Jefferson Community College is committed to providing equal access to its educational programs, activities, and facilities to all otherwise qualified students without discrimination on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or any other category protected by applicable state or federal law. An Equal Opportunity employer, JCC also affirms its commitment to nondiscrimination in its employment policies and practices. In compliance with Title IX of the Education Amendments of 1972, JCC prohibits sex discrimination, including sexual harassment. For concerns arising under Title IX, contact the College’s Title IX Coordinator for employees at (315) 786-2279 or Title IX Coordinator for students at (315) 786-6561. For student related disability discrimination concerns, contact the Disability Services Coordinator at (315) 786-2288. For all other concerns, including those related to employment, contact JCC’s Affirmative Action/Diversity Officer at (315) 786-2279.
Fall Semester 2019
The schedule for Saturday and off-campus classes may vary.

Faculty Report Back ................................................................. Monday, August 19
Instruction Begins................................................................. Monday, August 26
Labor Day (No Classes) ........................................................ Monday, September 2
Recess (No Classes) .............................................................. Monday, October 14
Classes Resume ......................................................... Tuesday, October 15 - 8 a.m. (Monday Schedule)
Mid-Semester Grades Due ................................................ Thursday, October 17 - Noon
Veterans Day (No Classes) ................................................ Monday, November 11
Last Day for Withdrawal (Full Term Classes) ....................... Wednesday, November 13
Thanksgiving Recess Begins ............................................ Tuesday, November 26 - 10 p.m.
Classes Resume ........................................................... Monday, December 2 - 8 a.m.
Instruction Ends ................................................................ Monday, December 9
Reading Day/Make Up Day ........................................... Tuesday, December 10
Examinations ......................................................... Wednesday, December 11-Tuesday, December 17
COMMENCEMENT CEREMONIES .................................. Thursday, December 19
Final Grades Due ............................................................. Friday, December 20 - Noon

Spring Semester 2020
The schedule for Saturday and off-campus classes may vary.

Faculty Report Back ............................................................. Wednesday, January 15
Instruction Begins .............................................................. Tuesday, January 21
Winter Recess Begins ................................................... Saturday, February 16 - 7 p.m.
Classes Resume .......................................................... Wednesday, February 19 (Monday Schedule)
Mid-Semester Grades Due ................................................. Thursday, March 12 - Noon
Spring Recess Begins .................................................. Sunday, March 22 - 7 p.m.
Classes Resume ........................................................ Monday, March 30 - 8 a.m.
Last Day for Withdrawal ................................................... Tuesday, April 14
Instruction Ends ............................................................. Wednesday, May 6
Reading Day ................................................................. Thursday, May 7
Examinations ............................................................... Friday, May 8-Thursday, May 14
COMMENCEMENT CEREMONIES .............................. Friday, May 15, 7:00 p.m.
Final Grades Due ............................................................. Monday, May 18 - Noon
Last Reporting Day for Faculty ........................................... Thursday, May 21

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

Enrollment Services:
Jules Center (Building 6), Suite 6-010
Tel: 315-786-2437 / Toll Free: 1-888-435-6522
Fax: 315-786-2349

Office of Admissions
Email: admissions@sunyjefferson.edu

Education Planning (Advising)
Email: advising@sunyjefferson.edu

Office of Financial Aid
Email: financialservices@sunyjefferson.edu

Student Records
Email: studentrecords@sunyjefferson.edu

Residence Life and Housing:
Tel: 315-755-0411
Email: reslife@sunyjefferson.edu

Transfer Services:
Collaborative Learning Center
Tel: 315-786-2288
Email: lsc@sunyjefferson.edu
General Information

Our Mission
Educate. Inspire. Empower.

Our Vision
Jefferson Community College will be a premier higher education institution, transforming lives to strengthen the region and foster positive change worldwide.

Ways the College Fulfills Its Mission
Jefferson Community College is committed to building community and facilitating 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. In meeting that commitment, the College fulfills its mission by:

1. Providing Associate Degree programs in the arts, sciences and professional fields enabling graduates to transfer and continue their study.
2. Providing Associate Degree and certificate programs in career-oriented fields designed to prepare graduates for employment in a variety of vocational and technical areas.
3. Providing opportunities for lifelong learning and for specific job training through certificate, workshop, seminar and community service programs.
4. Providing library, media, and other technical resources to support courses, curricula, and lifelong learning activities of the College and the community.
5. Providing assessment, advisement, and counseling services to assist students in establishing and achieving their educational, vocational and personal goals.
6. Providing appropriate equipment, facilities and human resources to support academic programming and support services.
7. Providing a wide range of cultural programming for the members of the College community and area residents.
8. Providing community service through the availability of College staff, facilities, resources and programs.
9. Providing 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. Expanding educational opportunities by establishing partnerships with area businesses, colleges, schools and community organizations and agencies.
11. Promoting an understanding and appreciation of diverse cultures.
12. Promoting the College’s General Education Objectives and Statement of Student Development.
13. Promoting 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 on June 25, 2015.

In addition to its Middle States accreditation, the College is fully accredited by the Accreditation Commission for Education in Nursing and/or ACEN, 3343 Peachtree Road NE Suite 850 Atlanta, GA 30326, 404-975-5000, www.acenursing.org, and is also accredited through the National Alliance of Concurrently Enrolled Partnerships (NACEP), http://nacep.org/.

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.

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

**Objectives of General Education**

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

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

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

**SUNY-Based General Education Objectives**

In December 1998, and modified in 2010, 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 all students earning SUNY baccalaureate degrees to complete general education course work in:

- Mathematics
- Basic Communication

And, at least 5 of the following 8 categories of knowledge and skill areas:

- American History
- Arts
- Foreign Language
- Humanities
- Natural Sciences
- Other World Civilizations
- Social Sciences
- Western Civilization

The following competencies are expected to be infused throughout the General Education program:

- Critical Thinking
- Information Management

Specific Jefferson Community College courses approved as meeting the knowledge and skills learning outcomes defined by SUNY are also listed on SOAR (Student Online Access to Records).

**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.

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. Jefferson admitted 119 full- and 221 part-time students to its first class in September of 1963. In the fall 2018 semester, Jefferson’s total headcount was 1,822 full-time and 1,629 part-time students.

The College offers 17 A.A.S. career curricula, 21 transfer A.A. or A.S. curricula, and 8 certificate programs. Six degree programs and three certificate programs are available entirely online. To ease transfer, Jefferson has articulation agreements with colleges and universities across the United States, as well as two jointly registered programs (Business Administration and 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 offer more than 17 bachelor’s and advanced degree programs 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 film 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 11 permanent buildings, athletic fields, and ample parking for its commuter student body. Jefferson’s first on-campus student housing, East Hall, opened in the Fall 2014 semester for full-time students. The 294-bed residence hall features fully-furnished 6- and 4-person suites. East Hall is owned by the Jefferson Faculty Student Association Auxiliary LLC at JCC, a non-profit organization that provides ancillary service in support of the College, and is operated and managed in partnership with the College.

In February 2017, the College opened a Health & Wellness Center on campus designed to provide privacy and convenient access to healthcare services. The Health & Wellness Center was made possible with capital support from the Jefferson Community College Foundation and leveraged State University of New York Community Schools Grant funding. With the purpose to expand existing health services, and collaborate with community organizations as needed, the Health & Wellness Center provides an array of services to students to eliminate non-academic barriers to degree completion. Examples include emergency daycare and transportation, tax preparation, food pantry, personal counseling, medical exams and more.
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 11 buildings, well-maintained athletic fields, and ample parking.

The Robert F. Lansing Building (1) is the administrative center of the College and houses the offices of the President, Vice President for Academic Affairs, Vice President for Administration & Finance, as well as Financial Operations, Grants, Human Resources, Purchasing, JCC Foundation and Alumni Association.

The Samuel L. Guthrie Building (2) contains classroom and laboratory space for physics, chemistry, biology, engineering, energy, geology and mathematics, along with an amphitheater. All classrooms and labs are electronically-smart. This building also houses the math/science faculty offices, Faculty-Student Association, Mail Room and Facilities departments.

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

The James E. McVean Student Center (4) houses a large multipurpose gymnasium and athletic department including locker rooms and offices. The building provides space for Vice President for Student Affairs, Student Activities and Inclusion, New Student Services, an instructional music room, the Walker Instructional Dining Room and Kitchen, the Courtyard cafeteria, fitness center, dance studio, a student lounge, and the 478-seat Sturtz Theater.

The David G. Gregor Building (5) is home to Jefferson's nursing program with dedicated classrooms, simulation labs, and faculty offices. Liberal arts faculty, institutional technology staff, Center for Professional Excellence and the Computer Center are also found in the Gregor Building.

The Jules R. Samaan Instructional Resource Center (6) houses fourteen general classrooms, five computer classrooms, and a 130-seat amphitheater. The Jules Center is also the location for the public relations office, English department, faculty offices, art lab, a 72-station open access computer resource center, meeting rooms, the Boardroom, Stonewall Market and College Bookstore. Also housed in the Jules Center is Enrollment Services including the offices of Admissions, Financial Aid, Student Records and Educational Planning.

The John T. Henderson Child Care Center (8) accommodates up to 40 children, from 21 months to 5 years old, in three classrooms.

The Extended Learning Center (E) contains seven classrooms including a distance learning classroom, a seminar room, and a student lounge. The Extended Learning Center houses the Workforce Development and Business Division, Higher Education Center initiative partner institutions, and the New York State Small Business Development Center.
East Hall (14) (H), the College’s residence hall opened in 2014, houses 294 students and includes two classrooms, a large group meeting room, security desk, technology nook, two large study/social lounges on the main floor and study lounges on each floor in both wings. The office of Residence Life and Housing is located here. East Hall is owned by the Faculty Student Association Auxiliary LLC at JCC, a non-profit organization that provides ancillary service in support of the College, and is operated and managed in partnership with Jefferson Community College.

John W. Deans Collaborative Learning Center (15) (CLC), houses the office of campus safety and security along with many student success centered offices including, on the first level, veteran services and veterans lounge, career planning services, job placement services, student opportunity programs (STAR/TRiO, EOP, CSTEP), retention and accommodative services, and placement testing. The second floor houses the College Library, local history collection and tutoring services. In addition, the CLC boasts student space with technology for group study and meetings, quiet study space and two classrooms.

