systems for livestock
and domestic animals. Additionally, students will gain experience
working with domestic animals and participate at a JCC animal
management supported function outside of regularly scheduled
class time. Field trips to animal operations will illustrate lecture
concepts. Hands-on laboratory time will operate as a workplace
simulation with attention to safety, professionalism and teamwork
while working with domestic farm species. Pre-req/ Co-Req: BIO
111 or higher and AMG 115. 2 cr. 1 Lec. 3 Lab.

**AMG 115 EVOLUTION OF ZOOS**
This Animal Management Clinical will introduce students to the
fundamental principles of zoological park operations, basic
habitat design and maintenance, animal care routines and
procedures, workplace safety, emergency situations and education
programming. Students will study the history of zoos, modern
zoos, zoo philosophies, and workplace policies. Students will also
examine problems relating to private exotic animal ownership. Pre-
req/ Co-Req: BIO 111 or higher and AMG 114. 1 cr. 1 Lec.

**AMG 116 ZOO CLINICAL 1**
This course will complement material covered in AMG 115
lecture with a focus on application of concepts. Topics will include
fundamental principles of zoological park operations, basic habitat design and maintenance, an introduction to animal care routines and procedures, workplace safety, and education programming. Students will be introduced to a clinical zoo site, its policies, and workplace philosophies and practice outreach skills by participating in a JCC animal management supported function outside of regularly scheduled clinical time. Visits to different zoos and animal care workplaces will provide students with opportunities to experience different animal collections and zoos. Pre-req/ Co-Req: BIO 111 or higher and AMG 114. 1 cr. 1 Cln.

AMG 118 ANIMAL ETHICS AND WELFARE
Students will examine the use of animals in our society in relation to ethical standards to humane care & use. Readings and class discussions will be used to explore the concept of animal welfare, the keeping of animals in captivity/zoos, the animals rights movement, quality of life, euthanasia and controversial issues relating to animal use and management. Students will be expected to practice emotional restraint and courtesy as they formulate and defend an ethical position statement on a controversial issue. Emphasis will be placed on understanding both sides of an issue and using factual evidence to develop and support an argument or policy. Pre-requisite- AMG 114. 1 cr. 1 lec.

AMG 125 ZOO 2 RECORD KEEP/REGULATIONS
This course will provide students with further study of zoological park operations, workplace philosophies, animal exhibition and husbandry practices. Students will study the Association of Zoos and Aquariums (AZA), the United States Department of Agriculture (USDA) as it relates to zoo animal care, record keeping practices, animal-related legislation and other organizations of importance to zoo animal care professionals. Pre-Requisite- AMG 114, AMG 115, AMG 116 and BIO 111 or higher, Pre/Co Requisite-AMG 126 and BIO 217 or BIO 218. 1 cr. 1 lec.

AMG 126 ZOO CLINICAL 2
This course will provide students with novel zoo workplace experience and practice of principles covered in other animal management courses. Students will adhere to AZA and USDA standards, practice oral and written communication skills and participate in a JCC animal management supported function outside of regularly scheduled class time. Field trips and workshops will broaden the student's experience and provide opportunity to compare the facilities and practices of different zoos. Pre-Requisite- AMG 114, AMG 115, AMG 116 and BIO 111 or higher, Pre/Co Requisite-AMG 125, AMG 205 and BIO 217 or BIO 218. 2 cr. 6 cln.

AMG 205 BEHAVIORAL HUSBANDRY
Students will learn the principles of animal training with a focus on operant conditioning for use in zoological parks. The use of training as an animal husbandry tool will be explored with students developing a training proposal and practicing training principles. Furthermore, the purpose, principles and implementation of animal enrichment will be examined with emphasis on its use in zoological facilities. Using the enrichment guidelines of the American Association of Zoo Keepers (AAZK) and the Disney Animal Programs's SPIDER framework, students will practice developing and implementing animal enrichment activities. Pre-Requisites- AMG 114, AMG 115 and BIO 111 or higher. 1 cr. 1 lec.

AMG 215 ZOO 3: EXHIBIT DESIGN/MAINTENANCE
This course will reinforce principles covered in previous animal management courses. Topics will include zoo exhibit design, zoo signage, interpretation, neonatal care, geriatric care, pest control and sanitation, contemporary zoo issues and zoo workplace skills. Prerequisites: BIO 111 or higher and AMG 126. Pre or Co-requisites: BIO 217 or BIO 218. Concurrent enrollment: AMG 216. 1 cr. 1 lec.

AMG 216 ZOO CLINICAL 3
This course will provide students with novel zoo workplace experience and further practice of principles covered in other animal management courses. Students will adhere to AZA and USDA standards, practice oral and written communication skills and participate in a JCC animal management supported function outside of regularly scheduled class time. Field trips and workshops will broaden the student's experience and provide opportunity to compare the facilities and practices of different zoos. With instructor approval, external rotations outside of the primary clinical site may be available for students wishing to gain experience at facilities other than the main clinical site. Prerequisites: BIO 111 or higher and AMG 125 and AMG 126. Pre or Co-requisites: BIO 217 or BIO 218. Concurrent enrollment in AMG 215 is required. 2 cr. 6 cln.

AMG 220 ZOO CONSERVATION
This course will explore conservation issues relating to zoos. Emphasis will be placed on endangered species population management and environmental stewardship. Topics will include history of conservation, conservation organizations, role of zoos in conservation, current initiatives, threats to habitat, breeding programs for endangered species, reintroduction programs, wildlife rehabilitation, captive population management, habitat preservation, wildlife rehabilitation and going 'green' in the workplace. Students will examine the impact of conservation issues on human and wildlife populations and the active role that animal professionals can assume. Contemporary issues such as climate change, global biodiversity, extinction, terrestrial & aquatic ecosystem health, economics and policy will be discussed. Students will gain an appreciation and understanding of why conservation of endangered species is important and what is currently being done. Prerequisite: BIO 217 or higher. 2 cr. 2 lec.

AMG 225 ZOO 4: ACTION PROJECT EXPERIENCE
This course will reinforce principles covered in previous animal management courses. Class topics will include chemical immobilization of zoo animals, use of darts and remote immobilization equipment, veterinary record keeping in zoos, contemporary zoo issues and zoo workplace skills. Students will draw upon their cumulative animal management program knowledge and experience to initiate, plan, develop, implement and assess a hands-on Zoo Action Project (ZAP). The ZAP project will require preparation and participation outside of scheduled class time. A field trip will provide further opportunity to compare the facilities and practices of different zoos. Prerequisites: AMG 115, AMG 216 and BIO 217 or BIO 218. 1 cr. 1 lec.

AMG 226 ZOO CLINICAL 4
This course will provide students with novel zoo workplace experience and further practice of principles covered in other animal management courses. Students will adhere to AZA and USDA standards, practice oral and written communication skills and participate in a JCC animal management supported function outside of regularly scheduled class time. Field trips and workshops will broaden the student's experience and provide opportunity to compare the facilities and practices of different zoos. There will be an overnight field trip to a distant metropolitan zoo. Students will be required to spend 4 weeks of clinical on external rotation (outside of primary clinical site) at a veterinary clinic. Additional external rotations may be available for students to gain experience at facilities other than the main clinical site. Prerequisites: AMG 215, AMG 216, BIO 220 and BIO 217 or BIO 218. Pre or Co-requisites: AMG 250 and AMG 225. 2 cr. 6 cln.

AMG 250 INTRO TO VETERINARY SCIENCE
This course will introduce students to the basic concepts of veterinary science and veterinary nursing in a clinical setting. Topics will include common veterinary terminology, animal restraint...
and handling, parenteral injections, collection of patient history, physical examinations, primary patient care procedures, principles of biosecurity, preventative medicine, drug dosing, veterinary equipment, hospital safety and hospital operation. Special attention will be given to zoo medicine and the unique challenges that are presented by wildlife species. Prerequisites: AMG 215 and AMG 216, or BIO 131 or higher. Co-requisite: AMG 226. 2 cr. 2 lec.

**AMG 275 ANIMAL MANAGEMENT INTERNSHIP 1**
The Animal Management Internship will provide students with the opportunity to practice the skills and apply the knowledge learned from their coursework. Students will be able to investigate areas of special interest in animal management. Placements will provide students with novel experiences and reinforce the principles taught in other Animal Management Program courses. The internship site is not required to be in the Watertown area. Prerequisites: AMG 125 & AMG 126 or AMG 215 & AMG 216 and successful application to an animal internship position. 3 cr. 1 lec. 6 lab.

**AMG 276 ANIMAL MANAGEMENT INTERNSHIP 2**
Animal Management Internship 2 will provide students with further opportunities to practice the skills and apply the knowledge learned from their coursework. Students will be able to investigate areas of special interest in animal management. AMG 276 is a continuation of AMG 275. However, with instructor approval, the student may choose a different internship host from AMG 275. The internship site must provide novel work experience and is not required to be in the Watertown area. Prerequisite: AMG 125 & AMG 126 or AMG 215 & AMG 216. Prerequisite or Co-requisite: AMG 275 and Successful application to an animal internship position is required. 3 cr. 1 Lec. 6 Lab.

**ANTHROPOLOGY**

**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. 3 cr. 3 Lec. (Note: ANT 141 was formerly ANT 241.) This course fulfills the following SUNY General Education learning outcome: Other World Civilizations.

**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. 3 cr. 3 Lec. (Note: ANT 143 was formerly ANT 243.) This course fulfills the following SUNY General Education learning outcome: Other World Civilizations.

**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.

**ANT 250 RESEARCH METHODS/SOCIAL SCIENCE**
This course examines the philosophy and methodology of science and how they are applied to social questions. Both qualitative and quantitative methods will be discussed. All aspects of the research process, from forming a research question to analyzing and reporting data, will be examined. Students will complete an original research project. Prerequisites: Any introductory level social science class and ENG 101, both with a grade of C or better. 3 cr. 3 Lec.

**ARABIC**

**ARA 111 CONVERSATIONAL ARABIC 1**
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. 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. It is not a natural stepping stone to ARA 121, 122 and should not be taken by native speakers. This course should not be taken by students who have completed ARA 122 or three or more years of high school Arabic. No prerequisite is necessary. Some work that you do in this course (test, papers, projects) may be retained by Jefferson Community College in order to demonstrate to SUNY overall levels of student achievement for General Education. No prerequisite. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Foreign Language.

**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. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: The Arts.

**ART 103 BASIC PHOTOGRAPHY 2**
Continuation of ART 102 emphasizing the practice and application of basic black and white photographic principles; including the use 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. Prerequisite: ART 102. (Alternate Academic Years). 3 cr. 2 Lec. 2 Lab. This course fulfills the following SUNY General Education learning outcome: The Arts.

**ART 104 DIGITAL PHOTOGRAPHY**
This course will be an introduction to the art of digital still 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. No prerequisite. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: The Arts, or Humanities.

**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 relationship...
to their historical context; there also will be analysis of artistic developments and techniques as they affect style. No prerequisite. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: The Arts or Humanities.

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. (Alternate Academic Years) 3 cr. 2 Lec. 1.5 Studio. This course fulfills the following SUNY General Education learning outcome: The Arts or Humanities.

ART 116  ART APPRECIATION 2
A continuation of ART 115 using related but different topics. (Alternate Academic Years) 3 cr. 2 Lec. 1.5 Studio. This course fulfills the following SUNY General Education learning outcome: The Arts or Humanities.

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. 3 cr./4 studio. This course fulfills the following SUNY General Education learning outcome: The Arts.

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. Prerequisite: ART 117. 3 cr./4 Studio. This course fulfills the following SUNY General Education learning outcome: The Arts.

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) 3 cr. 4 Studio.

ART 120  SCULPTURE STUDIO 2
Continuation of ART 119 using related but 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 US art. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: The Arts or Humanities.

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. 3 cr. 4 Studio. This course fulfills the following SUNY General Education learning outcome: The Arts.

ART 150  COMPUTER-AIDED ART
This course is designed for students who want to learn the skills of drawing with a microcomputer (Macintosh) and for those experienced with computer aided art and design who want to extend and sharpen their skills. Students will practice graphic thinking patterns and use the microcomputer to apply these patterns in the creation of attractive, precisely drawn visuals. During the process, students will also, by practice and exposure, improve composition and hand drawing skills. Topics will be chosen according to the student's interests and/or career orientation. Ownership of, or off-campus access to, a microcomputer is desirable but not essential. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: The Arts.

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, Basic Drawing. 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 claywork will be developed, 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. Prerequisite: ART 131, Ceramics. 3 cr. 4 Studio. This course fulfills the following SUNY General Education learning outcome: The Arts.

ART 242  COLOR LINE AND 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. 3 cr. 4 Studio. This course fulfills the following SUNY General Education learning outcome: The Arts.

ART 250  ADVANCED COMPUTER GRAPHICS
Advanced Computer Graphics is designed for students wanting to learn advanced graphics art and design such as rendering images, scanned image manipulation, masking, cropping, and layering. Ownership of, or off-campus access to, a microcomputer is desirable but not essential. Topics covered will include introduction to Deaf Culture and the Deaf Community. 3 cr. 3 Lec./Lab. This course fulfills the following SUNY General Education learning outcome: The Arts.

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. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Foreign Language.

ASL 122  AMERICAN SIGN LANGUAGE 2
American Sign Language II 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.
Prerequisites: ASL 121, American Sign Language I. 3 cr. 3 Lec.
This course fulfills the following SUNY General Education learning outcome: Foreign Language.

ASL 221 AMERICAN SIGN LANGUAGE 3
American Sign Language III 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, American Sign Language II. 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/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, ASL Interpreter Training I. 3 cr. 3 Lec.

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, 132, or 201. Not recommended for students enrolled in REA 099, MTH 090, MTH 095, MTH 096, or MTH 097. Prerequisites: ENG 100 or equivalent. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Natural Sciences.

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. Prerequisites: None; high school biology strongly recommended. 4 cr. 3 Lec. 3 Lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences.

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. 4 cr. 3 Lec. 3 Lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences.

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. 4 cr. 3 Lec. 3 Lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences.

BIO 121 ANIMAL NUTRITION
This course will study the composition of animal feed, nutritional and feeding requirements of animals, dietary formulation and the digestive process. Lecture topics will include the macro and micronutrients, the digestive process (anatomy, physiology and metabolism), feedstuffs, feeding and problems of incorrect feeding/malnutrition. Students will visit a feed company, a commissary and/or a feed mill to observe application of nutritional knowledge and practices. 2 cr. 2 Lec. This course fulfills the following SUNY General Education learning outcome: Natural Sciences.

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. 2 cr. 2 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. Prerequisites: High School Biology and Chemistry or BIO 111 or BIO 112 and CHE 107. 4 cr. 3 Lec. 3 Lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences.

BIO 132 PRINCIPLES OF BIOLOGY 2
The 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. Prerequisites: 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. This course fulfills the following SUNY General Education learning outcome: Natural Sciences.

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
This 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. Prerequisites: High school biology, College level biology (BIO 111 or higher recommended). 4 cr. 3 Lec. 3 Lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences.

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. Prerequisites: CHE 131 or BIO 111, 112, 131 or 203. 4 cr. 3 Lec. 3 Lab.

BIO 203 ANATOMY AND 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. Prerequisites: High school biology, college level biology, or permission of the instructor; some chemistry background recommended. 4 cr. 3 Lec. 3 Lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences.

BIO 204 ANATOMY AND 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. Prerequisites: High school biology, college level biology, or permission of the instructor; some chemistry background recommended. 4 cr. 3 Lec. 3 Lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences.

BIO 217 VERTEBRATE BIOLOGY 1
This course is the study of fishes, amphibians and reptiles, including identification, taxonomy, anatomy, physiology, reproduction, and behavior. Special emphasis will be placed on identification and ecology of species native to Northern New York and species commonly found in zoos. Conservation and diversity of fish, amphibian, and reptile populations will be considered. Lecture and laboratory activities will be supplemented by required field trips. Pre-requisite- BIO 111 or higher. 4 cr. 3 Lec. 3 Lab.

BIO 218 VERTEBRATE BIOLOGY 2
This course is the study of mammals and 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 and species commonly found in zoos. Conservation and diversity of mammal and bird populations will be considered. Lecture and laboratory activities will be supplemented by required field trips. Pre-requisites- BIO 111 or higher. 4 cr. 3 Lec. 3 Lab.

BIO 223 ANIMAL BEHAVIOR
The course is designed to teach a comprehensive overview of animal behavior. History of animal behavior studies and traditional experiments will be covered. Behavior and habitat relationships will be considered in terms of evolutionary adaptation. Proximate and ultimate mechanisms will be examined for a wide range of behaviors related to habitat selection, feeding, navigation and orientation, and social interaction. Pre-Requisite- BIO 111 or higher. 3 cr. 3 Lec.

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 116 APPLIED BUSINESS MATH
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 117 INTRODUCTION TO E-COMMERCE
This course will provide an overview of electronic commerce as the integration of all aspects of business operations, including marketing, customers, suppliers, distributors and inventory. This course also includes legal and security considerations, credit card and other debit transactions, and current issues in electronic commerce. 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. 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 communications. Students will be provided an opportunity to develop effective listening techniques,
prepare and deliver oral presentations, understand the barriers to communication, prepare business letters and memos, prepare a job application letter and resume, and prepare to take 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. 3 cr. 3 Lec.

BUS 150 INTRO TO ENTREPRENEURSHIP
This course provides a basic introduction to the concept of entrepreneurship for students who may have an interest in someday starting or operating their own business. Topics include exploring the idea of becoming an entrepreneur, developing a successful business idea, moving from an idea to an entrepreneurial venture, and managing and growing the entrepreneurial firm. 3 cr. 3 Lec.

BUS 151 PLANNING ENTREPRENEURIAL VENTURES
This is a practical course where students will apply the concepts of entrepreneurship. Students will research, develop, and write detailed start-up business plans, which can be used to create successful businesses. The course centers on the business planning aspects of a new venture, including creation of a management and organization plan, product/service plan, marketing plan, and financial plan. 3 cr. 3 Lec.

BUS 152 LEGAL ISSUES FOR SMALL BUSINESS
This course provides the student with legal issues that an entrepreneur will experience in starting or in operating a small business. Some of the legal issues that will be studied in this course are: choosing a business organization, zoning approval, licensing and permits, tax implications, small business contracts, and small business buyouts. The student will also study the legal requirements of small-claims court action. Prerequisite: None. 3 cr. 3 Lec.

BUS 160 SPREADSHEET APPLICATIONS
This course provides an in-depth introduction to a spreadsheet program. Topics include formulas, functions, charting, formatting worksheets, absolute cell references, working with large worksheets, what-if analysis, financial functions, data tables, amortization schedules, cell protection, worksheet database manipulation, lookup functions, database functions, templates, working with multiple worksheets and workbooks, find and replace, and additional spreadsheet capabilities. No prior knowledge of computers or spreadsheets is assumed. 3 cr. 4 Lec./Lab.

BUS 200 LEGAL INFO MGMT/TECHNOLOGY
This course presents an overview of the structure, functions, and dissemination of information in the legal environment. Different specialty areas of law are explored in depth from the perspective of document preparation and information management. Students will have opportunities for practical applications, including computer assisted legal research, use of the Internet, and software applications, in order to gain and improve skills. Students are expected to have a working knowledge of word processing software and be able to key 30 words per minute. Prerequisite: ENG 101. 3 cr. 4 Lec./Lab.

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. 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. 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.

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. 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 INTRO TO CHEMISTRY 1
This introductory course in chemistry includes topics in atomic structure, bonding, chemical formulas, chemical equations, matter, measurement, periodicity, states of matter, mole calculations, stoichiometry, acid-base chemistry, buffer systems, electrochemistry, kinetics, equilibrium and solution chemistry. Laboratory experiments are chosen to be meaningful and practical so as to develop a greater understanding of lecture topics. 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. This course fulfills the following SUNY General Education learning outcome: Natural Sciences.

CHE 108 INTRO 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. Prerequisite: CHE 107 or permission of Instructor. 4 cr. 3 Lec. 3 Lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences.
CIS 110 INTRO TO COMPUTING/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.) Not recommended for students who test below MTH 125 or students testing into REA 099. 3 cr. 3 Lec. 2 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 INTRO 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 210 ADVANCED COMPUTING W/MICROCOMPUTERS
This is a non-programming course designed to provide the student with advanced skills in applications 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 ANALYSIS AND LOGICAL DESIGN
Students with information technology skills will learn to analyze and design information systems. Students will practice project management during team-oriented analysis and design of a departmental level system. This course examines the system development and modification process. It emphasizes the factors for effective communication and integration with users and user systems. It encourages interpersonal skill development with clients, users, team members, and others associated with development, operation, and maintenance of the system. Structured and object oriented analysis and design approaches, use of modeling tools, adherence to methodological life cycle and project management standards are presented. Prior knowledge of software design methodologies along with knowledge of a programming language and/or database management software is important. Prerequisite: Successful completion of CIS 116. 3 cr. 2 Lec. 2 Lab.

CIS 210 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 - Introductory Programming. 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 - Introductory Programming, or, NET 100 - Networking Fundamentals. 3 cr. 3 Lec.

CIS 222 PHYSICAL DESIGN/IMPLEMENTATION
Students will learn to develop the detailed physical design and implementation of a logical design. This course covers information systems design and implementation within a software development or database management system environment. Students will demonstrate their mastery of the design process acquired in earlier courses by designing and constructing a physical system using software development tools or database software to implement the logical design. Prerequisite: Successful completion of CIS 212 - Systems Analysis and Design. 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 macro-instructions. Extensive programming in an assembly language is required. Prerequisite: Successful completion of CIS 216 Advanced Programming. 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 - Advanced Programming. 3 cr. 3 Lec.

COLLEGE LEARNING SKILLS

CLS 090 FUNDAMENTALS OF READING
This course offers instruction in basic reading and thinking strategies and supports students in developing these skills by effectively applying what is learned. CLS 090 is a required course for those students who, based on assessment testing, need to improve basic reading comprehension skills and strategies. Prerequisite: College Placement Criteria. 0 cr. 3 lec.

CLS 099 CRITICAL READING
CLS 099 is a required course for those students who, based on assessment testing, scores from the college placement test (CPT) and academic background, need to improve reading comprehension skills and strategies. The course offers instruction in critical reading and thinking strategies and supports students in developing these learning strategies by effectively applying what is learned. Prerequisite: CLS 090 for students placed in that course or placement criteria. 0 cr. 3 lec.

CLS 101 COLLEGE CRITICAL 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: None; recommended for students who successfully complete CLS 099. 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. 1 cr. 1 Lec.

CRJ 101 INTRO 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. 3 cr. 3 Lec.

CRJ 102 CRIMINAL ADMIN PROCEDURE
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. Acusatory instruments, indictments, arraignments, plea bargaining, preliminary hearings, bail, grand jury, trial and appeal are emphasized. 3 cr. 3 Lec.

CRJ 104 LEGAL ASPECTS OF EMERGENCY SERVICES
This course is the basic study of the Federal, State, and local laws that regulate emergency services, national standards influencing emergency services, standard of care, tort, liability, and review of relevant court cases. Equivalent to FPT 104. 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. 3 cr. 3 Lec.

CRJ 106 INTRODUCTION TO POLICING
This course introduces the student to the history, procedures, organization, roles and duties of a law enforcement officer. Topics include police discretion, police subculture, stress, ethics, operations and differences between rural and urban policing. 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. 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. 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 emphases on types of legal actions, basic legal principles, and legal reasoning. 3 cr. 3 Lec.
CRJ 126 INTRO TO SUBSTANCE ABUSE
An introductory course, this class will explore the dynamics of use, abuse, and addiction of 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 \textit{war on drugs}, legalization, mandated testing, prevention/treatment, and initiatives, and other relevant topics. 3 cr. 3 Lec. Equivalent to HUS 126.

CRJ 137 FIRE INVESTIGATION 1
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.

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. 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. 3 cr. 3 Lec.

CRJ 200 CONSTITUTIONAL ISSUES IN CRIMINAL JUSTICE
This 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 1
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, 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 ADMIN AND MANAGEMENT
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. 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, pretrial release, and others. 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 public safety organizations. Diverging viewpoints are explored for each topic. 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 210 PROFESSIONAL CODES OF CONDUCT
This course is designed to help students develop a framework for ethical behavior and to become more effective in addressing ethical issues in the fields of Human Services, Criminal Justice and Fire Protection. This course will use the standards of National Association of Social Workers, American Counseling Association, American Association of Marriage and Family Therapists, and American Psychological Association to build a theoretical framework for approaching ethical dilemmas in a systematic manner. Prerequisites: ENG 100 and HUS 101 or CRJ 101/ 102. 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 ninety 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. 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. 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 110. 3 cr. 3 Lec.

CRJ 226 CONCEPTS OF CHEMICAL DEPENDENCY
This class will explore the dynamics of chemical dependency of the major drugs (both legal and illegal) in our society today. The various models of addressing dependency will be discussed including the medical, human spirit, psychosocial, and pharmacological models. An in-depth analysis of dual diagnosis, co-dependency, infectious diseases and addictions, addiction and
the family, chemical abuse by children and adolescents, and the influence upon neonatal development will be examined. Various treatment approaches will be studied including interventions, relapse prevention and self-help groups. CRJ 226 equivalent to HUS 226. 3 cr. 3 lec. Prerequisite: CRJ/HUS 126.

CRJ 230 GENDER/CRIME AND CRIMINAL JUSTICE SYSTEMS
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. Prerequisites: 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/INTERROGATIONS
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. 1 cr. 1 Lec.

CRJ 233 BASIC FIREARMS
This course is an overview of the moral, legal and psychological aspects of the use of physical force and deadly physical force. Emphasis will be placed upon the proper care and safe use of firearms and the development of basic firearms skills as stated in the Standards and Guidelines of the National Rifle Association and accepted by the Bureau of Municipal Police. Please note: The actual firing of any weapons will not apply to this course. 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. 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. 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.

CULINARY ARTS

CUL 102 INTRO CULINARY THEORY AND 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 sanitation and safety techniques, nutrition planning and awareness, 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. 2 cr. .5 Lec. 4.5 Lab.

CUL 120 NUTRITION
This course will provide students with the nutritional knowledge required to develop and modify recipes and menus to meet the needs of an increasingly health conscious public. Students will develop a practical systems approach to deliver nutritional alternatives to food service customers. 3 cr. 3 Lec.

CUL 130 SANITATION AND SAFETY
The course examines the proper sanitation and safety methods in the food service industry. Emphasis will be placed on problems, procedures, techniques, and practices in sanitation and safety. This course includes the exam for a sanitation certificate from the National Restaurant Association (NRA). 1 cr. 1 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 covered include: an introduction to bread and roll production, sweet yeast dough products, biscuits, muffins and scones, doughnuts and cruellers, pies, pastries, icings, cream and whipped toppings, cakes and cake specialties, and cookies. The methods of sanitation and safety will be addressed throughout the course. 2 cr. .5 Lec. 4.5 Lab.

CUL 150 INTRO TO HORS D’OEUVRES/APPETIZERS
This course will instruct students in the specialty preparation of hot and cold hors d’oeuvres and appetizers such as: meat and fish satays, spreads, dips, flatbreads, and grilled items, as well as condiments and accompaniments. Special emphasis will be placed on sanitation and safety principles, menu development and platter design and presentation. Prerequisite: CUL 102. 2 cr. .5 Lec. 4.5 Lab.

CUL 202 BISTRO COOKING
Students will become familiar with the necessary ingredients used in garde manger and charcuterie preparations. The course will present preparation techniques for appetizers, pates, terrines, galantines, timbales, sausages, mousselines, and fondues, 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 buffet management. Prerequisite: CUL 102. 3 cr. 2 Lec. 3 Lab.

CUL 212 QUANTITY FOOD PRODUCTION
This course will introduce the student to theory and actual application of food production in a professional kitchen. The course will cover preparation of complete menus for volume food production including appetizers, soups, entrees, and vegetables. Sanitation and safety principles, nutrition planning and awareness, cost control procedures, quantity recipe production, menu development, and kitchen organization topics are addressed in this course. Students will work each food preparation station on a rotation basis. Prerequisite: CUL 102. .5 Lec. 4.5 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. The methods of sanitation and safety will be addressed throughout the course. Prerequisite: CUL 140 Principles of Baking I. 2 cr. .5 Lec. 4.5 Lab.

EARLY CHILDHOOD

ECD 101 INTRO EARLY CHILDHOOD DEVELOP/EDUCATION
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, 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. Recommendation: HUS 101, ECD 101, or ENG 101. 3 cr. 3 Lec.

ECD 150 CREATIVE ARTS FOR YOUNG CHILD
This course provides an overview of the Creative Arts (creative dramatics, visual arts, music & dance) for teachers of young children. It prepares the teacher to support a highly creative atmosphere in an early childhood environment by providing them with a professional foundation, a knowledge base and the techniques to implement a process approach based curriculum. Developmentally effective approaches to creativity are explored through a variety of methods. Prerequisites: None. 3 cr. 3 lec.

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 OBSERVATION/ASSESSMENT 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 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. Prerequisites: ECD 101 with a grade of C or better. 3 cr. 3 Lec.

ECD 202 LESSON PLANNING, ENVIRONMENTS & RESOURCES (BIRTH TO 36 MONTHS)
This course will enable the student to design responsive environments for infants, toddlers and twos. Students will implement a comprehensive developmentally appropriate curriculum. This curriculum will include goals and objectives for children’s learning in all areas of development: social, emotional, physical, cognitive and language. Students will learn how to effectively partner with families, emphasizing their appreciation of culture and individual differences. Prerequisite: ECD 101 with a grade of C or better. 3 cr. 3 Lec.

ECD 210 METHODS AND MATERIALS IN WORKING WITH EXCEPTIONAL YOUNG CHILDREN
This course explores an inclusive approach to education that integrates typical children and children with special needs in early childhood care and education. The course will define the identification and development of the Individual Family Service Plan (IFSP) and Individual Education Plan (IEP) for exceptional young children and their families. Students will learn to arrange and plan the inclusive learning environment that enhances the potential of all children. This course will be useful to students of Early Childhood and Human Services. Prerequisites: ECD 101 or permission of the instructor. 3 cr. 3 Lec.