Health & Wellness Center (17), opened February 2017 and houses the college nurse, physician assistant, counselors and campus food pantry.

Exterior Athletic Facilities include a baseball diamond, softball field, soccer/lacrosse fields, and a walking/running/cross-country skiing trail.

Lewis County Jefferson Community College Education Center
7395 East Road, Lowville / 315-376-9701

The Lewis County Education Center opened in January 2019. The 22,000 square foot facility includes five instructional classrooms, a 5500 sq. ft. fabrication lab (“fab lab”), a mechatronics classroom, and a lab for Jefferson-Lewis BOCES forestry and engineering instruction, along with office, conference and administration space for Education Center partners. Currently, Jefferson offers workforce development training, non-credit workshops for professional growth and personal enrichment, Kids’ College, and condensed 8-week credit bearing college courses in Lowville.

Jefferson Community College Foundation
Lansing Administration Building, Room 1-112 / 315-786-2291 / foundation@sunyjefferson.edu

The JCC Foundation is a nonprofit educational organization. Its purpose 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 board of directors, the Foundation annually distributes over 250 scholarships, up to full tuition, totaling approximately $250,000. 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
Lansing Administration Building, Room 1-114 / 315-786-2327 / alumni@sunyjefferson.edu

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.
Jefferson Community College is a founding member of SUNY North Country Consortium, a consortium that was formed in 1985 in response to the growing need for higher educational programming as a result of the location of the U.S. Army’s 10th Mountain Division (LI) at nearby Fort Drum. The consortium provides two-year, four-year, and graduate programming appropriate to the needs of North Country residents. SUNY campuses participating in the Consortium are:

- Jefferson Community College
- SUNY Canton
- SUNY Empire State College
- SUNY Upstate Medical University
- SUNY Oswego
- SUNY Potsdam
Admission to Jefferson Community College (SUNY Jefferson) is determined without regard to race, color, sex, religion, age, national origin, disability, or sexual orientation of the applicant. SUNY Jefferson is sponsored by Jefferson County and residents of the county are given first preference, however, the College accepts and encourages applicants from other counties as well as other states.

**General Admission Requirements**

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

*Correspondence High School Diplomas: A non-New York State resident, graduated from a non-traditional high school, such as a correspondence school, must provide proof that the education department of state from which they resided and the diploma was issued, recognizes the diploma as meeting high school graduation requirements.

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

**How to Apply for Admission**

**Enrollment Services, Jules Center, Suite 6-010 / 315-786-2437 / admissions@sunyjefferson.edu**

The College will accept applications throughout the year, on a rolling basis. There is no application fee or deadline other than the start of classes. However, eligibility for financial aid is dependent on matriculated (enrolled in a degree program) status. The steps to apply are as follows:

2. Submit official high school transcript or General Equivalency Diploma (GED) to Enrollment Services.
3. Provide official college transcript be sent to SUNY Jefferson Enrollment Services for transfer evaluation.

Although not required, high school seniors can provide SAT/ACT scores to assist with course placement. Enrolled students must provide all required immunization and health insurance documents to the Health & Wellness Center.

International student applicants or current high school students who wants to take college courses while still in high school have additional forms and procedures to complete before admission to the College, and should contact Enrollment Services for more details.

CannonMail email is the official means of communication between applicants and the College.

**College Placement Testing**

Once admitted to SUNY Jefferson, the completion of college placement tests may be required. This is routine and the results will ultimately assist the student and their education planner with class selection. The acceptance letter will indicate if there is need for placement testing and provide instructions for registering for the placement tests. Applicants are contacted when it is time to schedule an appointment with Enrollment Services in order to register for classes. New Student Services invites admitted students to the college orientation program, which is considered to be an essential part of student success at Jefferson. All new students should plan to attend.

**Educational Planning and Academic Advisement**

**Enrollment Services, Suite 6-010, Jules Center / 315-786-2437 / advising@sunyjefferson.edu**

Every Journey requires a map whether it’s a Google electronic map or a piece of paper. Your college journey is no different. Educational Planning and Academic Advisement is the process of setting your educational goals and determining the best path to the end of your educational journey. It is critical that you play an active role in this process from start to finish.

Student in their first academic year, or first 30 credits, are assigned both an Educational Planner and a Faculty Advisor in their curriculum. Educational Planners are experts in their assigned degree programs and maintain close ties with faculty, department, and division leadership.

The Educational Planner will:

- Assist in ensuring a smooth and successful transition to the rigors of the academic environment
- Provide occupational and career assessment to assist students in selecting the correct program
- Advise students on their degree program and alternatives
- Begin the college transfer or job search discussions and decision making process
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 Enrollment Services. 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 SUNY Jefferson. A minimum grade of 2.0(C) is required for transfer credit to be awarded. To earn a degree or certificate at SUNY Jefferson, a minimum of 50% of the required course work must be completed through SUNY Jefferson. Students applying for admission with advanced standing must follow the application procedures and have an official transcript sent to the Enrollment Services. Once matriculated (enrolled into a degree program), the transcript will be evaluated for credit. Transfer credit will not be used in calculation of the student grade point average at SUNY Jefferson.

Evaluation of Military Training and Experience
JCC awards the maximum American Council on Education (ACE) recommended credits for formal military service schools and military occupational specialties. Credits for military training and experience can provide soldiers with advanced standing in their degree programs.

To receive an evaluation of military training and experience, soldiers must complete admissions requirements and have appropriate military transcripts sent to Enrollment Services.

- Army, Navy, Marines and Coast Guard: https://jst.doded.mil/

Credit by Examination
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 Enrollment Services.

Information for Home-Schooled Students
Students who have completed a home school education are welcome to continue their studies at SUNY Jefferson. In order to be eligible to enroll with matriculated status, the applicant must:
2. Submit the home school high school transcript to Enrollment Services.
3. Provide official college transcripts (in the case of transfer credit) be sent to Enrollment Services for transfer evaluation.
4. The school superintendent, from the district in which the applicant resides, will be asked to complete a form attesting to the student’s completion of a program of home instruction that is the equivalent of a four-year high school course of instruction and meets the requirement of Section 100.10 of the Regulations of the Commissioner of Education.

Ability to Benefit Provision
An applicant who has left high school prior to graduation and has not earned a New York State High School Equivalency diploma may be considered for admission if one of the following conditions are met:
- Applicant’s high school class has graduated or
- Applicant is at least nineteen years of age or
- Applicant provides letter of support from high school superintendent.
- Applicant must successfully meet satisfactory scores on the approved testing for admission

Federal financial aid is no longer available to applicants without a recognized high school diploma.

General Equivalency Diploma (24-Credit Hour Rule)
The New York State High School Equivalency Diploma Based on Earned College Credit may be 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 including writing, speech and/or literature
- 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.

Information for International Students
An international student is a student who requires an F-1 student visa in order to enter and study in the United States. Permanent residents of the United States are not considered international students and may follow the normal admissions procedures.

International student applicants must complete international student admissions requirements prior to the College issuing an I-20 Certificate of Eligibility form, which allows the student to apply for F-1 student visa status. Applications should complete their application requirements at least 3 months prior to the start of the semester to allow for time for visa processing. Canadian citizens do not need an I-20 but do not need a visa, and could apply later than students coming from other countries. More information and the international student application are available at www.sunyjefferson.edu/international.

Upon acceptance, an I-20 will be issued concurrent with an acceptance letter to the College. These documents are required when applying for an F-1 Visa.

International Student Application requirements:
1. Complete the College application for admission and the international student application for admission online at www.sunyjefferson.edu/international.
2. Provide transcripts for secondary school completion
3. Provide a financial documents issued within the last 6 months that confirm that the student has adequate financial resources to support the costs associated with higher education in the U.S., for at least the first year of study
4. Provide a copy of the TOEFL scores of 61 or higher applicants for whom English is not their first language
5. Proof of immunity to measles, mumps and rubella
6. Provide a copy of your passport valid through the length of the program at Jefferson

There is no federal or New York State resources available to assist with college attendance for international students. Additional Information: visit www.sunyjefferson.edu/international.

Information for Military-Related Students / Special Programs
McEwen Library Education Complex, 4300 Camp Hale Road, Fort Drum, NY / (315) 786-6566
GoArmyEd@sunyjefferson.edu

Prospective students are welcome to contact SUNY Jefferson’s advisors at the SUNY Jefferson office on Fort Drum. JCC recognizes the unique nature of the military lifestyle and has committed itself to easing the transfer of military training and experience credits and offering reduced academic residency requirements.

MyCAA
Jefferson also participates in the Department of Defense My Career Advancement Account (MyCAA) program that provides funding for military spouses pursuing a degree or certification in a portable career.

GOARMYED (www.GoArmyEd.com)
Jefferson Community College has been selected by the U.S. Army to participate in its GoArmyEd portal system. GoArmyEd is the virtual gateway for all eligible Active Duty, National Guard, and Army Reserve Soldiers to access Army tuition assistance funding online, anytime, anywhere for classroom and distance learning college courses to pursue a certificate or degree. GoArmyEd allows Soldiers to manage their education records including college classes, testing, on-duty classes and Army Education Counselor support. Students receiving Army tuition assistance work with their Army Education Counselor to determine an appropriate degree plan and course of study.

Veterans’ Services
Collaborative Learning Center, 1st Floor / 315-786-2288 / cmcanamara@sunyjefferson.edu or sschulz@sunyjefferson.edu

Information regarding Veteran Administration Education Benefits can be found in the John W. Deans Collaborative Learning Center, Building 1.5. If you have any questions regarding the application procedures for your VA Education Benefits, feel free to contact the SUNY Jefferson Education Coordinator for Veterans. If you have questions regarding your eligibility for your VA Education Benefits, you may call the VA hotline at (888) 442-4551.

We can provide assistance as you complete the necessary paperwork to ensure you receive the proper entitlement pay and guide you toward a variety of campus resources ranging from tutoring to career and personal counseling. The Education Coordinator for Veterans Services will also be available to connect you to local services and provide educational and social programs.

Visit www.sunyjefferson.edu for the most current information.
To view the various Veterans Benefits offered through the VA, visit http://www.sunyjefferson.edu/military-veterans/veteran-services/education-benefits.