ECD 240 FIELD WORK IN EARLY CHILDHOOD EDUCATION
This course is designed to give the student 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. Prerequisites: Completion or concurrent registration of ECD 201. 3 cr. 1 Lec. 7 lab.

ECD 242 EMERGING LITERACY
This course examines children’s (0-8 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 280 FIELD WORK EARLY CHILDHOOD DEVELOPMENT
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 individual children 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 ninety hours in an early childhood setting developing these skills. Prerequisites: Current enrollment in or completion of ECD 202: Lesson Planning, Design, Techniques and Resources II. 3 cr. 1 Lec. 6 Lab.

ECONOMICS

ECO 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, 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. Prerequisite: Equivalent of MTH 125, 155, or higher. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Social Sciences.

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
EDUCATION

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.

EDU 220 INTRO SPECIAL EDUCATION
An overview of education for students with special needs, including definitions, identification, referral procedures, inclusion, and specialized program development. Students gain understandings of relevant federal and state legislations and take active roles in discussions, role plays, and related activities. Class resources include practicing educators, special education students, and their parents. The learning needs of individuals who are physically, mentally, or emotionally challenged will be covered, as well as various impacts on families. 3 cr. 3 Lec.

EDU 225 LITERACY THROUGH GRADE 2
This course will provide prospective early childhood and primary teachers with a comprehensive understanding of a child’s literacy development from birth through grade 2. This beginning Literacy Methods course will focus on the teaching of reading, writing, listening, speaking, viewing and thinking skills. Pre-service teachers will have opportunities to apply their developing teaching skills to a variety of educational settings and materials. (Not open to students with credit in EDU 226). Prerequisite: EDU 210. 3 cr. 3 Lec.

EDU 226 LITERACY FOR GRADES 1-6
This course will provide prospective elementary classroom teachers with a comprehensive understanding of a child’s literacy development from grade 1 through 6. This beginning Literacy Methods course will focus on the teaching of reading, writing, listening, speaking, viewing and thinking skills. Pre-service teachers will have opportunities to apply their developing teaching skills to a variety of educational settings and materials. (Not open to students with credit in EDU 225.) Prerequisite: EDU 210. 3 cr. 3 Lec.

EMERGENCY MEDICAL SERVICES

EMS 121 EMERGENCY MEDICAL TECHNICIAN BASIC
This course is for individuals who might be present during medical emergencies. Topics will include the roles of the technician and ambulance; bacteriology, resuscitation, respiratory emergencies, cardiovascular emergencies, wounds, sprains, strains, dislocations, fractures, head injuries, mental disturbances, childbirth, legalities, automobile extractions, and hospital emergency room coordination. Lectures, panel discussions, audio visual aids, demonstrations and practical work will be on the agenda. 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 CFR certification examinations. 3 cr. 2.5 Lec. 1.5 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(F) basis. Prerequisites: EMS 121 or NYS EMT-Basic Certification or equivalent; and permission of instructor. Pre- or Co-requisite: Current infection control, hazardous materials and incident command system training, conforming to the requirements of the Paramedic Program Handbook. 6 cr. 5 Lec. 2.5 Lab.

EMS 150 EMERGENCY MEDICAL TECHNICIAN INTERMEDIATE
This course is part of a series of courses, which 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, techniques of venous access, cardio-pulmonary resuscitation skills, basic and advanced airway maneuvers including endotracheal intubation, oxygen administration, airway anatomy, history taking, technique 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 Cln.

EMS 155 EMT INTERMED FIELD SUMMATIVE EVALUATION
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(F) basis. Successful completion of this course and EMS 150 is required to gain New York State EMT-Intermediate certification 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 Corequisite: Current infection control, hazardous materials and incident command system training, conforming to the requirements of the Paramedic Program Handbook. Corequisite: EMS 150. .5 cr. 1.5 Cln.
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.

EMS 175  EMT CRITICAL CARE FIELD SUMMATIVE EVALUATION
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(F) 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. Corequisite: EMS 170. .5 cr. 1.5 Cln.

EMS 190  EMT 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 Lab.

EMS 250  PARAMEDIC 1
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. 8.5 cr. 6 Lec., 1 lab. 6.5 Cln.

EMS 275  PARAMEDIC FIELD SUMMATIVE EVALUATION 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 or obstetric emergencies. The student will also demonstrate team leadership and emergency scene management. The course is graded on a pass(P)/fail(F) basis. Successful completion of EMS 150, 170, 250, 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. 1 cr.

ENGLISH

ENG 095  FUNDAMENTALS OF ENGLISH
English 095 provides students with a foundation in English grammar and an introduction to successful writing at the sentence level. Students respond to a variety of readings and complete exercises designed to strengthen their command of Standard American grammar, punctuation, mechanics, usage, and paragraph development. English 095 is recommended for students who need to improve their command of Standard American English at the sentence and paragraph level. Prerequisite: None 0 cr. 3 Lec.

ENG 099  BASIC COMPOSITION
English 099 is required of students whose writing skills are identified as pre-college by the Accuplacer Sentence Skills Test and a writing sample. Students complete a variety of reading and writing assignments designed to develop their skills in paragraph and essay writing, as well as to strengthen their command of Standard American English grammar and sentence structure. 0 cr. 3 Lec.

ENG 100  COLLEGE COMPOSITION
English 100 is an introduction to academic writing, research, and MLA documentation. The 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 English 100, students complete diverse, predominantly non-fiction reading and writing assignments designed to improve their ability to develop 5 thesis-driven essays directed to an academic audience. Outside sources must be incorporated and documented in a majority of the formal essays. Prerequisite: Placed (by CPT or waiver) in ENG 100 or passed ENG 099. 3 cr. 3 Lec.

ENG 101  RESEARCH AND COMPOSITION
The 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. Prerequisite: Placed into ENG 101 by CPT or by Department Chair or passed English 100. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Basic Communication.

ENG 102 LITERATURE AND COMPOSITION
English 102 students will employ strategies and techniques for reading, analyzing, interpreting, and evaluating fiction, poetry, and drama. Readings will include literature of merit by male and female authors from diverse time periods, thematic areas, and cultural perspectives. Students will complete a variety of writing assignments designed to develop skills in literary analysis and will write formal, literature-based essays on the three genres. This course is designed for students who have already demonstrated college-level skills in essay writing and provides a foundation for upper-level literature courses. Prerequisite: ENG 101. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Humanities.

ENG 107 GRAMMAR RULES
ENG 107 is designed for students who need to develop or refresh their skills in Standard American English grammar, sentence structure, and usage. Students improve their style by applying these skills to their own sentences. Students will also study sentence structure by combining sentences and improving their style to avoid wordiness. This course is intended for ENG 099 and ENG 100 students. Prerequisite: None. 1 cr. 1 Lec.

ENG 111 RESEARCH STRATEGIES
ENG 111 is designed for students who wish to develop sophisticated skills and strategies for today’s research writing in academic disciplines. Students acquire a broad and in-depth proficiency in navigating the complexities of contemporary research assignments. This highly interactive course focuses on strategies for locating sources in library databases and on the web; evaluating sources; paraphrasing, summarizing, and quoting diverse source material; synthesizing researched material into coherent paragraphs with student commentary; and documenting sources by using MLA-style parenthetical citations, signal phrases, and works cited. This course is an accompaniment to Research and Composition and therefore requires previous enrollment or co-enrollment in English 101. Pre/Co-requisite: ENG 101. 1 cr. 1 Lec.

ENG 120 CREATIVE WRITING POETRY WORKSHOP
English 120 is a creative writing workshop designed to allow participants to experiment with poetic techniques and hone skills in the creation of poetry. In English 120, students produce a number of writings, present them to the members of the workshop, and receive constructive criticism and direction both from the instructor and the workshop participants. Participants are expected to revise materials and submit a portfolio of polished works at the conclusion of the semester. ENG 120 may be taken up to three times for credit. Prerequisites: ENG 100 or consent of the instructor. 1 cr. 1 Lec.

ENG 121 CREATIVE WRITING FICTION WORKSHOP
English 121 is a creative writing workshop designed to allow participants to experiment with fiction techniques and hone skills in the creation of short stories. In English 121, students produce a number of writings, present them to the members of the workshop, and receive constructive criticism and direction both from the instructor and the workshop participants. Participants are expected to revise materials and submit a portfolio of polished works at the conclusion of the semester. ENG 121 may be taken up to three times for credit. Prerequisite: ENG 100 or consent of the instructor. 1 cr. 1 Lec.

ENG 123 CREATIVE WRITING NON-FICTION WORKSHOP
English 123 is a creative writing workshop designed to allow participants to experiment with non-fiction techniques and hone skills in the creation of short stories. In English 123, students produce a number of writings, present them to the members of the workshop, and receive constructive criticism and direction both from the instructor and the workshop participants. Participants are expected to revise materials and submit a portfolio of polished works at the conclusion of the semester. ENG 123 may be taken up to three semesters for credit. Prerequisite ENG 100 or consent of the instructor. 1 cr. 1 Lec.

ENG 151 POETRY
This literature 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. Prerequisite: ENG 101. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Humanities.

ENG 171 SHORT STORY
This literature course provides opportunities for students to read, analyze, interpret, and evaluate short fiction as a specialized literary form. They experience how short fiction communicates via elements of the short story, such as plot, setting character, symbolism, narration, style and tone. Students use interpretive strategies and theoretical perspectives to analyze short stories. They identify themes which deal with the human condition both globally and locally, discuss the role short fiction plays in contemporary culture, and examine its impact on the individual and on society as a whole. Students develop critical thinking by interpreting texts both through discussion and in writing. Successful completion of this course satisfies a SUNY General Education learning outcome for Humanities. Some student course work (tests, essays, projects) may be retained by Jefferson Community College in order to demonstrate to SUNY overall levels of student achievement in General Education. AAC Approved 04/17/2008, Prerequisite: ENG 101. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Humanities.

ENG 185 THE NOVEL
This course focuses on the novel as a specialized literary form. English 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 dealing with the human condition both globally and locally, discuss the role short fiction plays in contemporary culture, and examine its impact on the individual and society as a whole. Students develop critical thinking by interpreting texts both through discussion and in writing. Successful completion of this course satisfies a SUNY General Education learning outcome for Humanities. Some student course work (tests, essays, projects) may be retained by Jefferson Community College in order to demonstrate to SUNY overall levels of student achievement in General Education. AAC Approved 04/17/2008, Prerequisite: ENG 101. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Humanities.

ENG 195 INTRO TO NON-WESTERN LITERATURE
English 195 is a literature elective which introduces students to reading and interpreting predominantly from non-Western cultures, such as Asian, African, Caribbean, Middle Eastern, or Latin American. Students read in diverse texts from various time periods and gain insight into their distinctive social, cultural, and historical/political development. Where originally written in a language other than English, texts will be offered in culturally sensitive translations. The course may be organized by genre and/or them and may include an in-depth exploration of a selected author, text, or cultural community. Students will complete a variety of writing
assignments designed to develop skills in literary analysis and will write formal, literature-based essays. This course is designed for students who have already demonstrated college-level skills in essay writing and provides a foundation for upper-level literature courses. Pre-Requisite: ENG 101. 3 cr. 3 lec hrs. Successful completion of this course satisfies the Other World Civilizations SUNY General Education learning outcome. Some work that students do in this course (tests, essays, projects) may be retained by Jefferson Community College in order to demonstrate to SUNY overall levels of student achievement in General Education. This course fulfills the following SUNY General Education learning outcome: Other World Civilizations.

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 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 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
English 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. Prerequisite: ENG 102. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Humanities.

ENG 204 AMERICAN LITERATURE 2
English 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. Prerequisite: English 102. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Humanities.

ENG 209 MYTHOLOGY
English 209 is a literature elective which provides a cross-cultural survey of the world’s myths. English 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. Prerequisite: ENG 102. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Other World Civilizations.

ENG 214 SUR CHILDRENS 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. Pre-requisite: ENG 102: Composition & Literature. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Humanities.

ENG 218 TECHNICAL AND PROFESSIONAL WRITING
English 218 focuses on the principles of technical and professional writing. Using real-world contexts, students practice various document modes and formats. They exercise critical thinking skills by analyzing purpose and audience, undertaking research to develop content, and selecting the appropriate style to resolve specific communication problems. Using current technologies, students incorporate basic graphics and page design techniques into their computer-generated documents. To pass the course, students are required to write and submit a capstone project that demonstrates proficiency with various technical and professional writing principles studied during the semester. Prerequisite: English 101. 3 cr. 3 Lec.

ENG 220 CREATIVE WRITING
ENG 220 is a course designed to encourage and develop student’s interest and talent in the writing of fiction, nonfiction, poetry and other genres, at the instructor’s discretion. No prior creative writing experience is necessary, but students must be committed to the creative process and to considerable writing and rewriting. Creating writing satisfied a Liberal Arts or free elective but not a composition or literature requirement. Prerequisite: ENG 100. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: The Arts.

ENG 221 WRITING LITERARY NON FICTION
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 English 101. Prerequisite: ENG 101. 3 cr. 3 Lec.

ENG 225 SHAKEPEARE’S PLAYS
English 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. Prerequisite: ENG 102. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Humanities.

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. Prerequisite: English 102. 3 cr. 3 Lec. (Note: ENG 245, Survey of Native American Literature, formerly was ENG 1.45, Native American Literature.) This course fulfills the following SUNY General Education learning outcome: Other World Civilizations.
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 orthogonal 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. 3 cr. 2 Lec. 2 Lab.

ENS 200 ENGINEERING DESIGN AND BUILD
This course is a study of the design process, preparation of technical reports, and the preparation and delivery of an oral presentation in the context of a specific electronic and mechanical design/build project. Participating in a state and/or national design and build competition is required which may involve an overnight field trip, depending on location. Prerequisite: PHY 143. 1 cr. 2 lab.

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 - Calculus 2 and PHY 143 - Science and Engineering Physics. 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 - Statics and MTH 222 - Calculus 2. 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 - Statics. 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, Kirchoff'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 - Calculus 2. 3 cr. 2 Lec. 2 Lab.

FIRE PROTECTION TECHNOLOGY

FPT 101 PRINCIPLES OF EMERGENCY SERVICES
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 in this course. 3 cr. 3 Lec.

FPT 102 BUILDING CONSTRUCTION FOR FIRE PROTECTION
This course provides the components for building construction that relate to fire and life safety. The focus of this course is on the firefighter safety. The elements of construction and design of structures are shown to be key factors when inspecting buildings, preplanning fire operations, and operating at emergencies. 3 cr. 3 lce. Prerequisite: None.

FPT 103 FIRE PROTECTION SYSTEMS
This course provides information relating to the features of design and operation of fire alarm systems, water based fire suppression systems, special hazard fire suppression systems, water supply for fire protection and portable fire extinguishers. Prerequisite: None. 3 cr. 3 lec hrs.

FPT 104 LEGAL ASPECTS EMERGENCY SERVICES
This course is the basic study of the Federal, State, and local laws that regulate emergency services, national standards influencing emergency services, standard of care, tort, liability, and review of relevant court cases. Equivalent to CRJ 104. Prerequisite: None. 3 cr. 3 lec hrs.

FPT 105 FIRE FIGHTING I
New York State Firefighter I is designed to be a comprehensive course that completely prepares an entry level firefighter to respond to emergencies. This course also accomplishes the objectives of NFPA 1001 Standard For Fire Fighter Professional Qualifications and NFPA 472 Standard for Professional Competence of Responders to Hazardous Materials Incidents and trains the entry level Firefighter as an interior structural firefighter in accordance with OSHA regulations 1910.156 Fire Brigade Standard, 1910.134 Respiratory Protection Standard, 1910.120 Emergency Response to Hazardous Materials, 1910.146 Confined Space Entry Standard and 1910.147 Control of Hazardous Energy Standard. Prerequisite: Current member of a municipal, volunteer, or military fire department. Must have had a current physical (within 1 year) and be able to wear self contained breathing apparatus and have a Training Authorization Letter signed by his/her Fire Chief to meet the above requirements. 4 cr. 3 Lec. 3 Lab.

FPT 106 FIRE ADMINISTRATION I
This course introduces the student to the organization and management of a fire department and the relationship of government agencies to the fire service. Emphasis will be on the fire service leadership from the perspective of the company officer. 3 cr. 3 Lec.

FPT 108 FIRE PROTECTION HYDRAULICS WATER SUPPLY
This course provides a foundation of theoretical knowledge in order to understand the principles of the use of water in fire protection and to apply hydraulic principles to analyze and to solve water supply problems. Successful completion of this course meets the requirements for the United States Fire Administration, National Fire Science Curriculum. 3 cr. 3 Lec.

FPT 109 FIRE BEHAVIOR AND COMBUSTION
This course is designed as a basic introduction to the theories and fundamentals of and why fires start, spread, and how they are controlled. The application of scientific principles and concepts associated with the chemistry and dynamics of fire are stressed. Successful completion of this course meets the requirements for the United States Fire Administration, National Fire Science Curriculum. Pre-Requisites: None. 3 cr. 3 lec.
FPT 110 FIREFIGHTING TACTICS AND STRATEGY
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 the proper role for and utilization of various techniques. 3 cr. 3 Lec.

FPT 111 OCCUPATIONAL HEALTH AND SAFETY
This course introduces the basic concepts of occupational health and safety as it relates to emergency service organizations. Topics include risk evaluation and control procedures for fire stations, training sites, emergency vehicles, and emergency situations involving fire, EMS, hazardous materials, and technical rescue. Upon completion of this course, students should be able to establish and manage a safety program in an emergency service organization. 3 cr. 3 Lec. Prerequisites: None.

FPT 112 PRINCIPLES OF FIRE/EMERGENCY SERVICES SAFETY
This course introduces the basic principles and history related to the national firefighter life safety initiatives, focusing on the need for cultural and behavioral change throughout the emergency services. Pre-Requisite: None. 3 cr. 3 lec hrs.

FPT 120 INTRO TO FIRE PREVENTION AND 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 1
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 138 FIRE INVESTIGATION 2
This course expands the objectives of Fire Investigation 1 and is intended to provide the student with advanced technical knowledge on rules of law, fire scene analysis, fire behavior, evidence collection and preservation, scene documentation, case preservation and testifying. Prerequisite: FPT 137. 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 FIREFIGHTING 2
New York State Firefighter II is designed to be a comprehensive course that completely prepares a firefighter to respond to emergencies as a team leader. This course also accomplishes the objectives of NFPA 1001 Standard For Fire Fighter Professional Qualifications and trains the Firefighter II as a team leader. This course will train the Firefighter I to work and operate without direct supervision. Prerequisite: Must have completed and passed Firefighter I and be a current member of a municipal, volunteer, or military fire department. Must have a current physical (within 1 year) and be able to wear self contained breathing apparatus and have a Training Authorization Letter signed by his/her Fire Chief to meet the above requirements. 2 cr. 1.5 Lec. 1.5 Lab.

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.

FPT 210 PROFESSIONAL CODES OF CONDUCT
This course is designed to help students develop a framework for ethical behavior and to become more effective in addressing ethical issues in the fields of Human Services, Criminal Justice and Fire Protection. This course will use the standards of National Association of Social Workers, American Counseling Association, American Association of Marriage and Family Therapists, and American Psychological Association to build a theoretical framework for approaching ethical dilemmas in a systematic manner. Prerequisites: ENG 100 and HUS 101 or CRJ 101/FPT 101. 3 cr. 3 Lec.

FRENCH

FRE 111 ELEMENTARY CONVERSATIONAL FRENCH 1
This course is designed to meet the various conversational needs of the particular group of students enrolled in the class. Thus, the course content may be adapted to meet conversational needs for law enforcement, human services, travel, medicine or business on an elementary level. Emphasis is placed on speaking and comprehension skills, while developing the ability to converse in French in a variety of realistic situations that the student may encounter. This course is neither a prerequisite for nor a natural stepping stone to FRE 121, 122. No prerequisite is necessary. Native speakers should not take this course. This course is not open to students who have completed more than two years of high school French, or FRE 122 or higher. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Foreign Language.

FRE 112 CONVERSATIONAL FRENCH 2
This course is designed to meet the various conversational needs of the particular group of students enrolled in the class. Thus, the course content may be adapted to meet conversational needs for law enforcement, human services, travel, medicine or business on an elementary level. Emphasis is placed on speaking and comprehension skills, while developing the ability to converse in French in a variety of realistic situations that the student may encounter. This course is neither a prerequisite for nor a natural stepping stone to FRE 121, 122. Native speakers should not take this course. Prerequisite: FRE 111 or permission of the instructor. At the discretion of the instructor, a placement test may be administered to assess the student’s level of proficiency. This course is not open to students who have completed more than three years of high school French, or FRE 122 or higher. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Foreign Language.

FRE 121 ELEMENTARY FRENCH 1
This humanities elective offers an introduction to the French language and French cultures. Students will practice the four basic skills of listening comprehension, speaking, reading and writing with an emphasis on spoken communication. Students will also be encouraged to develop an appreciation for French cultures in this course. The 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 satisfies a SUNY General Education learning outcome. Some work that students do in this course (tests, papers, projects) may be retained by Jefferson Community College in order to demonstrate to SUNY overall levels.
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 French cultures. It begins with a review of present and preterit tenses. The student will continue to develop the four basic skills of listening comprehension, speaking, and reading and writing with an emphasis on spoken communication. FRE 121 is a pre-requisite (with a grade of C or better being strongly recommended) for successful completion of this course. This course is not open to native speakers or to students with four years or more of high school French. This course fulfills a SUNY General Education learning outcome. Some work that students do in this course (tests, papers, projects) may be retained by Jefferson Community College in order to demonstrate to SUNY overall levels of student achievement for General Education. Pre-Requisite: FRE 121, or its equivalent, or permission of the instructor. At the discretion of the instructor, a placement test may be administered to assess the student's level of proficiency. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Foreign Language.

FRE 221 INTERMEDIATE FRENCH 1
This humanities course is the first half of a 2-semester sequence that continues the development from FRE 122 of the four basic skills of listening comprehension, speaking, reading and writing with an emphasis on communication in French. Student participation in this course will be entirely in French. A study of French cultures and customs continues to be developed in this course. FRE 122 is a pre-requisite (with a grade of C or better being strongly recommended) for successful completion of this course. New students should have completed at least four years of high school French and have scored 85% or better on the New York State's Regents Exam. This course is open to native speakers. This course fulfills a SUNY General Education learning outcome. Some work that students do in the course (tests, papers, projects) may be retained by Jefferson Community College in order to demonstrate to SUNY overall levels of student achievement for General Education. Pre-Requisite: FRE 122, or its equivalent, or permission of the instructor. At the discretion of the instructor, a placement test may be administered to assess the student's level of proficiency. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Foreign Language.

GEOGRAPHY
GEG 101 INTRO WORLD GEOGRAPHY
This course will be an introduction to the basic concepts of physical and human geography. Geographic patterns of human-environmental interaction, regions, and movement will be emphasized. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Other World Civilizations.

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. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Natural Sciences.

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. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Natural Sciences.

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 nonscience majors. This course is not open to students who have taken GEO 102. 4 cr. 3 Lec. 3 Lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences.

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. 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 nonscience and science students who are interested in gaining scientific insights into environmentally related concerns. 4 cr. 3 Lec. 3 Lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences.
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 nonscience and science students interested in natural history or science education. Prerequisites: NONE This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 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. Prerequisites: Successful completion of MTH 125 or equivalent. 4 cr. 3 Lec. 3 Lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences.

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. 4 cr. 3 Lec. 3 Lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences.

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. Prerequisite: Successful completion of 1 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.

GERMANY

GER 111 ELEMENTARY CONVERSATIONAL GERMAN 1
This course is designed to meet the various conversational needs of the particular group of students enrolled in the class. Thus, the course content may be adapted to meet conversational needs for law enforcement, human services, travel, medicine or business on an elementary level. Emphasis is placed on speaking and comprehension skills, while developing the ability to converse in German in a variety of realistic situations that the student may encounter. This course is neither a prerequisite for nor a natural stepping stone to GER 121, 122. Native speakers should not take this course. Prerequisites: GER 111, no more than three years of high school German, or permission of the instructor. At the discretion of the instructor, a placement test may be administered to assess the student's level of proficiency. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Foreign Language.

GER 121 ELEMENTARY GERMAN 1
This humanities elective offers an introduction to the German language and German cultures. Students will practice the four basic skills of listening comprehension, speaking, reading and writing with an emphasis on spoken communication. Students will also be encouraged to develop an appreciation for German cultures in this course. The course is designed for students who have no background in German. It is not open to native speakers or to students with more than two years of high school German. This course satisfies a SUNY General Education learning outcome. Some work that students do in this course (tests, papers, projects) may be retained by Jefferson Community College in order to demonstrate to SUNY overall levels of student achievement for General Education. Pre-Requisite: None. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Foreign Language.

GER 122 ELEMENTARY GERMAN 2
This humanities course is the second half of a 2-semester sequence that constitutes an introduction to German language and cultures. It begins with a review of present and preterit tenses. The student will continue to develop the four basic skills of listening comprehension, speaking, and reading and writing with an emphasis on spoken communication. GER 121 is a pre-requisite (with a grade of C or better being strongly recommended) for successful completion of this course. This course is not open to native speakers or to students with four years or more of high school German. This course satisfies a SUNY General Education learning outcome. Some work that students do in this course (tests, papers, projects) may be retained by Jefferson Community College in order to demonstrate to SUNY overall levels of student achievement for General Education. Pre-Requisite: GER 121, or its equivalent, or permission of the instructor. At the discretion of the instructor, a placement test may be administered to assess the student's level of proficiency. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Foreign Language.

GER 221 INTERMEDIATE GERMAN 1
This humanities course is the first half of a 2-semester sequence that continues the development from GER 122 of the four basic skills of listening comprehension, speaking, reading and writing with an emphasis on communication in German. Student participation in this course will be entirely in German. A study of German cultures and customs continues to be developed in this course. GER 221 is a prerequisite (with a grade of C or better strongly recommended) for successful completion of this course. New students should have completed a least four years of high school German and have scored 85% or better on the New York State Regents Exam. This course is open to native speakers. This course satisfies a SUNY General Education learning outcome. Some work that students do in this course (tests, papers, projects) may be retained by Jefferson Community College in order to demonstrate to SUNY overall levels of student achievement for General Education. Prerequisite: GER 122, or its equivalent or permission of the instructor. At the discretion of the instructor, a placement test may be administered to assess the student's level of proficiency. 3 cr. 3 Lec.

GER 222 INTERMEDIATE GERMAN 2
This humanities course is the second half of a 2-semester sequence that continues the development from GER 122 of the four basic skills of listening comprehension, speaking, reading and writing with an emphasis on communication in German. Student participation in this course will be entirely in German. A study of German cultures
and customs continues to be developed in this course. GER 122 is a prerequisite (with a grade of C or better strongly recommended) for successful completion of this course. New students should have completed a least four years of high school German and have scored 85% or better on the New York State Regents Exam. This course is open to native speakers. This course satisfies a SUNY General Education learning outcome. Some work that students do in this course (tests, papers, projects) may be retained by Jefferson Community College in order to demonstrate to SUNY overall levels of student achievement for General Education. Prerequisite: GER 122, or its equivalent or permission of the instructor. At the discretion of the instructor, a placement test may be administered to assess the student’s level of proficiency. 3 cr. 3 lec.

HEALTH

HEA 101 PERSONAL AND 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. 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. 1 cr. 1 Lec.

HISTORY

HIS 111 HISTORY OF WESTERN CIVILIZATION 1
History 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. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Western Civilization.

HIS 112 HISTORY OF WESTERN CIVILIZATION 2
History 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. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Western Civilization.

HIS 113 HISTORY OF TWENTIETH CENTURY
History 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. 3 cr. 3 Lec.

HIS 114 HISTORY OF NEW YORK STATE
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. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: American History.

HIS 119 SURVEY OF WORLD HISTORY
His 119 examines significant themes in world history from ancient to modern times through the application of a cross-cultural, comparative approach to understanding social, political, economic and cultural developments. 3 cr. 3 Lec.

HIS 120 U.S. AND 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. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Other World Civilizations.

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. 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. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: American History.

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. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: American History.

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. Prerequisite: HIS 150. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: American History.

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. Prerequisite: HIS 130 or 151. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: American History.

HIS 217 HISTORY OF WOMEN IN AMERICA
This course is a study of the historical experience of women in America from the colonial period through modern times. Topics include the examination of women and work, education, legal and political status, religious movements, and social organizations, with attention to issues of age, class, race, power, sexuality, and regionalization as significant variables in women’s experience. Pre or Co-Requisite: ENG 101 or equivalent. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: American History.

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. (Prerequisite: Either HIS 150 or HIS 151.) 3 cr. 3 Lec.

HIS 250 RESEARCH METHODS/SOCIAL SCIENCE
This course examines the philosophy and methodology of science and how they are applied to social questions. Both qualitative and quantitative methods will be discussed. All aspects of the research project, from forming a research question to analyzing and reporting data, will be examined. Students will complete an original research project. Prerequisites: any introductory level social science class and ENG 101, both with a grade of C or better. 3 cr. 3 Lec.
HRM 251 REGIONAL HISTORY
A survey of the major economic, social, political and cultural forces that have helped shape the historical development of the North Country. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: American History.

HRM 254B THE CIVIL WAR IN THE NORTH COUNTRY
History 254B is the study of the diverse social, economic, geographic, cultural and political influences that contributed to the development of the North Country from 1849-1877, the era of the Civil War. Co or Pre-Requisite: ENG 101. 1 cr. 1 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. 3 cr. 3 Lec.

HOS 251 EVENT MANAGEMENT
The purpose of this course is to acquire an in-depth knowledge about the specialized field of event management and to become familiar with the management techniques and strategies required to successfully plan, promote, implement and evaluate special events. The students will gain an understanding of all aspects of event management including marketing strategies, sponsorship, budgeting, risk management, event operations and logistics. 3 cr. 3 Lec.

HOS 275 INTERNSHIP JEFFERSON PRACTICUM
This course will serve as a capstone course for the Hospitality curriculum by providing senior level students with the practical experience of preparing and serving dinners for the general public. Topics to be covered in this course include: food production systems, dining service supplies and equipment, service methods and procedures, nutrition planning and awareness, sanitation and safety practices, and actual hands-on experience in delivering gourmet service to special groups and the general public. Students will work on advanced projects including food cost management, menu development, service techniques, and event management. Prerequisite: CUL 102. 2 cr. .5 Lec. 4.5 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. Prerequisites: 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 various elements of effective management, paying particular attention to planning, implementing, and evaluating rooms division operations and human resource management, are also examined. 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 technique, 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 beverage 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 101 INTRO 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. 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. Recommendation: HUS 101, ECD 101, or ENG 101. 3 cr. 3 Lec.