New York State, through the Higher Education Services Corporation (HESC) provides additional financial educational benefits to Military and Veteran Student, to include their family members. To view the qualifications and requirements associated with these benefits, visit https://www.hesc.ny.gov/pay-for-college/military-corner.html.

**Programs for High School Juniors/Seniors (Early Admissions)**
*Enrollment Services, Jules Center, Room 6-010 / 315-786-2437 or 888-435-6522 / admissions@sunyjefferson.edu*

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. Courses may be completed during the school day, online or on campus.

**Eligibility**
School-aged students may enroll in college coursework based on the recommendation of the high school counselor and approval from a parent or guardian. Applicants should discuss the various educational opportunities with their school counselors in order to determine which approach will best meet educational objectives.

**Approval to Attend Jefferson Courses During the School Day**
An Early Admissions application must be completed, signed by the applicant, parent or guardian, and a high school representative. Applications are available online, at the high school counseling office or by calling SUNY Jefferson Enrollment Services. Before admission is approved, Applicants for Early Admission may be asked to complete placement testing. High school students who enroll at SUNY Jefferson 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**
High school students can enroll in SUNY Jefferson courses at 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 SUNY Jefferson faculty. SUNY Jefferson offers a variety of courses depending upon the high school. The cost may vary.

**Computerized Placement Testing (CPT)/Assessment**
SUNY Jefferson is committed to assessment testing as an essential element in the enrollment process. The College assesses the reading, writing and math skills of new students in order to determine appropriate course placement.

Assessment testing is required of all students enrolling in a degree program unless the student is exempt because of transfer credit earned in an appropriate college-level English or math course, a qualifying score on a Regents test or standardized college entrance examination, or other qualifying measure. Students requiring assessment testing will be notified by SUNY Jefferson Enrollment Services.

Upon admission to SUNY Jefferson, if required, you will be asked to schedule an assessment testing appointment through the testing center located in the John W. Deans Collaborative Learning Center, Building 15. If it has been recommended that you take the CPT test and cannot come to the College, the CPT test can also be completed 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**
Previously enrolled SUNY Jefferson Community College students in good standing are welcome to re-enroll and may contact Enrollment Services to schedule an appointment for registration. If it has been 5 or more years since attending, it is necessary to re-apply in order to update student records.

Students who have been academically dismissed and have not attended as a matriculated student for at least one semester may request readmission by completing a new free application for admission. 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** – SUNY Jefferson 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 academic requirements.

**Admission for a Second Associate Degree** - Students who have completed an associate degree at Jefferson and are seeking a second degree from SUNY Jefferson must reapply. Students who are currently enrolled and wish to explore a concurrent degree should contact their academic advisor to discuss opportunities.

**Disciplinary Dismissal** - Applicants who have been dismissed from a college due to disciplinary reasons must identify this on their application at the appropriate question. Enrollment Services staff will contact these students to ask them to complete a supplemental application and participate in a review process. SUNY Jefferson complies with the State University of New York Admission Policy in this matter. Failure to disclose a disciplinary dismissal may result in expulsion from the College.

**Services for Prospective Students**
Enrollment Services, located on the ground level of Jules Center (Building 6), offers a wide variety of assistance to prospective students and their families. Enrollment Services comprises the departments of admissions, financial services, advising, student records and the Educational Opportunity Program. Enrollment Services is a great place to start at Jefferson, with a staff of friendly professionals ready to answer questions and provide assistance with the admissions and financial aid processes. We encourage students to visit the campus and spend time assessing the strengths of our academic programs, the advantages of our location, and the opportunities presented due to our affordable tuition and scholarship opportunities.

**Admissions Information Appointments**
Personal appointments are encouraged, although not required, except in special cases. During an appointment with an admissions professional, applicants can review course requirements for their intended academic program of study, clarify the application process and determine which academic program best fits their future plans.

Nursing program applicants should read thoroughly the information concerning admission to the nursing program and are encouraged to attend a nursing information session which are held frequently on campus. A supplemental nursing application is required in addition to the general application for those students who meet the requirements for direct entry to the nursing program.

**Campus Tours**
Campus tours, led by student ambassadors, are designed to allow a student the opportunity to explore campus first-hand, talk with a current student and faculty members, and attend a club meeting or campus event. Whenever possible, new students are paired with student ambassadors who have similar interests and majors in order to maximize campus tour experiences. To schedule a campus visit and/or tour, visit www.sunyjefferson.edu/campusvisit.

Unable to come to campus? Virtual tours are also available on the College’s website at www.sunyjefferson.edu/virtuatltour. Take a tour of the entire campus or select specific areas of interest.

**Application Review**
Admissions staff are available to review applications and answer any processing questions. Students are welcome to call, email or stop in to Enrollment Services, Suite 6-010 (Jules Center), with questions or concerns.
Student Housing

Residence Life and Housing
East Hall, Room 104  /  315-755-0411 / reslife@sunyjefferson.edu

Jefferson Community College was transformed into a learning AND living community with the opening of an on-campus residence hall in Fall 2014. East Hall accommodates 294 students with a combination of double and single bedrooms in spacious suite-style units designed for 6- and 4- person occupancy. Each suite is fully furnished, includes a kitchenette and living room, and is designed for safety and security, convenience and comfort. Two professional resident directors and eight student resident assistants live on site and are available 24/7 to assist students.

East Hall is owned by the Jefferson Faculty Student Association Auxiliary LLC and operated and managed in partnership with Jefferson Community College. Resident students will enhance their learning experience while developing leadership skills and overall personal growth and making lifelong friends. East Hall is located right on Jefferson's campus, a short walking distance to all campus buildings and activities. While East Hall provides a safe and comfortable living and learning community, students are expected to abide by the community standards and regulations within the Student Code of Conduct and the Residence Life and Housing Handbook.

2019-2020 Room Costs

Triple Bedroom:
$3,095 per student per semester or $6,190 annually

Double Bedroom:
$3,595 per student per semester or $7,190 annually

Single Bedroom:
$4,575 per semester or $9,150 annually

Minimum Required Meal Plan:
$4,476 per student annually or $2,238 per semester
Additional meal plans available.

Meal Plan: As a resident in College housing, you are required to purchase a minimum meal plan at a cost of $4,476 annually, or $2,238 per semester.
Student Financial Aid
Enrollment Services, Jules Center, Suite 6-010 / 315-786-2437 / financialservices@sunyjefferson.edu

Enrollment Services 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.

Types of Financial Aid
Scholarships, Federal, Veterans, 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. The scholarship application is available at www.sunyjefferson.edu/scholarships.

Freshmen scholarship applications are available in December and due in March for the following academic year. High school seniors may apply at www.sunyjefferson.edu/scholarships.

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 Enrollment Services. The deadline is March 1. The scholarship application is available at www.sunyjefferson.edu/scholarships.

Nontraditional Student and Active Duty scholarships applications are generally due August 1 for the Fall semester. Visit www.sunyjefferson.edu/scholarships for a full listing of scholarships and to apply online.

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. Visit www.sunyjefferson.edu for additional information.

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 to receive federal aid.

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 (IRS tax transcript, W-2s, verification statements, etc.) prior to receiving any federal funds. If discrepancies are found, the Enrollment Services will correct the data. In addition, JCC may select students for this process to clarify conflicting or confusing information.

Visit www.sunyjefferson.edu for the most current information.
**Work-Study Program**

Work-Study is a great way to work on campus. If eligible, students may work up to 20 hours weekly during the semester and 35 hours weekly during breaks. Schedules will accommodate students’ classes and students can earn a paycheck every two weeks. To apply, students need to:

- Apply for financial aid with the Free Application for Federal Student Aid (FAFSA). JCC FAFSA code: 002870
- 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 Enrollment 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 Enrollment Services to complete personnel paperwork.

**Student and Parent Loans**

JCC 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: www.studentloans.gov

Direct Loan Master Promissory Note (student & parent loans): www.studentloans.gov

**VA Educational Benefits**

All students planning to use any form of VA educational benefits must go through the Veterans Services Office in order to be certified with the VA. For questions regarding VA payments after certification, contact the VA education hotline at 1-888-442-4551. For more information, visit www.sunyjefferson.edu/tuition-financial-aid/aid-military-veterans.

In order to process your VA application the following paperwork must be on file with the Veterans Services Office at Jefferson.

**Chapter 33 (Post 9/11 GI Bill - Veteran) or Chapter 30 (Montgomery GI Bill) or Ch1606/1607 (Reservist/National Guard Benefits):**

- Copy of your VA application 22-1990
- Copy of your Certificate of Eligibility/Copy of NOBE (1606&1607 only)
- Copy of Member Copy 4 of your DD214
- JCC VA application
- JST or CCAF transcripts MUST be requested
- VA Form 22-1995 (if you have used education benefits before, or unable to provide a copy of VA Form 22-1990 and you have COE, or if VA Form 22-1990 is incorrect)

**Chapter 33 TEB (Post 9/11 GI Bill – Transfer of Entitlement):**

- Copy of the approval from DOD for the transfer of benefits (TEB Form)
- Copy of the Student’s VA application 22-1990E
- Copy of your Certificate of Eligibility
- JCC VA Application
- VA Form 22-1995 (if you have ever used education benefits before, or unable to provide copy of VA Form 22-1990 and you have COE, or if VA Form 22-1990 is incorrect)

**Chapter 31 Vocational Rehabilitation:**

- Copy of 28-1905 (Generally sent by Voc Rehab Counselor)
- Copy of Member Copy 4 of your DD214
- JCC VA application
- JST or CCAF transcripts MUST be requested

**Chapter 35 Dependent/Survivor Education Assistance/Fry Scholarship:**

- Copy of your VA application 22-5490
- Copy of your Certificate of Eligibility
- JCC VA application
• VA Form 22-5495 (if you have ever used education benefits before, or unable to provide copy of VA Form 22-5490 and you have COE, or if VA Form 22-5490 is incorrect)

Guest Students (Earning a degree from another school):
• JCC VA Application
• Parent Letter (for each course register in every semester that you attend)
• Copy of your Certificate of Eligibility
• Copy of Member Copy 4 of your DD214 (if applicable)
• Consortium Agreement (if applicable)

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.