HUS 104 INTRO MENTAL RETARDATION/DEV 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. 3 cr. 3 Lec.

HUS 108 MGT RESIDENT SERVICES FOR MR/DD POPULATIONS
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. 3 cr. 3 Lec.
HUS 126 INTRO TO SUBSTANCE ABUSE
This course will explore the dynamics of chemical dependency of the major drugs (both legal and illegal) in our society today. The various models of addressing dependency will be discussed including the medical, human spirit, psychosocial, and pharmacological models. An in-depth analysis of dual diagnosis, co-dependency, infectious diseases and addiction, addiction and the family, chemical abuse by children and adolescents, and the influence upon neonatal development will be examined. Various treatment approaches will be studied including interventions, relapse prevention and self-help groups. HUS 226 equivalent to CRJ 226. 3 cr. 3 Lec. Prerequisite: CRJ/HUS 126.

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 service agency, observing and participating in the work of the agency. Students will also integrate their learning into written work such as papers and journals. Prerequisites: HUS 101, HUS 102 and prerequisite or concurrent enrollment of HUS 201. 3 cr. 1 Lec. 6 Lab.

HUS 241 INSIGHTS/INTERVENTIONS-EXPRESSIVE THERAPY
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. 1 cr. 1 Lec.

HUS 243 INSIGHT/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. 1 cr. 1 Lec.

HUS 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 professions. 1 cr. 1 Lec.

HUS 280 HUMAN SERVICES PRACTICUM
This course is a continuation of HUS 240 and is designed to provide human services students with hands-on work experience in a human service agency and the opportunity to expand and refine their skills in the human services delivery system. 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. This course offers the students continued opportunity to integrate classroom learning with an on-the-job Human Services field experience. Students also participate in one hour weekly seminar class conducted by a Human Service faculty member to integrate course content and to address practicum progress and problems. Prerequisite: HUS 101, HUS 102, HUS 201 and HUS 240. HUS 101 and HUS 240 must be completed 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. 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. 3 cr. 3 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. Succeeding in the Professions 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 and the one-credit Succeeding in the Professions. Prerequisite: concurrent enrollment in designated academic link. 1 cr. 1 Lec.

INT 112A BUSINESS WOMEN- BUSINESS WISE
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. Succeeding in the Professions 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 and the one-credit Succeeding in the Professions. Prerequisite: concurrent enrollment in designated academic link. 1 cr. 1 Lec.

INT 112B CONNECT, SUPPORT, SUCCEED!
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. Succeeding in the Professions 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 and the one-credit Succeeding in the Professions. Prerequisite: concurrent enrollment in designated academic link. 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.

JOURNALISM

JOU 101 NEWS AND FEATURE WRITING
An introduction to the fundamentals of news and feature writing, with emphasis upon the techniques of news gathering, the elements of the lead, style, structure and types of news and feature articles. 3 cr. 3 Lec.

LATIN

LAT 121 ELEMENTARY LATIN I
This humanities elective offers an introduction to the Latin language and ancient Roman culture. This course will emphasize Latin grammar and syntax, Latin vocabulary and the English words derived from them, common Latin phrases used in English, and Roman history and culture, including some mythology. Emphasis will be placed on the translation and reading of Latin. A small emphasis will be placed on conversational Latin. Prerequisites: none. 3 cr. 3 llec. This course fulfills the following SUNY General Education learning outcome: Foreign Language.

MATHEMATICS

MTH 080 BASIC ARITHMETIC SKILLS
This course provides a concentrated review of basic arithmetic skills. It is intended for students whose mathematical skills have been identified as insufficient to be successful in a basic algebra course. Topics include operations with whole numbers, fractions, and decimals, ratios and proportions, percentages, English measurements, area, and perimeter. Contextual problems will be stressed. 0 cr. 3 Lec.

MTH 090 FUNDAMENTALS OF MATHEMATICS
This course is a required, competency based course for students whose mathematical skills have been identified as pre-college. Topics include operations with whole numbers, integers, fractions and decimals; ratios and proportions, percentages, measurement, geometry and selected statistical topics. Contextual problems will be stressed. 0 cr. (4 cr. imputed) 3 Lec.

MTH 095 BASIC ALGEBRA
This course provides an introduction to the study of algebra. It is intended for students with no previous experience with algebra or those who need to strengthen their beginning algebra skills for further study or application. Topics include a review of basic operations with real numbers, solution of linear equations and inequalities, ratio and proportion, graphing, and contextual problems. 0 cr. (3 cr. imputed) 3 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 proportion, graphing, operations with polynomials, factoring, and contextual problems. Prerequisite: Placement at MTH 095/096 level or successful completion of MTH 090 or MTH 096. Corequisite: MTH 125. 0 cr. 2 Lec.

MTH 115 CONQUERING THE CALCULATOR
This course is designed to reinforce objectives taught in MTH 125, (Intermediate Algebra) through the use of the graphing calculator. The calculator will be used to evaluate basic arithmetic operations, create tables and graphs, solve linear and quadratic equations and linear inequalities, complete regression, and to factor. Prerequisite: Concurrent enrollment in MTH 125 (Intermediate Algebra) or permission of department chair. 1 cr. 1 Lec.

MTH 124 REASONING WITH DATA
This course provides a foundation for quantitative, logical, and statistical reasoning. Topics are chosen from areas such as functions, graphs, problem solving, logic, algebra, geometry, scientific notation, logarithms, probability, and statistics. Applications of mathematics are stressed using current technology. This class is intended for students who are not majoring in mathematics or science and who may plan on taking MTH 144 (Elementary Statistics). This course does not meet the prerequisite for MTH 155 (College Algebra). Prerequisite: One year of high school algebra, MTH 095 (Basic Algebra), MTH 096 (Beginning Algebra A), or MTH 097 (Beginning Algebra B), and English placement (by CPT) into Eng 100 (College Composition) or higher, or passed ENG 099 (Basic Composition). Not open, without permission of the department chair, to students who have passed MTH 144 or above. 3 cr. 3 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 and who plan on enrolling in mathematics courses numbered 148 and higher. Topics include a review of the real numbers and basic algebraic concepts, algebraic and graphic solutions of linear equations and inequalities, systems of equations and inequalities, functions, operations with polynomials and factoring. Contextual problems will be emphasized throughout the course. Prerequisite: One year of high school algebra, or MTH 095, MTH 096, MTH 097 (Basic Algebra). Not open, without permission of the department chair, to students who have completed MTH 144 or higher with a C or better. 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. Prerequisite: Students must satisfy both of the following (1) Math placement (by CPT) into MTH 144 (Elementary Statistics) or passed MTH 125 (Intermediate Algebra), or MTH 124 (Reasoning with Data) and (2) English placement (by CPT) into ENG 101 (Research and Composition) or passed ENG 100 (Composition 1). 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. This course fulfills the following SUNY General Education learning outcome: Mathematics.

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 (Intermediate Algebra). 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. Prerequisite: Successful completion of MTH 148 or permission of the instructor. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Mathematics.

MTH 155 ALGEBRA, FUNCTIONS & MODELING
A curve fitting approach is employed to focus on modeling real data. The concept of function will be integrated as authentic applications are explored to deepen a student’s understanding of linear, exponential, quadratic, and rational models. This course satisfies a SUNY General Education learning outcome or outcomes. Some work that you do in this course (test, papers, projects) may be retained by Jefferson Community College in order to demonstrate to SUNY overall levels of student achievement for General Education. Prerequisite: Two years of high school algebra, or MTH 125 (Intermediate Algebra). 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Mathematics.

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. Prerequisite: Two years of High School Mathematics (Course II) or MTH 155 (College Algebra). 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Mathematics.

MTH 174 MATHEMATICAL 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, the binomial random variable, the normal random variable, sampling distributions, and statistical inference including single-sample estimation and single and two-sample hypothesis testing using the t, z, and X squared distributions. Students are required to develop and demonstrate literacy with current technology as it applies to the study of MTH 174. Prerequisite: Three (3) years of New York State Regents mathematics (or equivalent), Elementary Statistics (MTH 144), or College Algebra (MTH 155), or above. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Mathematics.

MTH 184 PROBABILITY AND STATISTICS 2
This course is a continuation of MTH 174 (Mathematical Probability and Statistics I) 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 regression, and a variety of nonlinear regression techniques. Students will further develop and demonstrate proficiency with graphing calculator/computer technology. Prerequisite: Successful completion of MTH 174 (Mathematical Probability and Statistics) 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 Precalculus topics. Prerequisite: Three years of High School mathematics, or MTH 155 (College Algebra), or permission of instructor. 4 cr. 4 Lec. This course fulfills the following SUNY General Education learning outcome: Mathematics.
MTH 221  CALCULUS 1
This course is an introduction to Calculus with emphasis on the concepts of limit, continuity, the derivative, and an introduction to integration. 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. Prerequisite: Four years of high school mathematics including Precalculus or MTH 185 (Precalculus). 4 cr. 4 Lec. This course fulfills the following SUNY General Education learning outcome: Mathematics.

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, the application of integration to the solution of word problems and an introduction to sequences and series. Students are required to develop and demonstrate literacy with current technology as it applies to the study of Calculus 2. Prerequisite: Successful completion of MTH 221 (Calculus 1). 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 (Calculus 2). 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. 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. Prerequisite: Successful completion of Calculus 2 (MTH 222) or permission of department. 4 cr. 4 Lec.

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. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: The Arts.

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. Prerequisite: Ability to read music. 3 cr. 2 Lec. 2 Lab. This course fulfills the following SUNY General Education learning outcome: The Arts, or Humanities.

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. No prerequisites. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: The Arts, or Humanities.

MUS 117  MUSIC OF THE 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. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: The Arts, or Humanities.

MUS 125  JCC CHORUS
The JCC Chorus is the college community chorus. This course requires singers 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. Participation in performance is mandatory; unexcused absence from a required performance will result in a failing grade for the course. MUS 125 may be taken up to four semesters for credit. Pre-Requisites: None. 1 cr. 2 Lab 0.5 hr field experience. This course fulfills the following SUNY General Education learning outcome: The Arts.

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 an understanding of the many different styles of popular music by studying representative literature. Prerequisites: None. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: The Arts, or Humanities.

MUS 150  HISTORY OF ROCK AND 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. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: The Arts, or Humanities.

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MUS 172 PIANO CLASS 1
Piano Class 1 is group instruction in fundamental piano technique designed for the beginning pianist. Students learn basic musicianship skills and develop technical proficiency through performance of piano music from various genres. Piano Class 1 uses a performance-based approach with group keyboard lessons in the music lab. This course is recommended for students planning a career in music, early childhood or elementary education. Students must have access to an out-of-class keyboard for practice. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: The Arts.

MUS 173 VOICE CLASS 1
Voice Class 1 is group instruction in fundamental vocal technique designed for the beginning singer. Students learn basic musicianship skills and develop technical proficiency through performance of vocal music from various genres. Voice Class 1 uses a performance-based approach with group voice lessons in the music lab. The course is recommended for students planning a career in music, early childhood, or elementary education. Pre-Requisite: None. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: The Arts.

MUS 174 GUITAR CLASS 1
Guitar Class 1 is group instruction in fundamental guitar technique designed for the beginning guitarist. Students learn basic musicianship skills and develop technical proficiency through performance of guitar music from various genres. Guitar Class 1 uses a performance-based approach with group guitar lessons in the music lab. This course is recommended for students planning a career in music, early childhood, or elementary education. Students must provide their own acoustic/classical guitar. Pre-Requisites: None. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: The Arts.

MUS 272 PIANO CLASS 2
Piano Class 2 is a continuation of MUS 172 with group instruction in more advanced piano technique and repertoire designed for the intermediate pianist. Students advance musicianship skills and develop greater technical proficiency through performance of progressively more difficult piano music from various genres. Piano Class 2 uses a performance-based approach with group keyboard lessons in the music lab. This course is recommended for students planning a career in music, early childhood, or elementary education. Students must have access to an out-of-class keyboard for practice. Pre-requisites: MUS 172. 3 cr. 3 lec. Some work that students do in this course (assignments, exams, or performances) may be retained by Jefferson Community College in order to demonstrate to SUNY overall levels of student achievement in General Education. This course fulfills the following SUNY General Education learning outcome: The Arts.

NETWORKING

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 (the ability to use the operating systems and applications such as word processing, Internet browsers, and email). 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, back-bone 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.

NURSING

NUR 111 NURSING 1 BASIC NEEDS
Nursing 111 is an introduction to nursing practice where novice nursing students are taught objective attributes. This course provides rules to guide the performance of the students in beginning data collection. The student will begin to recognize the patterns of data collection through situational experiences. The nursing process is introduced and patient care situations focus on the assessment phase and nursing diagnosis. Communication theory and the development of the nurse-patient relationship are introduced. This foundation will provide novice nursing students with both the cognitive and psychomotor skills required for subsequent nursing courses. Prerequisite: BIO 203 and PSY 133. 7 cr. 4 Lec. 4 Lab. 5 Cln.

NUR 112A NUR 2 ALTERATION IN BASIC NEEDS/CHILDBIRTH
Nursing 112A builds on the nursing theory and skills learned in Nursing 111. Nursing 112A concentrates on wellness and 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. Prerequisites: NUR 111, BIO 203, PSY 133. Pre or Corequisites: BIO 204, and PSY 233. Co-requisite: NUR 112B. 3.5 cr. 2 Lec. 1 Lab. 3.5 Cln.

NUR 112B NUR 2: ALT BASIC NEEDS: SURGICAL PATIENT
Nursing 112B builds on the nursing theory and skills learned in Nursing 111. Nursing 112B concentrates on alteration in basic needs with a focus on basic patient assessment skills, the patient undergoing surgery and patients with interruptions in mobility. The nursing process, with emphasis on assessment, 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 and principles of health teaching are put into practice. Prerequisites: NUR 111, BIO 203, and PSY 133. Pre- or Corequisites: BIO 204 and PSY 233. Corequisite: NUR 112A. 3.5 cr. 2 Lec. 1 Lab. 3.5 Cln.

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 clinical 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 3 semester credit hours. This course provides a total of 40 clinical hours of instruction. Prerequisites: NUR 111, NUR 112A, NUR 112B, BIO 203, BIO 204, PSY 133, PSY 233. 1.5 cr. 4.5 Cln.
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. This course is generally offered in the fall semester only. Prerequisites: NUR 111, NUR 112A, NUR 112B, BIO 203, BIO 204, PSY 133, PSY 233. 1.5 cr. 4.5 Cln.

NUR 231A INTRPTN 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 interruptions 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 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. Prerequisites: NUR 111, NUR 112A, NUR 112B, BIO 203, BIO 204, PSY 133, PSY 233. Prerequisite or Corequisite: BIO 202. Co-requisite: NUR 231B, NUR 212. 5 cr. 3 Lec.