Eligibility and Entitlement

Montgomery GI Bill Chapter 1606: The Montgomery GI Bill - Selected Reserve program may be available if the student is a member of the Selected Reserve including Army Reserve, Navy Reserve, Air Force Reserve, Marine Corp Reserve, Coast Guard Reserve, 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 housing stipend (based on the BAH rate of an E-5 with dependent at the location of the school), and book stipend ($41.80 per credit hour not to exceed $1000 per academic year). ONLY tuition and fee money is paid directly to the school all other payments are made directly to the student. 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 Enrollment Services.

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.

New York State Veterans Programs

Veterans Tuition Award Supplement:
Veterans Tuition Awards (VTA) are awards for full-time study and part-time study for eligible veterans matriculated in an approved program at an undergraduate degree-granting institution or in New York State. For more information refer to http://www.hesc.ny.gov/pay-for-college/financial-aid/types-of-financial-aid/nys-grants-scholarships-awards/veterans-tuition-awards.html.
Am I Eligible?

Eligible students are those who are New York State residents discharged under honorable conditions from the U.S. Armed forces and who are:

- Vietnam Veterans who served in Indochina between February 1, 1961 and May 7, 1975.
- Persian Gulf Veterans who served in the Persian Gulf on or after August 2, 1990.
- Afghanistan Veterans who served in Afghanistan during hostilities on or after September 11, 2001.
- Veterans of the armed forces of the United States who served in hostilities that occurred after February 28, 1961 as evidenced by receipt of an Armed Forces Expeditionary Medal, Navy Expeditionary Medal or a Marine Corps Expeditionary Medal.

These students must also:

- Establish eligibility by applying to HESC.
- Be New York State residents.
- Be US Citizens or eligible noncitizens.
- Be matriculated full or part-time at an undergraduate or graduate degree-granting institution in NYS or in an approved vocational training program in NYS.
- Have applied for the Tuition Assistance Program for all undergraduate or graduate study.
- Have graduated from high school in the United States, earned a GED, or passed a federally approved “Ability to Benefit” test as defined by the Commissioner of the State Education Department.
- Meet good academic standing requirements.
- Be charged at least $200 tuition per year.
- Not be in default on a federal or State made student loan or on any repayment of state awards.

How Much Are the Awards?

For award amounts refer to http://www.hesc.ny.gov/pay-for-college/financial-aid/types-of-financial-aid/nys-grants-scholarships-awards/veterans-tuition-awards.html. If a Tuition Assistance Program (TAP) award is also received, the combined academic year award cannot exceed tuition. Thus, the TAP award may be reduced accordingly. Note: Tuition payments received by a veteran under the Chapter 33 Program and Yellow Ribbon component will be considered duplicative of any VTA award students may have received. However, payments received under the Montgomery GI bill do not duplicate the VTA award. Combined tuition benefits available to a student cannot exceed the actual tuition. Students attending high tuition schools may be eligible to receive both the Federal and State benefits. Additionally, students whose “Percentage of Maximum Benefit Payable” under the Chapter 33 Program is less than 100% of tuition may also receive both Federal and State benefits.

What Are Duplicative Benefits?

The combined tuition benefits available to a student cannot exceed the student’s total tuition costs. Tuition payments received by a student under the Post-9/11 GI Bill (Chapter 33 veteran benefits) and Yellow Ribbon program are considered duplicative of any VTA and/or TAP award. Students receiving tuition assistance through these programs may, and in most cases will have their State VTA and/or TAP payment reduced or denied due to these other benefits. However, payments received under the Montgomery GI bill do not duplicate the purpose of the VTA and/or TAP.

What Is The Duration?

Full-time Study: Approved Undergraduate Degree-Granting Programs - Awards are available for up to eight semesters (four years) of undergraduate study. Awards can be made available for up to ten semesters of undergraduate study for enrollment in an approved five-year program or for enrollment in an approved program of remedial study.

Approved Undergraduate Degree-Granting Programs - Awards are available for up to the equivalent of eight semesters (four years) of full-time undergraduate study in a four-year program. Awards can be made available for up to the equivalent of ten semesters (five years) of full-time study for enrollment in an approved five-year undergraduate program which normally requires five academic years of full-time study.

Approved programs are defined as undergraduate degree, graduate degree, diploma, and certificate programs at degree-granting institutions, or noncredit vocational training programs of at least 320 clock hours specifically approved by the New York State Education Department Office of College and University Evaluation. Contact your Enrollment Services to determine if your program is approved for this award.

Visit www.sunyjefferson.edu for the most current information.
How Do I Establish Eligibility? Complete the New York State Veterans Tuition Award Supplement or contact HESC (https://webapps.hesc.ny.gov/questionnaire/page.hesc?questionnaireId=14&versionNumber=4). Be sure to print the Web Supplement Confirmation, sign and return it along with the required documentation according to the instructions. Questions regarding eligible service or how to document service should be directed to the HESC Scholarship Unit at 1-888-697-4372.

How Do I Apply? Once you have established your eligibility, you must apply for payment. While you need only establish your eligibility once, you must apply for payment each year.

Undergraduate Full-time & Part-time Study - Apply for payment by doing one of the following:

- Apply online by completing the Free Application for Federal Student Aid (FAFSA) — the form used by most colleges, universities and vocational schools for awarding federal student aid and most state and college aid — and then linking to the TAP on the Web application, or
- For veterans who do not anticipate filing a FAFSA, complete a Scholarship Grant Payment Application. For a copy of the application call HESC at 1-888-697-4372.

All applications must be completed by June 30 of the academic year for which an award is sought.

Eligibility for New York State Aid for Veterans

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 Services

Information regarding Veteran Administration Education Benefits can be found in the John W. Deans Collaborative Learning Center, Building 15. If you have any questions regarding the application procedures for your VA Education Benefits, feel free to contact the JCC Education Coordinator for Veterans, 315-786-2288. If you have questions regarding your eligibility for your VA Education Benefits, you may call the VA hotline at (888) 442-4551.

We can provide assistance as you complete the necessary paperwork to ensure you receive the proper entitlement pay and guide you toward a variety of campus resources ranging from tutoring to career and personal counseling. The Education Coordinator for Veterans will also be available to connect you to local services and provide educational and social programs.

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.

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, 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, you will receive instructions with your award letter. Please contact Enrollment Services or visit www.sunyjefferson.edu for more information. Please note: If you are applying for a student loan, please let the Enrollment 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 Enrollment Services 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 to your email.

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 Career Planning and Job Placement Services and Enrollment Services.

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)

Late Applicants should follow these instructions:
- Complete the FSA ID username and password online at FSAID.ed.gov.
- Complete the application worksheet (available at www.fafsa.ed.gov or in Enrollment Services) and then enter your application at www.fafsa.ed.gov.
- Print the application and confirmation page and bring these to Enrollment Services 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 Enrollment Services 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, Enrollment Services will contact you by mail. You will be required to provide an IRS tax return transcript (and if necessary, your parents’) before your aid can be finalized. If you do not have copies of your IRS tax return transcript order a free copy NOW from the IRS at 1-800-829-1040.

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

Step 1 - Login in to your FAFSA using your FSA username and password, add the Jefferson Community College school code (002870), and RESUBMIT your FAFSA. The information will be sent to Jefferson within 3-5 days.

Step 2 - 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.ny.gov. Since you are limited to 8 TAP payments as an undergraduate (unless you are in an Educational Opportunity Program), and six at Jefferson, we do not recommend TAP for summer semesters.

Step 3 - Student loans will be packaged in your aid award if you have loan eligibility. You will receive instructions with your award letter about accepting the loan.

Step 4 - 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 Enrollment Services to make adjustments to a student’s prior year income. Please contact Enrollment Services for a “Special Conditions Application”. Documentation is required.

New York State Aid Programs
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). 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, they can file a TAP application online by going to www.tapweb.org five days after submission of the FAFSA. JCC TAP code is 2220. Please note the following:
- If there are errors on a student’s TAP application, NY. State Higher Education Services Center (NYSHESC) will ask the student to correct the errors. Please respond to any requests from NYSHESC 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 NYSHESC 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. Other part-time residents may contact our office for an Aid to Part Time Study (APTS) application.
- A variety of NYS financial aid programs are available to residents. See www.hesc.ny.gov for more information.
Excelsior Scholarship
The Excelsior Scholarship, launched in April 2017, covers up to the cost of college tuition for eligible SUNY (State University of New York) students effective Fall 2017. Students must be New York State residents, matriculated in a degree program, enrolled in college full-time and complete 30 credits per year (including Summer and Winter sessions if needed). The income calculation is based on federal income tax forms for the student and their family. Students applying for the Excelsior Scholarship must also complete the Free Application for Federal Student Aid (FAFSA) and TAP (NYS Tuition Assistance Program). For more information, visit www.hesc.ny.gov or call JCC Enrollment Services at (315) 786-2437.

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 or direct deposit, 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 Enrollment Services 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 semester with final determination for loan eligibility made by the Director of Financial Services.

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. SAP is reviewed annually at the end of the spring semester; students who withdraw during the summer or fall semesters and do not return for the spring may be reviewed at the end of the fall semester.
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:

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.

**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 course work 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.

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Credits Earned</th>
</tr>
</thead>
<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>

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

Any student not meeting Federal Satisfactory Academic Progress (SAP) must file a Financial Aid Appeal form. Upon reinstatement of federal aid, students are expected to meet the SAP standards at the conclusion of the reinstatement term. This period is considered ‘Financial Aid Probation’. Students who are unable to meet the federal SAP requirements after completion of their ‘Financial Aid Probation’ period, must complete 75% of all attempted courses during and after the reinstatement term(s).

**New York State Pursuit and Progress**

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

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

Students who are or were registered for 6 credits of developmental coursework during their first semester of receiving TAP will be evaluated on the left chart below.

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.

**TAP Chart for students taking 6 credits of remedial coursework or who received their first TAP award prior to the Fall 2010 semester.**

<table>
<thead>
<tr>
<th>Before being certified for this payment</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</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>

**2011–2012 TAP chart (for new TAP recipients who received their first award in Fall 2010 or later)**

<table>
<thead>
<tr>
<th>Before being certified for this payment</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</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>.3</td>
<td>1.5</td>
<td>1.8</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>6</td>
<td>15</td>
<td>27</td>
<td>39</td>
<td>51</td>
</tr>
</tbody>
</table>
Special Circumstances Affecting Financial Aid Eligibility

Repeating Courses: When a student has earned a passing grade (D or better) in a course, and decides to repeat the course, the repeat cannot be included in the calculation of full or part time status for New York State aid. There are four exceptions to this rule:
1. When a passing grade is achieved, but the grade is not acceptable to the program in which the student is matriculated.
2. When a passing grade is achieved, but the grade is not acceptable for the student to move on to the next course in the sequence.
3. When two courses must be taken concurrently and a passing grade is achieved in only one of the courses. If the student is required to repeat both courses, both may be included in the calculation of enrollment status.
4. When a course may be repeated and credit is earned toward the degree each time the course is taken.
*For Federal aid purposes, a student may repeat a passing grade one time and receive aid.

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.

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 Financial Services that the incomplete grade has been changed and requesting a re-evaluation of Title IV and NYS aid eligibility.

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

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

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

Financial Aid Warning
Students will be reviewed for Federal Satisfactory Academic Progress at the end of each semester. Any student not meeting the Federal SAP regulation after their first semester will be placed on ‘Financial Aid Warning’. This status will allow students one more semester to reestablish financial aid eligibility. Any student not meeting the Federal SAP requirements at the end of the ‘Financial Aid Warning’ period will be required to submit a Financial Aid Appeal form with documentation to be place on ‘Financial Aid Probation’ for one more semester.

Any student who loses aid after the ‘Financial Aid Probation’ period will no longer be eligible for financial aid at Jefferson Community College until they have reestablished Satisfactory Academic Progress requirements.

Please Note: All students who are academically dismissed from Jefferson Community College are not eligible for federal or state financial aid until reinstated to the college and reviewed by Enrollment Services.

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. Students places on financial aid probation must complete 75% of coursework each semester.

Waivers and Appeals
Waiver for Reinstatement of Financial Aid Eligibility
Students who fail to make satisfactory academic progress may apply for a waiver of satisfactory academic progress standards for the next academic year. Waivers are available online or in the Enrollment 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 Enrollment Services before classes begin. Once classes begin, students are held accountable for tuition and fees according to the refund policy.

Tuition and Fee Schedule
2019/2020 Academic Year
Tuition and fees are due and payable at the time of registration and may be paid by MasterCard, VISA, Discover, Nelnet online payment plan, 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.
Withdrawal Date % Tuition Refund
First week... 75%
Second week... 50%
Third week... 25%

Early, Late, & Intersession Semesters: Semesters that last 8 weeks or less.
Withdrawal Date % Tuition Refund
First week... 25%
Second week... No refund

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 be required to complete a Certificate of Residence form available in Enrollment Services, Jules Center, Suite 6-010.

Other New York State Residents
Students admitted to the College are responsible to submit an Application for Certificate of Residence. Applications are available at www.sunyjefferson.edu and in Enrollment Services, Suite 6-010, Jules Center (building 6). 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.

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. 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 2019-2020 Cost of Attendance at Jefferson Community College based on full time attendance for the fall and spring semesters.
KEY:

A. Will reside with parents off campus.
B. Will not reside with parents off campus.
C. Residing on campus.
D. Non-resident residing on campus (international student).

+These are estimated expenses based on full-time enrollment (that could be more or less than the projected amounts listed) that are not billed. They are provided only as a tool to assist students in estimating their total cost of attendance per year.

Tuition 2019-2020

<table>
<thead>
<tr>
<th>Tuition (2019-2020)</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>$205</td>
<td>$2,460</td>
</tr>
<tr>
<td>New York State resident not from sponsorship area and not presenting a certificate of residence.</td>
<td>$410</td>
<td>$4,920</td>
</tr>
<tr>
<td>Non-New York State resident.</td>
<td>$410</td>
<td>$4,920</td>
</tr>
</tbody>
</table>

Student Fees

<table>
<thead>
<tr>
<th>Student Fee</th>
<th>Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni Fee</td>
<td>$10 (per semester)</td>
</tr>
<tr>
<td>Student Comprehensive Fee</td>
<td>$15 (per credit)</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$13 (per credit)</td>
</tr>
<tr>
<td>Nursing Program Fee</td>
<td>$250 (per semester)</td>
</tr>
<tr>
<td>Nursing ATI Materials Fee</td>
<td>$350 (per semester)</td>
</tr>
<tr>
<td>Energy 110 Course Fee</td>
<td>$165 (certification)</td>
</tr>
<tr>
<td>Energy 142 Course Fee</td>
<td>$20</td>
</tr>
<tr>
<td>Energy 146 Course Fee</td>
<td>$35</td>
</tr>
<tr>
<td>FTP 105 Course Fee</td>
<td>$150 (certification)</td>
</tr>
<tr>
<td>FTP 205 Course Fee</td>
<td>$50 (certification)</td>
</tr>
</tbody>
</table>

Nelnet requires completion of enrollment form and $25.00 enrollment fee. Equal payments are due each Fall and Spring semester depending on payment plan enrollment date. Call (888) 470-6014 for additional information.

Explanation of Fees

1. The alumni fee is an optional fee that supports the College Alumni Association. Alumni services include scholarships and campus initiatives.
2. The student comprehensive fee is a mandatory fee that covers student resource, health service, orientation, commencement and I.D. card. It is used to support student government activities. All student clubs, organizations, newspaper and campus events are funded from this fee. Payment of the fee enables an individual to join any of the organizations or attend any of the events sponsored by the student government.
3. The technology fee is a mandatory fee that provides Blackboard, updated computer labs and online library resources.
4. The nursing program fee, energy course fee and fire protection technology (FPT) course fees are mandatory fees for all students enrolled in these respective areas of study. Fees cover the additional costs of running the programs and certifications where applicable.
5. The Fitness Usage fee is an option fee for students who would like to use the fitness center. Please contact the fitness center for hours of operation.
6. The Fitness Center Screening fee is a one-time fee for students opting to join the fitness center.

Additional Fees

- International Health (optional): Fees vary, visit www.sunyjefferson.edu for more information.
- Non Credit Course Fee: Variable ($10-$250)
- Document/Check Replacement Fee: $5 per copy
- Transcript Fee: $8 per official copy
- Health Transcript Fee: $5 per occurrence
- Facsimile Fee (Official Documents): $5 per occurrence
- Processing Fee, Directed Study: $5 per course
- Credit By Examination Fee: $15 per credit hour
- College-Level Examination Program: $20 per exam
- Returned Check Fee: $20 per check
- Parking Fines: Variable ($10-$100)
- Course Lab/Materials Fee: variable ($5-$50)
- Diploma (replacement) Fee: $30
- Identification Card (replacement) Fee: $25
- Military Credit Inventory:
- Application/Evaluation Fee: $125
- Credit Inventory Update Fee: $35
Academic Policies

Academic Fresh Start Policy
Jefferson Community College recognizes that some students may begin college 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.

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

2. No coursework prior to the date Academic Fresh Start becomes effective will impact the student's cumulative grade point average (GPA). Once Fresh Start is granted, the cumulative GPA will be reset to 0.00.

3. Students will receive credit toward graduation requirements for all coursework successfully completed prior to the granting of the Academic Fresh Start provided the grade is not a D.

4. All prior coursework and grades will remain on the transcript to reflect an accurate academic history; however, courses taken only after the granting of Academic Fresh Start will constitute the new cumulative GPA.

5. 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.

6. The Vice President for Academic Affairs is responsible for overseeing this policy.

Academic Honesty Policy
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 V.P. 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.

Academic Honors Policy
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.

Admission and Enrollment for Students Below the Age of Compulsory Attendance Policy
Students below the age of compulsory attendance are strongly encouraged to complete all possible course work within their school district before pursuing classes at Jefferson Community College. College coursework and the campus environment are designed for adult learners and may not be appropriate for students below the age of compulsory attendance.

The Dean of Enrollment will review interest by individuals under the age of compulsory attendance on a case-by-case basis.

Permission to enroll may be granted in exceptional cases based on the student’s academic and emotional preparedness for college-level work, completion of course pre-requisites, and age appropriateness of course material. Appeal of the Dean of Enrollment’s decision may be presented to the Vice President for Academic Affairs for a final review. This policy is not applicable to students enrolled in classes intended for high school students and offered at high school locations.

Admission to a degree program.
A student under the age of compulsory attendance will be eligible for consideration as an applicant for admission to a degree program only if the student can provide a letter from the superintendent of the school district (in which the student resides) attesting to the student’s completion of a high school program or a program of home instruction that is the substantial equivalent of a four-year high school course of instruction meeting the requirements of Section 100.10 of the Regulations of the Commissioner of Education.

Permission to attend as a non-degree student.
A student granted permission to attend as a non-degree student will be limited to one class per semester unless approved by the Vice President for Academic Affairs.

Attendance Policy
Jefferson Community College recognizes the importance of prompt and regular attendance to a student’s academic success.

Definitions:
Certain terms are used in this document with specific meanings, as defined in this section.
1. The term “institution of higher education” shall mean any institution of higher education, recognized and approved by the regents of the university of the state of New York, which provides a course of study leading to the granting of a post-secondary degree or diploma. Such term shall not include any institution which is operated, supervised or controlled by a church or by a religious or denominational organization whose educational programs are principally designed for the purpose of training ministers or other religious functionaries or the purpose of propagating religious doctrines.

2. The term “religious belief” shall mean beliefs associated with any corporation organized and operated exclusively for religious purposes, which is not disqualified for tax exemption under section 501 of the United States Code.

Statement of Policy:
1. It is the responsibility of the student to attend all class sessions.
2. If, for medical or other valid reasons, a student misses a class, it is the student’s responsibility to contact the instructor to arrange a procedure for maintaining continuity in the course.
3. Under the provisions defined in the Departmental Standard for each course,
   a. the Attendance Policy will be stated explicitly in the instructor’s course outline;
   b. the effect of absences on grades is determined by the instructor of the course.
4. Students will be excused if their religious holidays occur when the College is in session. The following New York State law (Chapter 161, Section 224-a of the Education Law) governs such excuses.
   a. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he or she is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study or work requirement on a particular day or days.
   b. Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
   c. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his or her religious beliefs, an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such
Course Audit Policy
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.