NUR 231B INTRPTN 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 interruptions 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 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 psychosocial responses 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 psycho-social development of children, adolescents, mature and aging adults are taught. Prerequisites: NUR 111, NUR 112A, NUR 112B, BIO 203, BIO 204, PSY 133, PSY 233. Prerequisite or Corequisite: BIO 202. Co-requisite: NUR 231A and NUR 212. 5 cr. 3 Lec. 6 Cln.

NUR 232 INTERRUPTION IN BASIC NEEDS: COMPLEX
Nursing 232 continues to help the student develop proficiency in the use of the nursing process by utilizing nursing concepts related to interruptions 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 Nursing 234 are applied to assist in the transition from student to graduate nurse. Prerequisite: NUR 231A & B and NUR 212. Corequisite: NUR 234. 10 cr. 6 Lec. 1.5 Lab. 10.5 Cln.

NUR 234 NURSING 5 PRACTICE SEMINAR
Nursing 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 Nursing 232. Prerequisite: NUR 231A, NUR 231B and NUR 212. Corequisite: NUR 232. 2 cr. 2 Lec.

OFFICE TECHNOLOGY
OFC 100 ACADEMIC AND 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.

OFC 121 BEGINNING KEYBOARDING
This course is designed to develop basic professional keyboarding skills. Instruction is given utilizing keyboarding and word processing software. Production work will include centering, letters, tables, manuscripts, memorandums, reports, and other business documents. The average speed attainment will be 30-45 wpm. No prerequisite. 2 cr. 3 Lec./Lab.

OFC 122 INTERMEDIATE KEYBOARDING
This course is designed to increase the professional speed and accuracy levels of the keyboarding student. Instruction is given utilizing keyboarding and word processing software. An increased level of production of letters, manuscripts, memorandums, tables, and complex business documents will be expected. The average speed attainment will be 45-55 wpm. Prerequisite: OFC 121. 2 cr. 3 Lec./Lab.

OFC 126 BUSINESS COMMUNICATIONS
An entry level course designed to develop business writing skills and review English grammar, punctuation, spelling, and capitalization skills. Also, the course encompasses verbal and nonverbal communication skills for the business employee. This course includes the development of writing business letters, office memoranda, short reports, and employment communications and other business documents. Prerequisites: Students should be able to type or be concurrently enrolled in OFC 121. 3 cr. 3 Lec.

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OFC 211 ADMINISTRATIVE SOFTWARE APPLICATIONS
This course is designed to provide software training in the efficient use of administrative-related software. Students will apply word processing/software presentation principles and theories to produce administrative and clerical projects, such as business letters, envelopes, labels, memos, formal reports, tables, charts, resumes, merged documents, slides, presentations, etc., to meet business and industry standards. The use of the On-Line Help function, Internet resources, dictionary, reference materials, procedures manuals, etc., will be stressed along with the skill of proofreading. This course incorporates advanced software functions such as sorting, columns, footnotes, graphics, page layout, slide templates, and design. Prerequisite: OFC 121 or successful completion of department-approved proficiency exam. 3 cr. 4 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. Prerequisites: 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 office 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: None. 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. Prerequisites: 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. (Fall Semester) 3 cr. 4 Lec./Lab.

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 recordkeeping 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. Prerequisites: 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. .5 cr. 1 Lab.

PED 110 ARCHERY
PED 110 is an activity class designed to teach students the fundamental knowledge and skills of the sport. .5 cr. 1 Lab.

PED 111 GOLF
PED 111 is an activity class designed to teach students the fundamental knowledge and skills of the sport. .5 cr. 1 Lab.

PED 112 TENNIS
Tennis is an activity class designed to teach students the fundamental knowledge and skills of the sport. 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. .5 cr. 1 Lab.

PED 114 BADMINTON
Badminton is an activity class designed to teach students the fundamental knowledge and skills of the sport. 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. .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. .5 cr. 1 Lab.

PED 146 RACKET SPORTS
Racquet Sports is an activity class designed to teach students the fundamental knowledge and skills of tennis and badminton. This course is not available to students who have successfully completed or are currently enrolled in PED 112 or PED 114. 1 cr.

PED 158 SOFTBALL
PED 158 is an activity class designed to teach students the fundamental knowledge and skills of the sport. .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. .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 Martial Arts or Permission of Instructor. .5 cr. 1 Lab.

PED 169 INTRO TO DANCE
This course 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 X-COUNTRY SKIING
PED 170 is an activity class designed to teach students the fundamental knowledge and skills of the sport. .5 cr. 1 Lab.

PED 171 ICE SKATING
Ice skating is an activity class designed to familiarize students with basic skating skills and introduce them to figure skating and ice hockey. For the more advanced skater these same skills are used, reinforced and enhanced by adding power and speed so that the skater is able to execute skating techniques more quickly. .5 cr. 1 Lab.

PED 173 ICE SKATING 2
PED 173 is an intermediate level skating course designed for the individual seeking to further develop their skating skills with speed, power and accuracy with attention given to personal goals. Prerequisite: Successful completion of PED 171 with a C or better, or approval of the Physical Education Dept. Chair. .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 a risky situation as well as what to do if they are actually attacked. .5 cr. 1 Lab.

PED 179 ADVANCED DANCE
Advanced Dance will present an extended study of classical ballet, lyrical dance, traditional jazz and modern jazz. Movement will be combined with choreography and various types of music. Prerequisite: Introduction to Dance - PED 169. .5 cr. 1 Lab.

PED 180 FITNESS AND 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). 1 cr. 1 Lec.

PED 184 POWER WALKING
PED 184 Power Walking is a comprehensive fitness program utilizing walking as a cardiorespiratory activity and emphasizing lifetime fitness and wellness. 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, spot training 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. .5 cr. 1 Lab.

PED 192 PHYSICAL CONDITIONING AND 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 19 hours of lab activity during any open hours at the JCC Fitness Center. 1 cr. 2 Lab.

PED 194 HIKING
This course is designed to allow students to read a topographical map, plot azimuths and courses, and navigate a trail successfully. Students will be responsible for planning and navigating multiple day hikes with proper gear. The students will plan and prepare meals for the group and discuss wilderness safety and personal health issues. Students will also demonstrate proper wilderness etiquette while following the Leave No Trace philosophy. 1 cr. hr. 2 contact hrs. Class will meet three times. The first class will be orientation to the class, review all of the course requirements and expectations, equipment needed, compass training, map reading, and class waivers. The two remaining classes will be specific hiking days off campus.

PED 201 INTRO 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. 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. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Humanities or Western Civilization.

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 which have contributed to form the great civilizations and the complex nature of Far Eastern thought. Prerequisite: PHI 101, or permission of instructor. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Humanities or Other World Civilizations.

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 which have contributed to form the great civilizations and the complex nature of Western thought. Prerequisite: PHI 101, or permission of instructor. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Humanities.

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. Prerequisite: PHI 101. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Humanities.

PHYSICS

PHY 131 GENERAL PHYSICS
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. Prerequisite: College placement testing above, or successful completion of, MTH 166 or higher (excluding MTH 174 and MTH 184) or Precalculus. 4 cr. 3 Lec. 3 Lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences.

PHY 132 GENERAL PHYSICS 2
This course is a continuation of General Physics 1. Topics include thermodynamics, waves, sound, electricity, magnetism, and optics. Prerequisite: Successful completion of PHY 131 - General Physics 1. 4 cr. 3 Lec. 3 Lab.

PHY 143 SCIENCE AND 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, power and momentum, rotational and oscillatory motion. Prerequisite: Successful completion of MTH 221 (Calculus 1) and high school physics or PHY 131 (General Physics 1), or the permission of the instructor. 4 cr. 3 Lec. 3 Lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences.

PHY 144 SCIENCE AND ENGINEERING PHYSICS 2
This course is a continuation of Science and Engineering Physics 1 with emphasis on gravitation, fluids, heat, temperature, thermodynamics, properties of matter, waves, vibrating bodies, and sound. Prerequisite: Successful completion of PHY 143 - Science and Engineering Physics 1 and MTH 222 - Calculus 2. 4 cr. 3 Lec. 3 Lab.

PHY 145 SCIENCE AND ENGINEERING PHYSICS 3
This course is a continuation of Science and Engineering Physics 2 with emphasis on capacitance, resistance, DC circuits, magnetic fields, inductance, AC circuits, reflection, refraction, diffraction, interference, and electromagnetic waves. Prerequisite: Successful completion of PHY 144 - Science and Engineering Physics 2. 4 cr. 3 Lec. 3 Lab.

PARALEGAL

PLA 101 INTRO TO LAW AND 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. 3 cr. 3 Lec.

PLA 112 LEGAL RESEARCH AND 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. 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, limited liability company, and corporations, with a survey of fundamental principles of law applicable to each and review of the documents necessary to the organization and operation of each. Prerequisite: None. 3 cr. 3 Lec.

PLA 210 CONSTITUTIONAL LAW & AMERICAN SOCIETY
This course is a case method approach to the study for U.S. Constitution court decisions and its development of substantive and procedural law. The course will focus on the impact of the court decision on American society. American ownership interests will be examined from the perspective of the commerce clause, property rights, economic liberties, and the regulatory powers of the federal government. American liberty interests will be examined from the perspective of due process, equal protection, and fundamental liberties and freedoms. Prerequisite: None. 3 cr. 3 Lec.

PLA 211 CIVIL LITIGATION
The course provides 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: None. 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: None. 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: None. 3 cr. 3 Lec.

PLA 242 ESTATES, WILLS AND TRUSTS
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: None. 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. Prerequisites: Successful completion of at least 24 credit hours in the curriculum. Completion of PLA 101 and 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. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Social Sciences.
POL 122 STATE AND 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. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Social Sciences.

POL 126 WORLD AFFAIRS
Political Science 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. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Social Sciences.

POL 127 INTRO 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. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Social Sciences.

POL 130 INTRO TO CANADIAN STUDIES
The course is designed to provide students with a comprehensive introduction to Canada. The course describes and analyzes critical facets of Canadian land and life from the perspectives of politics, law, government, and related disciplines in English and French Canada. 3 cr. 3 Lec.

POL 205 POWER IN THE UNITED STATES
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. Prerequisite: 3 credits in Political Science or permission of instructor. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Social Sciences.

POL 250 RESEARCH METHODS/SOCIAL SCIENCE
This course examines the philosophy and methodology of science and how they are applied to social questions. Both qualitative and quantitative methods will be discussed. All aspects of the research process, from forming a research question to analyzing and reporting data, will be examined. Students will complete an original research project. Prerequisites: any introductory level social science class and ENG 101, both with a grade of C or better. 3 cr. 3 Lec.

PSY 130 PSYCHOLOGY FOR LIFE: PERSONAL GROWTH
This applied psychology course is designed to help you understand and find ways to solve everyday problems through positive behavioral change. You will develop a deeper understanding of yourself and others, explore new choices, learn new ways of coping with personal and social problems, and develop effective strategies for changing your behavior. This course is suitable for students enrolled in REA 099 and/or ENG 099. 3 cr. 3 Lec.

PSY 133 INTRO TO PSYCHOLOGY
This course is a survey of the study of the mind and human behavior and is designed to foster understanding of psychology as a scientific, research based endeavor. This survey will acquaint you with the major concepts and terminology of the discipline and give you a better understanding of self and others as you learn about psychology from several different perspectives: psychology as an academic science, psychology in your own life, and psychology in the broader world. Prerequisite/Co-requisite: ENG 100 or above. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Social Sciences.

PSY 220 CHILD AND 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.) 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.) Prerequisite: PSY 133. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Social Sciences.

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. Prerequisite: SOC 144 or PSY 133. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Social Sciences.

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.) 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 contexts of biological, psychological, and social/cultural factors. 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 AND 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 250 RESEARCH METHODS/SOCIAL SCIENCE
This course examines the philosophy and methodology of science and how they are applied to social questions. Both qualitative and quantitative methods will be discussed. All aspects of the research process, from forming a research question to analyzing and reporting data, will be examined. Students will complete an original research project. Prerequisites: any introductory level social science class and ENG 101, both with a grade of C or better. 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
Reading 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 101 INTRO TO SCIENCE LABORATORY TECHNOLOGY
This course will introduce students to procedures common to a laboratory setting, including preparation of various chemical solutions, preparation of microbiological media, sterilizing techniques, cataloging of chemicals, and proper care and storage of equipment and chemicals. Safety procedures will be emphasized. Students will be introduced to the various state and federal laws that regulate laboratories. 3 cr. 1 Lec. 6 Lab.

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. Prerequisite: One year of high school mathematics. Recommended for students with no previous science background. SCI 107 is for students in career curricula and is not open to students who have completed CHE 131. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Natural Sciences.

SCI 110 ENERGY AND THE ENVIRONMENT
This introductory course investigates non-renewable, renewable, and sustainable energy systems. The course examines short, medium, and long range energy options for a sustainable energy future. Topics include fossil fuels, nuclear energy, wind power, solar power, biomass, geothermal power, hydropower, and hydrogen. The course looks at the carbon dioxide issues and abatement as well as global climate change. Energy conservation and energy efficiencies are explored. This course incorporates discussion and analysis of current environmental issues as they relate to energy on local, regional, and global scales. Prerequisites: ENG 100 or higher. Pre- or CoRequisites: MTH 125 or higher. 3 cr. 3 Lec.

SCI 199 INTERDISCIPLINARY SCIENCE/MATH
Science 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. Prerequisite: The student must meet both of the following prerequisites (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 that includes a lab component, either in high school or college. 4 cr. 3 Lec. 3 Lab. This course fulfills the following SUNY General Education learning outcome: Mathematics, or Natural Sciences.

SOCIOLOGY
SOC 144 INTRODUCTION TO SOCIOLOGY
This course involves an introduction to the scientific study of human society and social behavior. Emphasis is on the topics of: the sociological perspective, including the social construction of reality; culture and society; socialization; group interaction; deviance; social stratification; basic social institutions and social change. Prerequisite: None. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Social Sciences.

SOC 241 MARRIAGE AND FAMILY
This course will involve a sociological analysis of patterns of courtship, marriage, and family living in American society and in cross cultural comparison. Topics will include: families in historical perspective, theories and methods of studying marriage and family, gender relationships, mate selection, love and sex, marriage, divorce and remarriage, parenting, the political economy of family, abuse and violence in family life, and social change and family. Prerequisite: ENG 100 or equivalent. 3 cr. 3 Lec. This course satisfies a SUNY General Education learning outcome. Some work that students do in this course (tests, papers, projects) may be retained by Jefferson Community College in order to demonstrate to SUNY overall levels of student achievement for General Education. This course fulfills the following SUNY General Education learning outcome: Social Sciences.

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. Prerequisite: SOC 144 or PSY 133. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Social Sciences.

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. Prerequisite: SOC 144. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Social Sciences.

SOC 244 SOCIAL PROBLEMS
Social Problems 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

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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. Prerequisite: SOC 144. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Social Sciences.

**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. 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. Prerequisite: SOC 144. 3 cr. 3 Lec.

**SOC 250 RESEARCH METHODS/SOCIAL SCIENCE**

This course examines the philosophy and methodology of science and how they are applied to social questions. Both qualitative and quantitative methods will be discussed. All aspects of the research process, from forming a research question to analyzing and reporting data, will be examined. Students will complete an original research project. Prerequisites: any introductory level social science class and ENG 101, both with a grade of C or better. 3 cr. 3 Lec.