Course Placement Policy
Jefferson Community College recognizes that student success in college coursework is directly related to appropriate course placement and -
1. Each content area/department is responsible for establishing guidelines for course placement in their respective academic areas.
2. Each content area/department is responsible for establishing guidelines to determine which students are required to take placement tests in their respective academic areas.
3. The Academic Vice President (AVP) is responsible for overseeing this policy.

Credit by Examination Policy
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, AVP, and the V.P. 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.

Credit for Participation in an Intercollegiate Sport Policy
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 National Junior College Athletic Association (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.

Visit www.sunyjefferson.edu for the most current information.
Directed Study Policy

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 AVP.

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

1. **Tuition:** Same as the per-credit-hour rate for residence study.
2. **Directed Study Processing Fee:** $5.00
3. **Books and Supplies:** Dependent on the requirements of the particular course.

**Eligibility:** In order to be eligible for directed study, a student must meet the following conditions:

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

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

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

Grading Policy

All students are encouraged to achieve their highest potential by acquiring knowledge and developing skills that lead to success both in the classroom and in the workplace. Academic progress is measured by the students’ mastery of the course as demonstrated by their ability to write clearly and accurately, discuss, compute, analyze, and draw logical conclusions among concepts. All students are expected to abide by the College Attendance Policy, complete all assignments and examinations thoroughly and on time, and participate thoughtfully and constructively in class discussions.

**Definitions:**

Certain terms are used in this document with specific meanings, as defined in this section.

7. **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.

8. The semester GPA is determined as follows:

   a. Allow 4 points for an A, 3.5 points for a B+, 3 points for a B, 2.5 points for a C+, 2 points for a C, 1.5 points for a D+, 1 point for a D, and 0 points for an F or Y, 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 quality points earned in each course.
   
   b. Add the quality points obtained in all courses taken during the semester.
   
   c. Calculate semester GPA’s by dividing the sum of the quality points by the sum of the credit hours carried including grades of F and Y. The quotient represents the GPA for the semester.

9. The cumulative GPA is determined in the same manner as the semester grade GPA, except that all of the student’s work at the College is taken into account. The only exception is in cases of course repetition, when only the more recent grade will be used.

Statement of Policy:

1. Letter grades based on student achievement will be assigned to students enrolled in individual degree-credit courses by the faculty member assigned responsibility for that course.
2. Final grade reports become part of the student’s official transcript.
3. The assigning of the grades shall be in accordance with the College Grading Standards and the College Academic Record.
Designations.

4. 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 120 days from the due date of the grade.

5. When a course is repeated, all grades will be recorded on the official academic transcript and the last grade of record will be used in the computation of the student's GPA.

6. Students who wish to repeat a course in which a grade of C or better has been earned must obtain approval from the Academic Vice President. When a student takes a course s/he has already earned credit, only one set of units will count towards graduation requirements.

7. Student achievement for a given semester is measured by the student's GPA. The quality of all work a student has done at the College through one or more semesters is indicated by the cumulative GPA.

8. 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. Credit accepted for any type of examination described here will be placed on the official transcript as transfer credit.

9. The College also offers departmental examinations for credit in courses offered at this College for which there are no proficiency, Advanced Placement Program nor College Level Examination Program examinations.
   a. Such examinations are offered at the discretion of the department responsible for the course.
   b. Students requesting to take such an examination must obtain prior approval from their academic advisor and the department responsible for the course.
   c. Departmental examinations must be completed within one month of notification of approval.
   d. Students may not take an examination at a lower level of proficiency in a subject in which the student has already earned credit. Students may not repeat examinations which they have failed.
   e. Students may not take departmental examinations in courses which they have already failed at Jefferson Community College.

10. The Vice President for Academic Affairs is responsible for overseeing this policy.

**College Academic Record Designations**

<table>
<thead>
<tr>
<th>Designation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Incomplete - 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 60 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.</td>
</tr>
<tr>
<td>P</td>
<td>Passing - A grade used when a student successfully completes a course taken on a pass-fail basis. A student receives the designated credits for such a course, but the credits are not used in computing the student's GPA.</td>
</tr>
<tr>
<td>E</td>
<td>Failing - A grade used when a student does not successfully complete a course taken on a pass-fail basis. The grade will not be used in computing the student's GPA.</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory - A grade used when a student does successfully complete a non-credit course.</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory - A grade used when a student does not successfully complete a non-credit course.</td>
</tr>
<tr>
<td>Y</td>
<td>Abandoned - A grade used in cases when a student fails to officially withdraw from a course. The grade will have the same effect as a grade of F in the computation of the student's GPA.</td>
</tr>
<tr>
<td>Z</td>
<td>Administrative Withdrawal - A grade issued by the Academic Vice President.</td>
</tr>
<tr>
<td>J</td>
<td>Exam credit - A designation used when a student successfully completes a departmental examination for credit.</td>
</tr>
<tr>
<td>N</td>
<td>Exam credit - A designation used when a student successfully completes a departmental examination for credit.</td>
</tr>
<tr>
<td>R</td>
<td>Registered - A designation used for in-progress coursework.</td>
</tr>
<tr>
<td>T</td>
<td>Transfer credit - A designation used when a student is awarded credit for a course based on prior experience or coursework completed at another institution.</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal without penalty - A designation used when a student initiates a withdrawal from a course within the withdrawal period for the course.</td>
</tr>
<tr>
<td>Honors Course</td>
<td>Honors Course - A designation used when a student has completed an In-Class Honors Option.</td>
</tr>
</tbody>
</table>
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, when only the more recent grade will be used.

Change of Curriculum
Students may change their curriculum only with approval of the appropriate Associate Vice President. Change of Curriculum forms may be obtained from the Student Records Office.

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

Graduation Requirements Policy
1. Degree Requirements: A degree candidate must fulfill these general requirements for the of an Associate's completion degree:
   a. Successfully complete all course requirements as listed under the degree program for which the candidate is matriculated.
   b. Successfully complete a minimum of 60 credit hours of course work.
   c. Complete a minimum of 30 semester hours of credit at Jefferson Community College.
   d. Attain a minimum cumulative grade point average of 2.00 upon completion of the matriculated candidate’s degree program.
   e. Satisfactorily meet all College financial obligations.
   f. Receive recommendation for graduation by the faculty of Jefferson Community College.

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

3. Second Degree Requirements:
   a. Fulfill all specific course and curriculum requirements for each additional program.
   b. Successfully complete a minimum of 15 credit hours in residence for each additional degree or certificate.
   c. Attain a 2.00 cumulative average.
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, the student must complete an application through the Admissions Office in addition to all of the above.

Petitions to waive or substitute individual courses are approved by the Office of Academic Affairs. The Vice President for Academic Affairs is responsible for overseeing this policy.

**Honors Program Policy**

The Jefferson Community College Honors Program offers students with exceptional academic skills the opportunity to receive enriched instruction. Honors students work closely with faculty who challenge students with an enriched education in the pursuit of making good minds better.

**Definitions:**
1. The Honors Program is an academic program of study that allows students to go beyond the demands of traditional college coursework and explore areas of scholastic interest while nourishing their intellectual curiosity.
2. An In-class Honors Option is a project completed in a course applicable to the student's degree program. The In-class Honors Option is designed to enrich, rather than accelerate, the learning process.
3. INT 250 Honors Seminar is an interdisciplinary honors course open only to Honors Program students.

**Statement of Policy:**
1. In order to apply to the Honors Program, all applicants must
   a. Fill out the Honors Program application.
   b. Meet the following admission criteria:
      i. New students must have high school cumulative average of 88 or higher or SAT total score of 1250 or ACT composite score of 27.
      ii. Continuing, returning or transfer students must have a cumulative college GPA of 3.5 and at least 12 credits of college-level coursework.
2. All students accepted into the Honors Program must
   a. Maintain a cumulative grade point average (GPA) of 3.3.
      i. If a student's GPA drops below 3.3, they are placed on Honors probation for one semester.
      ii. After one semester of Honors probation, if the student is unable to maintain a GPA of 3.3, the student will be dismissed from the Honors Program.
   b. Remain active in the Honors Program. An Honors Program student who is inactive for 2 consecutive semesters will be dismissed from the Honors Program.
3. Students dismissed from the Honors Program may reapply at any time after they meet the admission criteria of the Honors Program.
4. Each In-class Honors Option must be
   a. Agreed to by the student and faculty member who is willing to work directly with the student to provide a unique and rewarding experience.
   b. Approved by the Honors Program Coordinator and the faculty member's Associate Vice President.
5. Any In-class Honors Option completed in a course will be given the Honors designation on the student's official transcript.
6. The Honors Program designation will be awarded to graduates who have
   a. Earned a cumulative GPA of 3.3 or above.
   b. Completed twelve (12) credit hours as follows:
      i. Three (3) credits in INT 250 Honors Seminar
      ii. Nine (9) credits in In-class Honors Options in college-level coursework.
7. The Honors Program Coordinator is responsible for overseeing the Honors Program.
8. The Vice President for Academic Affairs is responsible for overseeing this policy.

**Honor Society Policy**

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 beginnings 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.

**Matriculation Policy**

This policy is designed to facilitate efficient use of the College’s academic resources by establishing standards for matriculation and academic program change.

**Definitions:**
Certain terms are used in this document with specific meanings, as defined in this section.

A matriculated student is one who has been accepted by the Jefferson Community College Admission Office and is enrolled in a degree or certificate program.
A non-matriculated student is enrolled in College classes but has not been admitted formally to a degree/certificate program, or has lost matriculated status because of unsatisfactory academic performance or as otherwise set forth in this policy.

Statement of Policy:
1. Students are initially matriculated by the Chief Admissions Officer.
2. Students may take a maximum of 24 credit hours in a non-matriculated status.
3. Students who have completed the requirements of one degree or certificate and intend to matriculate for an additional program must have the written consent of the Chief Admissions Officer.
4. Students intending to matriculate for two curricula concurrently, must have the written consent of an academic advisor.
5. Students who have been readmitted may elect to complete program requirements in effect at the time of original matriculation, contingent upon availability of coursework.
6. The Vice President for Academic Affairs is responsible for overseeing this policy.

Pass-Fail Option Policy
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.

Registration and Withdrawal Policy
This policy is designed to establish the appropriate time frames to complete course registration and withdrawal.

Definitions:
Certain terms are used in this document with specific meanings, as defined in this section.
Registration refers to the procedure by which a student enrolls in coursework.
A registered student refers to a student enrolled in coursework for the current academic session.
The term “in good academic standing” means that a student is eligible and has been allowed to register for and undertake academic coursework.
The census date is the date set by the college, which typically marks the end of the add/drop period and the beginning of the withdrawal period.

Statement of Policy:
1. Students in good academic standing may register using the College’s current registration procedure.
   a. A student may register for up to 19 credit hours during the Fall or Spring terms.
   b. A student may register for up to 9 credits during the Summer term.
   c. A student may register for up to 6 credits during the Winter term.
   d. A student may register for more than the allowed credit hours for a given term with approval from the Vice President for Academic Affairs.
2. Students wishing to drop a course from their academic load must do so officially using the College’s current registration procedure.
   a. A dropped course will never appear on a student’s official transcript.
   b. After the census date, drops are considered withdrawals, and the course will be recorded on the student’s official academic transcript with the grade designation W.
3. Students wishing to withdraw from a course must complete the College’s current withdrawal procedure. Students wishing to
   a. remove a course from their schedule must complete the course withdrawal process prior to completion of 75% of the scheduled
   b. number of days in the course.
4. Failure to withdraw according to the College’s current withdrawal procedure may result in the assignment of a grade of Y for the course.
5. The Vice President for Academic Affairs issues all administrative withdrawals, which result in the grade designation Z being recorded on the student’s official academic transcript.
6. A student may withdraw from all courses using the College’s current withdrawal procedure. A student who withdraws from all of their courses is also withdrawing from the College.
7. The Vice President for Academic Affairs is responsible for overseeing this policy.
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 V.P. 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 V.P. for Academic Affairs.

Repeating a Course Policy
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 V.P. 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.

Standards for Academic Progress Policy
Jefferson Community College requires that all students make satisfactory academic progress in order to remain in good academic standing and continue their enrollment.

Definitions:
Certain terms are used in this document with specific meanings, as defined in this section.

• 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.
• A College Professional is an academic advisor.
• An Academic Success Plan is a written formulated process to degree completion.

Statement of Policy:
1. Academic progress will be evaluated each fall and spring semester.
2. All matriculated students who have attempted a minimum of 12 credits/equivalent credits at Jefferson Community College are subject to this policy.
3. If a 2.00 cumulative grade point index is not maintained, a student is subject to Academic Warning, Academic Probation or Academic Dismissal. In determining this index, a grade of “Y” is considered to be an “F.” Grades of “S” or “U” in noncredit developmental courses may be considered by the Academic Standards Committee in end-of-semester academic decisions regarding warning, probation or dismissal.
4. A student on Academic Warning or Academic Probation is considered to be in good academic standing.
5. Standards for Academic Progress
   a. Academic Warning
      A student will be placed on Academic Warning if the student fails to earn a semester and/or cumulative GPA of 2.00 or higher. Any student below a 1.5 will be required to attend a session with a College Professional. Failure to attend a session with a College Professional will disqualify a student from attending classes for the current semester. Students that are equal to or above a 1.5 will receive a letter indicating they are on warning and encouraged to speak to a College Professional. If the student complies with what he/she is directed to do, they will remain in good academic standing.
   b. Academic Probation
      In the semester following the Academic Warning, if a student's cumulative grade point average is below a 2.00, the student will be placed on Academic Probation. An Academic Success Plan is required to be developed by the student with a College Professional. The Plan identifies specific steps students will take to improve academic performance and needs to be filed with the office of the Vice President for Academic Affairs (VPAA) prior to attending classes in the subsequent semester. Students who fail to file the required Academic Success Plan will be ineligible to return in the subsequent semester.
   c. Academic Dismissal
      In the semester following the Academic Probation, if a student's cumulative grade point average is below a 2.00, the student will be academically dismissed. A student is not allowed to enroll in classes for the subsequent semester. Students are recommended to sit out three (3) years and apply for Academic Fresh Start upon returning to the College. A letter from the office of the VPAA will be sent to the student notifying them of their right to appeal the Academic Dismissal. Those wishing to appeal are required to follow the procedure outlined in the letter. Failure to follow the procedure for appeal will void the petition for reinstatement. Appeals made must demonstrate that a documented hardship occurred during the semester that disallowed a student to fulfill their Academic Success Plan. Students returning from Academic Dismissal are required to prepare a new Academic Success Plan with a College professional and file it with the office of the VPAA prior to registering for classes.
   d. Academic Probation after Academic Dismissal
      A student will be on Academic Probation in the semester in which they return from Academic Dismissal. A student who
maintains a semester grade point average of at least 2.00 will not be academically dismissed; however, the student will remain on Academic Probation until the cumulative grade point average is 2.00 or higher.

6. The Vice President for Academic Affairs (VPAA) is responsible for overseeing this policy.

**Academic Standards of Progress***

<table>
<thead>
<tr>
<th></th>
<th>Academic Warning</th>
<th>Academic Probation</th>
<th>Academic Dismissal</th>
<th>Dismissal/Probation **</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td>Semester and/or cum &lt; 2.0.</td>
<td>After a semester of Academic Warning, semester and/or cum &lt; 2.0.</td>
<td>After a semester of Academic Probation, cum &lt; 2.0.</td>
<td>Students returning after Academic Dismissal or were granted appeal from Academic Dismissal.</td>
</tr>
<tr>
<td>Required Student Action</td>
<td>Any student below a 1.5 will be required to attend a session with a College Professional. Students above a 1.5 will receive a letter indicating they are on warning and encouraged to speak to a College Professional.</td>
<td>An Academic Success Plan is required to be developed by student with a College Professional. These identify specific steps students will take to improve and need to be filed with VPAA's office prior to starting classes.</td>
<td>Students are required to sit out at least one semester and recommended to sit out three (3) years and apply for Academic Fresh Start.</td>
<td>If returning from dismissal, a student is on Dismissal/Probation and will need to develop an Academic Success Plan with a College Professional. These identify specific steps students will take to improve and need to be filed with VPAA's office prior to starting classes.</td>
</tr>
</tbody>
</table>

*The Academic Standards of Progress is based on SUNY North Country Community College’s Academic Standing Policy adopted by their Senate in 2015
** After sitting out at least one semester or being granted an appeal, if the Semester GPA >/= 2.0 and cum <2.0 the student remains on academic probation

**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 Transfer Center (ACT) 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.
Accommodation Policy
Accommodations that do not cause “undue financial burden” to the College will be provided to qualified individuals with disabilities who request the opportunity to participate in programs, activities, or employment. The College will not discriminate against any student, employee or applicant for employment, workshop registrant, or visitor because of physical or psychological disability, and/or pregnancy.

Accommodations will maintain the academic integrity of the courses and the academic program as a whole or essential job functions while attempting to meet the individual’s needs. The College affords reasonable accommodations in policies, practices, or procedures unless making the modifications would fundamentally alter the essential functions or nature of the service, program, or activity.

Requests for Accommodation
A. Student requests for accommodations including but not limited to pre-admission or admission-related activities, academic course work and/or residence hall housing/dining services should be made in writing to the staff of the Accommodative Services Office in accordance with established procedures.
B. Employee, applicant, and visitor accommodation requests for college events, business and industry training workshops, pre-applicant appointments, and pre-employment or employment-related activities or other noncredit-bearing functions should be addressed to the College’s Affirmative Action Officer in accordance with established procedures.
C. Grievance procedures are available under the ADA/504 Compliance Office.

Compliance Officer Designation
A. Students: The individual responsible for student and academic compliance with this policy shall be the College’s Vice President for Academic Affairs, 315-786-2237.
B. The individual responsible for residence hall compliance with this policy shall be the VP for Student Affairs, 315-786-6561.
C. Employees, Applicants, Workshop Participants, and Visitors: The individual responsible for all other compliance will be the College’s Affirmative Action Officer, 315-786-2401.

Questions regarding the application of this policy may be directed to the appropriate compliance officer. Inquiries may also be directed to the United States Department of Education’s Office for Civil Rights. 32 Old Slip 26th Floor, New York, NY 10005-2500; Tel. (646) 428-3900; TDD: 800-877-8339; Email OCR.NewYork@ed.gov.

Change of Name or Address
If a student’s legal name or mailing address changes, notification in writing of the change must be made immediately to Enrollment Services. Change of name/address forms are available online at www.sunyjefferson.edu or in Enrollment Services, Suite 6-010, Jules Center, 315-786-2437.

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.

Copyright Policy
Jefferson Community College expects all members of the College community to adhere to the provisions of the United States Copyright Law (Title 17, U.S. Code, § 101 et seq.). Copyright protection applies to a variety of works—including, but not limited to—printed materials, sound recordings, video recordings, and visual artworks. Anyone who plans to reproduce, alter, or perform works that are protected by copyright should follow the guidelines presented in the Copyright Handbook of Jefferson Community College. This manual is maintained and updated by the library staff.

Immunization Policy
Jefferson Community College intends to fully uphold and enforce the provisions of Public Health Law, Article 21, Title VI, 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
No student will be permitted to attend Jefferson Community College unless one of the following documents has been submitted:
• A certificate of immunization.
• A certificate that shows the student is in the process of completing the requirements.
• A statement from a health care provider, certifying in writing that one or more of the required immunizations may be detrimental to the student’s health or is otherwise medically contraindicated.
• 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.

- 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.

Students have 30 days from the first day of classes to achieve immunization compliance and avoid withdrawal from all classes.

All immunization documents are collected by the Health and Wellness Center, Building 17, Jefferson Community College, 1220 Coffeen Street, Watertown, NY 13601. Phone: 315-786-2376 / Fax: 315-786-2382

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
A. Individual Class Cancellations: The College expects that classes cancelled on an individual basis because of faculty illness, 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.
B. 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.
C. Individual Student Absences: It is recognized that during inclement weather conditions some students may encounter localized hazardous driving conditions even though classes are being held as scheduled. Absences from class for this reason are legitimate and acceptable. Students will be held responsible for any work missed, as is the case for any other excused absence, and they are encouraged to consult with their instructors or their classmates as soon after their return to classes as possible in order to make up such work.