**SPANISH**

**SPA 111 ELEMENTARY CONVERSATIONAL SPANISH 1**

This course is designed to meet the various conversational needs of the particular group of students enrolled in the class. Thus, the course content may be adapted to meet conversational needs for law enforcement, human services, travel, medicine or business on an elementary level. Emphasis is placed on speaking and comprehension skills, while developing the ability to converse in Spanish in a variety of realistic situations that the student may encounter. This course is neither a prerequisite for nor a natural stepping stone to SPA 121, 122. No prerequisite is necessary. Native speakers should not take this course. This course is not open to students who have completed more than two years of high school Spanish, or SPA 122 or higher. No prerequisite. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Foreign Language.

**SPA 112 CONVERSATIONAL SPANISH 2**

This course is designed to meet the various conversational needs of the particular group of students enrolled in the class. Thus, the course content may be adapted to meet conversational needs for law enforcement, human services, travel, medicine or business on an elementary level. Emphasis is placed on speaking and comprehension skills, while developing the ability to converse in Spanish in a variety of realistic situations that the student may encounter. This course is neither a prerequisite for nor a natural stepping stone to SPA 121, 122. Native speakers should not take this course. Prerequisite: SPA 111 or permission of instructor. At the discretion of the instructor, a placement test may be administered to assess the student's level of proficiency. This course is not open to students who have completed more than three years of high school Spanish, or SPA 122 or higher. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Foreign Language.

**SPA 121 ELEMENTARY SPANISH 1**

This humanities elective offers an introduction to the Spanish language and Hispanic cultures. Students will practice the four basic skills of listening comprehension, speaking, reading and writing with an emphasis on spoken communication. Students will also be encouraged to develop an appreciation for Hispanic cultures in this course. This course fulfills the following SUNY General Education learning outcome: Foreign Language.

**SPA 122 ELEMENTARY SPANISH 2**

This humanities course is the second half of a 2-semester sequence that constitutes an introduction to Spanish language and Hispanic cultures. It begins with a review of present and preterit tenses. The student will continue to develop the four basic skills of listening comprehension, speaking, and reading and writing with an emphasis on spoken communication. SPA 121 is a prerequisite (with a grade of J,C or better being strongly recommended) for successful completion of this course. This course is not open to native speakers or to students with more than two years of high school Spanish. This course satisfies a SUNY General Education learning outcome. Some work that students do in this course (tests, papers, projects) may be retained by Jefferson Community College in order to demonstrate to SUNY overall levels of student achievement for General Education. Pre-Requisite: SPA 121, or its equivalent, or permission of the instructor. At the discretion of the instructor, a placement test may be administered to assess the student's level of proficiency. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Foreign Language.

**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. Prerequisite: Recommendation of instructor. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Foreign Language.

**SPA 221 INTERMEDIATE SPANISH 1**

This humanities course is the first half of a 2-semester sequence that continues the development from SPA 122 of the four basic skills of listening comprehension, speaking, reading and writing with an emphasis on communication in Spanish. Student participation in this course will be entirely in Spanish. A study of Hispanic cultures and customs continues to be developed in this course. SPA 122 is a prerequisite (with a grade of C or better being strongly recommended) for successful completion of this course. New students should have completed a least four years of high school Spanish and have scored 85% or better on the New York State’s Regents Exam. This course is open to native speakers. This course satisfies a SUNY General Education learning outcome. Some work that students do in the course (tests, papers, projects) may be retained by Jefferson Community College in order to demonstrate to SUNY overall levels of student achievement for General Education. Pre-Requisite: SPA 122, or its equivalent, or permission of the instructor. At the discretion of the instructor, a placement test may be administered to assess the student's level of proficiency. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Foreign Language.
SPA 222 INTERMEDIATE SPANISH 2
This Humanities course is the second half of a 2-semester sequence that continues the development of the four basic language skills of listening comprehension, speaking, reading, and writing with an emphasis on communication. Student participation in this course will be entirely in Spanish. The course also introduces literary analysis of Hispanic literature. SPA 221 is a pre-requisite (with a grade of C or better being strongly recommended) for successful completion of this course. New students should have completed at least four years of high school Spanish and have scored 85% or better on the New York State's Regents Exam. This course is open to native speakers. This course satisfies a SUNY General Education learning outcome. Some work that students do in this course (test, papers, projects) may be retained by Jefferson Community College in order to demonstrate to SUNY overall levels of student achievement for General Education. Pre-Requisite: SPA 221, or its equivalent, or permission of the instructor. At the discretion of the instructor, a placement test may be administered to assess the student's level of proficiency. This course fulfills the following SUNY General Education learning outcome: Foreign Language.

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 skill oriented course with a variety of activities emphasizing performance, observation, and evaluation of self and others. This course is open to students who have completed STA 151 Public Speaking or BUS 127 Management Communication. 3 cr. 3 Lec.

STA 111 INTRO TO MASS COMMUNICATION
STA 111 introduces students to the technical development and content evolution of the various media, including books, magazines, newspapers, radio, recordings, film, television, and the Internet. Students will study how the media have contributed to changes in society and examine the impact the media have on our lives today. Students will also be introduced to media-related careers. 3 cr. 3 Lec.

STA 142 ORAL INTERPRETATION OF LITERATURE
Oral Interpretation of Literature 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. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Humanities.

STA 151 PUBLIC SPEAKING
This course introduces extemporaneous speaking with emphasis on informative and persuasive speech. Students will prepare, present, and evaluate various types of speech. Attention will be given to communication theory, audience analysis, and the speechmaking process (research, organization, and delivery). 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Humanities.

STA 161 INTERPERSONAL COMMUNICATIONS
This course introduces the theory and practice of the interpersonal communication process. It is designed to enable students to better understand interpersonal communication situations and thus to improve the way they approach and respond to them. Types of human communication and interaction are emphasized, identified, defined, and analyzed. Topics include interpersonal communication effectiveness, self-concept, verbal and nonverbal messages, barriers and breakdowns to interaction, perception, listening, trust, and interpersonal relationship development, maintenance, and deterioration. This course is intended to promote understanding of communication theory, rather than to develop performance skills. 3 cr. 3 Lec.

STA 211 MANAGING CONFLICT
Introduction to the theory and practice of managing a wide range of conflict situations. Designed to enable students to learn how to better cope with and manage conflict situations in their own lives and to understand a wide range of problem-solving techniques enabling the student to use these methods in practical situations. Learning experiences and situational discussions provide students the opportunity to analyze and modify his/her own conflict resolution style. Strengths, weaknesses, and applicability of various conflict management techniques will be considered. Students focus on the theory and practice of decision-making and problem solving as it relates to conflict management. Analysis of issues, role-playing, evaluation, and case studies will be discussed. Topics include effective listening, negotiation, compromise, mediation, perception, supportive and defensive communication, types of conflict resolution stages, stress, exploring the issues, and effective communication skills. Prerequisite: STA 151, STA 161, SOC 144, PSY 133, or BUS 131 or permission of instructor. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Humanities.

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.
Advising, Career and Counseling Center

The mission of the Advising, Career, and Counseling Center (ACCC) is to foster personal, educational, and career development for students and alumni and to provide educational and career information to community members. Counselors and advisors are available to assist individuals in the areas of transfer, career, and personal support counseling and academic advisement.

The ACCC resource room provides career and college guides, life skills leaflets, employment resources, plus a collection of New York State college catalogs. A computer station is available to access career assessments, career and college information, and job-hunting information.

The ACCC is located in Room 6-020 of the Jules Center. Telephone: 315-786-2271 / toll free 888-435-6522

Academic Advising Services

After completing requirements for admission to the College, new students will be invited to an advising session with an academic advisor in the Advising, Career, and Counseling 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.

Matriculated 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, Career, and Counseling 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 ACCC are available to assist students with degree audits, dropping/adding courses, changing majors, and evaluation of transfer credit.

Career Counseling and Job Placement

The Career Planning and Job Placement Service of the JCC Advising, Career, and Counseling Center, is designed to meet the needs of our students and alumni who are planning their educational and vocational goals. Assistance is provided throughout various points in their college careers, as they plan their academic majors and educational goals, and prepare for professional employment.

Career counseling is provided through personalized one-on-one sessions. Career counseling allows students the opportunity to review their personal, educational, and career related thoughts in a confidential and supportive environment. A career counselor can help students assess their career plans and help them meet their current, and future, college and employment needs. To supplement the career counseling process, there are a variety of personality and career inventories that also assess one’s interest and personality related to educational and career planning. The Strong Interest Inventory, the Holland Self-Directed Search, and SIGI 3 may be offered in conjunction with career counseling, to help optimize the choices available to students as related to their academic programs and career paths. Through targeted presentations, career programming is often brought into JCC classrooms and club meetings, as well as into the campus and external communities.

Part of career counseling may also include discussion and research related to advanced study, or employment after JCC. Our job placement activities provide practical assistance to help students and alumni explore the labor market and determine their employability prospects related to their individual interests, personality, and their JCC degree and college major. Specific workshops address topics such as career and personality assessment, cover letter and resume writing, interviewing techniques, labor market trends, and more. Job listings are provided to us by local, regional, and national employers, and are publicized for students and alumni to review through Jefferson’s Cannonlink Employment Network. Likewise, students and alumni can upload their credentials for employers to review through Cannonlink. Employer and military recruiters regularly visit campus to recruit and interview current students. Assistance is also provided to help students and alumni coordinate their professional credentials for employment. Referrals can be made to assist students with volunteering, job shadowing, and informational interviewing prospects.

Career counseling and job placement services and activities are supported through the American Counseling Association, and the National Association of Colleges and Employers.

Services at a glance...

- Individual Career Counseling Sessions
- Group Workshops
- Class, Club and Community Presentations
- Career and Personality Inventories
- Cannonlink Employment Network
- Employment Listings
- Cover Letter and Resume Development and Critiques
- Mock and Informational Interviews
- Labor Market Research
- Job Shadowing Referrals
- Career Fairs and Programs
- Resource Room and Career/Employment Materials
Transfer Services
If you are planning to enroll in another college after studying at JCC, transfer services are available to assist you with planning your JCC programs and coursework accordingly, gathering information about transfer colleges, and initiating the transfer application process. To ease the transfer process, Jefferson has transfer agreements with many four-year colleges which outline requirements for specific programs.

Services include:
• Academic Coursework Planning
• College Search and Selection Assistance and Resources
• Transfer College Application Assistance
• Individual Transfer Counseling
• Transfer Fairs and Four-Year College Recruiter Visits
• Classroom Presentations on the Transfer Process

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.

Personal Support Services
Supportive services are available for students and are designed to maximize student success by addressing non-academic personal issues that can interfere with academic progress. Additional resources, such as personal development seminars and individual learning sessions, are available for proactive personal development.

Support and resources include:
• Individual Supportive Counseling Sessions
• Relationship Counseling
• Support Group Facilitation
• Dispute Resolution
• Student Advocacy
• Community Referrals

JCC's professional counselors are credentialed with Master's degrees in counseling and subscribe to the American Counseling Association Code of Ethics and Standards of Practice. Confidentiality is maintained with all counseling sessions unless waived for the purpose of student advocacy.

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 1-109 of the Lansing Administration Building.


Childcare
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 21 months to 5 years. Hours of operation are Monday through Thursday from 7:30 a.m. to 5:45 p.m. and 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. Book store hours are from 9:00 a.m. to 4:00 p.m. Monday through Thursday and 9:00 a.m. to 3:00 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).

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 daycare 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 Student Health Office is located in the McVean Center, Building 4, Room 104. The office staff includes a Registered Nurse and secretary and the office is open Monday – Friday, from 9am – 5pm. Summer hours are 8:30am – 4:00pm. A Physician’s Assistant is available to see students throughout the semester on Mondays/Thursdays from 12pm – 1:30pm. There is no charge for office visits, but students are responsible for off-campus costs including laboratory work, x-rays, pharmaceuticals, supplies and injections.

The Health Office may be reached at 315-786-2376/ fax: 315-786-2382.

INTERCOLLEGiate ATHLETICS
As a member of the Mid-State Athletic Conference, Region III of the National Junior College Athletic Association, Jefferson Community College fields five varsity teams for men: basketball, baseball, golf, soccer and lacrosse; and five varsity teams for women: basketball, softball, 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.

SCANLON LEARNING AND SUCCESS CENTER
The Scanlon Learning and Success Center (LSC) is committed to providing the academic support and assistance that students need to achieve success in college and beyond. The LSC provides professional and peer tutoring, disability services, academic coaching, orientation, first year experience programming, student success strategies, and placement testing. All tutoring and coaching services are available at no charge to JCC students. A comfortable area for individual and small-group study is available at the LSC.

Professional Tutoring Services for Math, Reading, and Writing:
- LSC specialists help students with problems from arithmetic through calculus, offering assistance to students who do not know where to begin, students who regularly get “stuck” while problem solving, and students with occasional questions.
- LSC specialists are available to assist students with reading comprehension.
- LSC assistance is available for writing assignments from any course and at any stage of the writing process, from brainstorming for ideas through drafting and revising to final editing.
- LSC specialists assist students with assignments ranging from writing mechanics (grammar, punctuation, and sentence structure) to essays, themes, critiques, and research papers.
- The LSC offers learning labs during which students without appointments can obtain assistance in reading, writing and math.
Peer Tutoring Services and Supplemental Instruction (SI)

- LSC peer tutoring is available for any course taught at JCC with the exception of math, English, and reading courses, which are covered by professional tutors. Peer tutoring is available in the LSC and, on a more limited basis, online.
- LSC student peer tutors are recommended by JCC faculty and are paid to tutor either individuals or small groups of students who desire assistance or are experiencing difficulty with their course work.
- LSC Supplemental Instruction (SI) is offered in collaboration with faculty in historically difficult courses. SI consists of weekly review sessions.
- LSC SI instruction is facilitated by undergraduates or para-professionals. SI provides an opportunity for students to work together to explore important concepts, review class notes, discuss reading assignments, practice test-taking strategies, and prepare for examinations.

Placement Testing

The LSC administers placement testing to all full-time and part-time matriculated students as well as to non-matriculated students taking an English or math class for the first time unless they have been exempted from testing based on past academic record.

Retention and First Year Student Services

- LSC specialists are available to assist students with test-taking strategies, test anxiety, project planning, study skills, note taking, time management, and semester planning.
- The LSC supports students through academic coaching.
- LSC specialists provide workshops, tabling events, and programs on a wide variety of topics, with special emphasis on the first year experience.
- The LSC offers assistance and crisis management to students in academic distress.
- First year student services are provided as part of the LSC and offer 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 students’ college experiences and assist in the promotion of academic and social success.

Disabilities Services

The LSC addresses the needs of students with disabilities by accommodating students with documented disabilities. These needs are also met by encouraging partnerships among students, faculty, and the Scanlon Learning and Success Center. The result of such cooperation is a supportive environment that promotes equal access for all students.

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, 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 LSC. 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 and complete the intake process.

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 and Success Center.

- Computer Screen Magnifier
- Headphones
- Inspiration Software
- Kurzweil Reader
- Large Screen Internet Station
- Livescribe Pens
- Optical Character Recognition (OCR)
- Pen Readers
- Software Keylatch
- Speech Recognition
- Speech Synthesizers
- Talking Calculator
- Tape Recorders
- Trackballs
- Microsoft Windows Accessibility
- VERA
- VIBE Players
- Voice Recorders
- Word Prediction

For more information about any of the items on this list or about support for special needs, please contact the Learning and Success Center at 315-786-2288 or toll-free 888-435-6522.

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; 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 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 Activities Center
Jefferson enhances student success by offering a vibrant campus life environment which provides opportunities for students to become involved in co-curricular and extra-curricular activities designed to cultivate personal, intellectual, spiritual, physical, social and cultural growth and to develop fundamental life skills through the Student Activities Center. The Student Activities Center provides direction and assistance to Student Government, clubs and organizations, the Social Cultural Committee (SCC), and the Judicial Board of Review (JBR). Additionally, students can find information about campus and area activities, and the Chaplain’s office in the Center.

Student Government
Student participation in the development of campus policies, procedures and the free exchange of ideas at Jefferson is fundamental. Student Government provides the student body with a voice to address academic and campus life issues, authorizes the establishment of student clubs, including student media, and provides recognized clubs with financial support. Additionally, it appoints student representatives to campus committees, including JBR, and approves the annual Student Association budget.
Clubs
Students have the opportunity to join established clubs or to form new clubs that are chartered and funded through Student Government. With the help of advisors, students determine their activities and apply lessons and skills learned in and out of the classroom. Information about how clubs operate, or how to form a new club, can be found in the Student Association Policies and Procedures Manual.

Social Cultural Committee
To foster an atmosphere conducive to an open interaction and exchange of ideas among students, faculty, staff, and guests, the SCC sponsors social and cultural events designed to enrich campus life, including theme weeks, social picnics, lounge events, theater events, and the Gallery. Additionally, it develops and approves a yearly SCC budget, advises on programming ideas, and sponsors, in part or in total, non-classroom events planned and implemented by campus clubs, College departments, and members of the College community through SCC grant funds.

Judicial Board of Review
JBR is a panel of students, faculty and staff which hears Student Code of Conduct violations or other allegations of misconduct by students. It provides students with an impartial review of disciplinary charges and recommends resolution of charges to the Vice President for Students.

Chaplain
A chaplain is available to discuss questions about spiritual development, faith, religion, social justice, and other subjects to help students integrate their faith with their education and social lives. The office of Chaplain, ecumenical in its scope, additionally provides literature regarding a faith-filled life and information regarding area religious services.

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 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 throughout 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.

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 and Success 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 and Success 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 level or type of service which the director of the Learning and Success Center has determined is appropriate.

B. For all other requests, the Affirmative Action/Diversity Officer will consult with appropriate personnel vice president 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 vice president, i.e., the Vice President for Academic Affairs for instruction issues, including the Learning and Success Center, the Vice President for Administration & Finance for employment matters, and the Vice President for Students 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 and Success Center.

IX. The College will follow SUNY guidelines for records retention and disposition.

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; crime prevention 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 Security Office, the Vice President for Students, the Vice President of Administration and Finance, or to the College’s Affirmative Action Officer. 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 Vice President for Administration & Finance 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 obtained from the Vice President for Administration & Finance in the Lansing Administration Building as well as from our Web site at: http://www.sunyjefferson.edu. Or, you may go to the U.S. Dept. of Education at http://www.ope.ed.gov/security.

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.

**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.

**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 out-patient 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.

**Hate/Biased-Related Crime Prevention Statement**
New York State law requires Jefferson Community College to inform students about the Hate Crimes Prevention Act of 2000 and how hate crimes (also known as bias-related crimes) can be prevented on campus.

Hate/bias crimes have received renewed attention in recent years, particularly since the passage of the federal Hate/Bias Crime Reporting Act of 1990 and the New York State Hate Crimes Act of 2000 (Penal Law Article 485). Copies of the N.Y. law are available from the Student Activities Center.

Hate crimes are criminal activities motivated by the perpetrator’s bias or attitude against an individual victim or group based on perceived or actual personal characteristics, such as their race, religion, ethnicity, gender, sexual orientation, or disability.

Bias-related behavior includes any action that discriminates against, ridicules, humiliates, or otherwise creates a hostile environment for an individual or group protected under this law.

**Penalties for hate/biased-related crime**
Penalties for bias-related crimes are very serious and range from fines to imprisonment for lengthy periods, depending on the nature of the underlying criminal offense, the use of violence or previous convictions of the offender. Hate/bias
crimes that rise to a felony level are reported to the district attorney. Non-felony hate/bias crime incidents may be adjudicated through the Code of Student Conduct. Sanctions imposed by the College may include suspension and expulsion depending on the severity of the crime.

**Reporting a hate/biased-related crime incident**

An individual who believes that s/he has been a target of a bias-related crime is encouraged to immediately report an incident to the Campus Security Office, the Vice President for Students, the Vice President for Administration & Finance, or the Affirmative Action Officer. The incident will be reviewed, investigated, and a determination made as to how the allegation will be handled.

**Hate/biased-related crime prevention information**

Students are informed about hate/bias-related crime prevention measures through a series of programs which include classroom instruction, seminars and workshops sponsored by academic departments, Student Activities Center, Advising, Career & Counseling Center, STAR Program, New Student Orientation and the Campus Security Office. Information regarding these programs is posted widely on campus and students are encouraged to attend.

**Availibility of counseling and other support services**

Counseling and personal support is available to victims of hate/biased-related crime through the Advising, Career & Counseling Center located on the ground floor of the Jules Building. Another source of assistance is through the Jefferson County Victim's Assistance Center, 120 Arcade Street, Watertown, New York or the Victim Assistance Hotline at 782-1855.

**IMMUNIZATION POLICY**

Jefferson Community College intends to fully uphold and enforce the provisions of Public Health Law, Article 6, Section 2165 regarding immunization against measles, mumps, and rubella.

A “student,” for the purposes of Section 2165, is defined as any person born on or after January 1, 1957 who is registered to attend or attends classes at Jefferson Community College whether full-time or part-time. “Part-time student” means a student enrolled for at least six, but fewer than twelve semester-hours per semester. “Full-time student” means a student enrolled for twelve or more semester-hours.

**Statement of Policy**

1. No student will be permitted to attend Jefferson Community College unless one of the following documents has been submitted:
   
   a. A certificate of immunization.
   
   b. A certificate that shows the student is in the process of completing the requirements.
   
   c. A statement from a licensed physician or nurse practitioner, certifying in writing that one or more of the required immunizations may be detrimental to the student's health or is otherwise medically contraindicated.
   
   d. A written and signed statement from the student, or in the event that the student is less than 18 years old, from their parent or guardian, that they hold sincere and genuine religious beliefs which prohibit immunizations of the student. The college may require supporting documents.

2. Proof of immunization and/or compliance will be determined by the College Nurse and reported to the appropriate offices responsible for registration. Follow-up of students in the process of receiving immunization will be done by the College Nurse. Student immunization records will be maintained in a confidential manner by the College Nurse and access will be limited to personnel whose job duties require information from these records.

3. If a student is not in compliance, the student will not be admitted to the College. If a student/parent has shown a good faith effort to obtain the necessary proof the law provides for, a 30 day period of attendance will be allowed to permit the student to comply. If the student cannot provide acceptable proof of compliance the College will require re-immunization or the student will not be allowed to continue at Jefferson Community College.

4. The required documents will be collected by the Admissions Office for full-time students and the Continuing Education Office for part-time students. The documents will be forwarded to the College Nurse to verify that they are in compliance.

5. Jefferson Community College will report all cases of measles, mumps, and rubella to the NYS Department of Health according to provisions of the NYS Sanitary Code, 10 NYCRR 2.25 (Appendix J).

**INCLEMENT WEATHER POLICY**

**Cancellation or Delay of Classes**

Generally, scheduled classes will be held during inclement weather unless one or more of the following conditions exists:

1. Hazardous driving conditions exist in the County that would cause a large percentage of the College student body to be absent.

2. The College is unable to clear the drives and parking lots in time to accommodate normal requirements.

3. Weather projections are such that it is likely (1) or (2) will occur prior to the end of the daily College schedule.

**Announcement of Cancellation or Delay of Classes**

The College President (or designee) will be responsible for cancellation and delay announcements over the local media in a timely fashion.

**Cancellation or Delay of Morning Classes**

When inclement weather causes a delay in the start of the morning class schedule, classes will commence with the 10:10 a.m. class on Monday, Wednesday and Friday and the 9:30 a.m. class on Tuesday and Thursday.

Details of class cancellation or delay or closing of campus will be available on the College’s Weatherline 315-786-6565 and on the College's website. Please do not call the switchboard for information. Too many calls make it impossible to respond to emergency calls. As indicated
above, delay or cancellation of classes will be announced over local media, and approval of absences may be obtained after a student returns to campus.

Class Make-Up Requirements

Individual Class Cancellations
The College expects that classes cancelled 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 cancelled by an individual faculty member will be rescheduled by arrangement between that faculty member and the class.

Make-Up of Cancelled Classes
The Vice President for Academic Affairs will publish a schedule for make-up of classes cancelled due to inclement weather. In the event the make-up schedule necessitates utilization of days or times outside the published academic calendar, 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.

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
When the College has indicated a delayed opening, administrative officers, professional services staff and support staff are expected to follow the delay schedule. Such absences are charged to IW (inclement weather) on hourly timesheets. 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.

If an unusual emergency exists, e.g. the ice storm of 1998, the Weatherline and College website will clearly state that the campus is closed.

During delayed openings and when the campus is officially closed, there will be no charge to employees for work time lost.

When the College is open, employees should use individual judgment regarding the driving conditions and any absences will be charged against vacation, comp time or accumulated overtime.

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 if 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 Office of Financial Services & Student Records 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 director of Campus Safety & Security and the Vice President of Administration & Finance, 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.

Sexual Assault Prevention Statement
Jefferson Community College has programs in place to protect all members of the campus community from sexual assault, including programs for prevention and prosecution of these crimes that occur within the jurisdiction of our campus.

Any student who is a victim of a sex offense, forcible or non-forcible, is encouraged to immediately report the assault to both College authorities and law enforcement officials. A sexual assault victim is advised to report an incident to Campus Security Office, the Affirmative Action Officer, the Vice President for Students, or the Vice President of Administration & Finance.

Upon receiving a written complaint, an investigation regarding the incident will be initiated. The purpose of the investigation is to gather relevant facts regarding the incident and to determine whether or not there is sufficient basis for making a criminal complaint or charge under the Code of Student Conduct.
For the complete text of our Sexual Assault Prevention Statement, please visit the online version of the College Catalog at www.sunyjefferson.edu. or contact the Vice President of Administration & Finance in the Lansing Administration Building.

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 sexual life, or display in the workplace of sexually offensive pictures or objects. 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 Officer or designee. These discussions will be handled in a professional and confidential manner. If appropriate, an attempt will be made to resolve the problem through informal procedures.

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 (under revision as of March 2010)

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.

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.
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.

The objectives of this community can only be achieved through rational dialogue, intellectual integrity, mutual respect for varied opinions, and a careful preservation of an atmosphere free of repression and disruptive behaviors.

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.

STATEMENT ON VIOLENT FELONY CRIME / MISSING STUDENTS
Any student who is a victim of a violent felony crime is encouraged to immediately report such an offense to both College authorities and law enforcement officials. The Campus Security Office, Affirmative Action Officer, Vice President of Administration & Finance, or the Vice President for Students are prepared to receive such reports.

The President of the College may suspend a charged student, pending a hearing, whenever in the President’s judgment, the student’s presence constitutes a clear danger to that student or to the safety of person’s or property on the premises of the college. Such suspension is also appropriate if the presence of the charged student threatens to disrupt the normal functions of the college.

The College disciplinary proceedings are not a substitute for the criminal justice system, and consequently, felony level charges are not handled under the Code of Student Conduct. If a student is charged with a felony offense, the College will not request or agree to special consideration for that individual because of his or her status as a student.

The College will notify the campus community if a serious crime has occurred in a timely fashion. Such notification will be made through electronic mail, campus bulletin boards and verbal announcements when appropriate.

As a non-residential community college, students come and go from campus freely. If the College is made aware of the possibility of a missing student, College officials will cooperate and assist law enforcement authorities as fully as possible.
**About SUNY**

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 7,252 degree and certificate programs are available overall.

- With a total enrollment of nearly 438,000, 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 438,000 (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 January of 2008, 19.9% of all students were minorities.

- SUNY alumni number over 2.4 million graduates residing in New York State and throughout the world. 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.

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The most current and complete listing of Jefferson Community College faculty and staff (alphabetical by name) is available on:

www.sunyjefferson.edu
Food Service  
315.786.2284

Grants Office  
315.786.6529

Health Office/Nurse  
315.786.2247
315.786.2382 FAX

Human Resources  
humanresources@sunyjefferson.edu  
315.786.2393
315.786.0158 FAX

Institutional Research  
315.786.2485
315.786.0158 FAX

Instructional Technology  
helpdesk@sunyjefferson.edu  
studenthelpdesk@sunyjefferson.edu  
315.786.2472
315.786.2511 FAX

Scanlon Learning & Success Center  
lsc@sunyjefferson.edu  
315.786.2288
315.786.2459 FAX

Melvil Dewey Library  
library@sunyjefferson.edu  
315.786.2225

Media Center  
315.786.2282

Personnel  
315.786.2407
315.786.0158 FAX

Public Relations & Marketing  
315.786.2234
315.786.0158 FAX

Purchasing Department  
315.786.2246
315.786.2366 FAX

Security Office  
315.786.6517 (Chief’s Desk)  
315.778.3284 (Duty Cell)  
315.786.2222 (Emergency)

STAR Office (Strategies to Achieve Results)  
315.786.6555
315.786.6518 FAX

Student Activities  
315.786.2431
315.786.2384 FAX

Student HelpDesk  
studenthelpdesk@sunyjefferson.edu  
315.786.6511
315.786.2511 FAX

Student Records  
registrar@sunyjefferson.edu  
315.786.2308
315.786.2349 FAX

TTY  
315.786.2463

Veteran’s Affairs  
315.786.2352
315.786.2459 FAX

Weatherline  
315.786.6565

Welcome Center  
315.786.6569

Alumni Association  
Andrea Bates, Alumni Officer  
315.786.2327
315.786.0158 FAX

Center for Community Studies  
Richard R. LeClerc, Director  
315.786.2488
315.786.0158 FAX

Faculty Student Association  
315.786.2412
315.788.2123

JCC Foundation/Development  
Lucia M. Bliss, Development Officer  
315.786.2458
315.786.0158 FAX

Small Business Development Center (SBDC)  
Eric Constance, Director  
sbdc@sunyjefferson.edu  
315.786.2252
315.782.0901 FAX
1 ROBERT E. LANSING BUILDING INCLUDES:
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3 JOHN FOSTER DULLES BUILDING INCLUDES:
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4 JAMES E. MCVEAN COLLEGE CENTER INCLUDES:
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- McGrann Fitness Center
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5 MELVIL DEWEY LIBRARY BUILDING INCLUDES:
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7 JOHN T. HENDERSON CHILDCARE CENTER
- Jefferson Campus Care

PARKING LOTS:
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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, Staff & Faculty Parking
F - Parking Lot F • Staff and Faculty Parking
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Printed in March 2010. For the most current information, visit www.sunyjefferson.edu.
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