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 $25 or $50 for parking in reserved handicap space without a permit. Student violators may be subject to disciplinary action for repeated violations.
Tickets must be presented at Enrollment Services within 5 working days with payment. In addition, a $2.00 late fee will be charged for failure to appear within the time limit.

Students have the right to appeal tickets before the director of Campus Safety & Security 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.

Smoking Policy
Jefferson Community College prohibits tobacco use, in any form, in all indoor areas on campus, in designated smoke-free zones, and within 20 feet of any building entrance, exit, window, or ventilation system, unless otherwise identified. This policy is in accordance with New York State’s Clean Air Act effective July 24, 2003.

Implementation
Smoke-free zones include all sidewalks and grassy areas adjacent to buildings, the Quad, the athletic fields and bleachers, the Childcare Center vicinity, and the area designated as non-smoking on the campus map.

Designated tobacco-use areas are indicated on the campus map (right) and are identified on campus.

The policy/procedures are communicated through a variety of mediums including the student handbook, faculty and staff handbook, the college website and campus signage.

The College is committed to providing education and assistance to discourage individuals from starting to smoke and to help smokers in their efforts to quit. A variety of information and resources regarding smoking prevention and cessation is available in the Health & Wellness Center.

Enforcement
If the Office of Campus Safety & Security becomes aware of a violation of the smoking policy, Security staff will inform the violator of the College’s smoking policy and request that they stop smoking or move to a designated smoking area.

If an employee notices a smoking policy violation, the employee may contact Campus Safety & Security or, if the employee feels comfortable doing so, he or she may inform the violator of the College’s smoking policy and request that they stop smoking or move to a designated smoking area. Individuals should not become confrontational with violators. In instances where a violator refuses to comply with the policy, Security staff can be contacted.

Incidents of refusal to comply or confrontational response will be documented on a Security Incident Report and forwarded to the appropriate campus authority. Incidents involving employees and visitors will be reported to the Vice President for Administration/Finance or designee. Incidents involving students will be reported to the VP for Student Affairs or designee.

Reporting and Tracking Violations
1. Violations of the smoking policy are recorded on the Smoking Policy Violation log. All violations will be kept on file and tracked in the Office of Campus Safety & Security.
2. When Campus Safety and Security receives a third documentation of a violation of the policy, the employee, visitor or student will be referred for adjudication to the appropriate campus official.
3. Repeat violations by employees or campus visitors will be reported to the Vice President for Administration and Finance or designee by providing the dates and any details of the violations.
4. Repeat violations by students will be reported to the VP for Student Affairs or designee. Security staff will provide the dates and any details of the violations.

Adjudication
Cases involving employees charged with three violations of the smoking policy will be handled in accordance with College personnel procedures.

Cases involving students charged with three violations of the smoking policy will be adjudicated in accordance with the student code of conduct.

All other cases will be handled by the Vice President for Administration and Finance.
The Accounting A.A.S. degree is designed to prepare you for entry level positions in a variety of accounting-related positions in private businesses, government agencies and public accounting firms.

This program offers:

- Preparation for continued studies in accounting and business
- Savings on general education and core business classes
- Entry-level preparation for accounting jobs
- Access to ample job opportunities

Graduating with an Accounting A.A.S. degree you will:

- Utilize the accounting cycle to record transactions, process information, and prepare financial statements for a business
- Organize, analyze, manage, and disseminate information
- Communicate, build interpersonal skills, research, and hone organizational skills to work as part of a team

The Accounting A.A.S. is designed to prepare you for direct employment in accounting after you graduate.

A basic accountant examines, analyzes, and interprets accounting data for the purpose of giving advice and preparing financial statements. The analysis and reports are relied upon by individuals and organizations to make financial decisions.

Responsibilities may include:

- Record transactions
- Prepare financial statements
- Prepare state and federal income tax returns or other reports
- Money management
- Budgeting and cost control

After you graduate with your Accounting A.A.S. degree you may be hired into jobs like account manager, account specialist, accounts payable/receivable clerk, bookkeeper, cost accountant, management accountant, payroll accountant, public accountant and staff accountant.

Employment in the accounting field is expected to have steady growth for the next several years. Proficiency in accounting and auditing computer software, and expertise in specialized areas such as international business, specific industries, or current legislation, is in demand. Employers seek applicants with strong interpersonal and communication skills.

Beyond the A.A.S degree

Although the program is designed to prepare you to enter the workforce after completing the A.A.S. degree, you can choose to transfer to a bachelor’s degree program too. If you know you already want to transfer, consider the Accounting A.S. degree program for easier planning.

Jefferson has partnered with some select academic institutions and developed agreements that will help you transfer smoothly. Talk to your advisor if you are interested in transferring. We have transfer agreements for the Accounting A.A.S. degree with:

- SUNY Canton, Finance, B.B.A.
- SUNY Canton, Management, B.B.A.
- SUNY Empire State College
- Franklin University, Accounting, B.S.
- Franklin University, Business Administration, B.S.

With additional education and/or work experience, you may find employment as a Certified Internal Auditor (CIA), Certified Management Accountant (CMA), Certified Public Accountant (CPA), comptroller, or controller.

MORE INFORMATION

Linda Dening, Professor of Accounting
ldening@sunyjefferson.edu
315-786-2320

Richard E. Merryman, Associate Professor of Accounting
rmerryman@sunyjefferson.edu
315-786-2320

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437 or Toll Free 1-888-435-6522
Learn accounting fundamentals and complete general college requirements at Jefferson before seamlessly transferring to SUNY Polytechnic, SUNY Oswego, or another four-year college to complete a bachelor’s degree.

You’ll take core classes in the humanities, social sciences, and sciences, plus general business and accounting classes—essentially your first two years of a bachelor’s degree program. You’ll graduate with an associate’s degree that prepares you for one of the fastest-growing professions in the United States. And you may find work as an accounting clerk or assistant while pursuing a bachelor’s degree in accounting or business administration.

This program offers:
• Preparation for continued studies in accounting and business
• Savings on general education and core business classes
• Entry-level preparation for accounting jobs
• Access to ample job opportunities

Accountants are the backbone of business. They help companies and organizations create budgets, control costs, understand their financial statements, and stay compliant with state and federal tax laws and regulations.

Employment opportunities for accountants are closely tied to the health of the overall economy—as the economy grows so does the need for workers who can prepare and examine financial records. The profession is expected to grow by 10 percent through 2026, making it one of the fastest-growing fields in the United States.

With additional training, accounting graduates can become Certified Internal Auditors, Certified Management Accountants, Certified Public Accountants, comptrollers, or controllers.

When you complete the Accounting A.S. degree you will be able to:
• Use accounting practices to record transactions, process information, and prepare financial statements for a business
• Organize, analyze, manage, and disseminate information
• Demonstrate communication, interpersonal, research, and organizational skills and work as part of a team
• Transfer to a SUNY bachelor’s degree program with classes in seven of the 10 SUNY General Education Requirement areas

Complete a Jefferson Accounting A.S. and choose from a wide range of transfer options, including SUNY Polytechnic and SUNY Oswego.

Formal transfer agreements with these institutions make transfer to their programs especially smooth:
• SUNY Empire State College
• Franklin University, Accounting B.S.
• Franklin University, Business Administration B.S.

**Accounting A.S.**

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accounting and 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>BUS 112: Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 124: Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 160: Spreadsheet Applications</td>
<td>3</td>
</tr>
<tr>
<td>BUS 211: Business Law 1</td>
<td>3</td>
</tr>
<tr>
<td>Accounting Electives</td>
<td>6</td>
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<tr>
<td><strong>Liberal Arts Requirements (25 Credit Hours):</strong></td>
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</tr>
<tr>
<td>ECO 101: Macroeconomics</td>
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</tr>
<tr>
<td>ECO 102: Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>MTH 144: Elementary Statistics or MTH 174: Mathematical Probability and Statistics 1</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics Electives: MTH 155: Algebra, Functions &amp; Modeling or MTH 165: College Algebra and Trigonometry or MTH 185: Precalculus Mathematics or higher</td>
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<tr>
<td>Humanities Elective*</td>
<td>3</td>
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<tr>
<td>Science Electives** At least one lab science is required.</td>
<td>7</td>
</tr>
<tr>
<td>Social Science Electives***</td>
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<tr>
<td><strong>Free Elective Requirement (3 Credit Hours):</strong></td>
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<td>Free Elective</td>
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<td><strong>Physical Education Requirement</strong></td>
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</tr>
</tbody>
</table>

*Select from the areas of The Arts or Foreign Language in the SUNY General Education Course List.
**Select from the area of Natural Sciences in the SUNY General Education Course List.
***Select from the areas of American History, Western Civilization or Other World Civilization in the SUNY General Education Course List.

HEGIS Code 5002
Accounting Certificate

Career


The Accounting Certificate program is designed to prepare you for entry-level accounting positions in business and industry. The program provides you 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.

This program offers:
• Preparation for continued studies in accounting and business
• Entry-level preparation for accounting jobs
• Access to ample job opportunities

Graduating from the Accounting Certificate program will enable you to:
• Utilize the accounting cycle to record transactions, process information, and prepare financial statements for a business
• Organize, analyze, manage, and disseminate information

You can look forward to being hired in business fields such as:
• Accounts receivable and accounts payable
• Payroll departments
• Business bookkeeper

Job openings for bookkeeping, accounting, and auditing clerks are expected to continue to increase.

Linda Dening, Professor of Accounting
ldening@sunyjefferson.edu
315-786-2320

Richard E. Merryman, Associate Professor of Accounting
rmerryman@sunyjefferson.edu
315-786-2320

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437 or Toll Free 1-888-435-6522

Certificate Requirements

<table>
<thead>
<tr>
<th>Certificate Requirements</th>
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<tbody>
<tr>
<td>Accounting and Business Requirements (20 Credit Hours):</td>
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<tr>
<td>ACC 101: Accounting Principles 1</td>
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<td>ACC 102: Accounting Principles 2</td>
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<tr>
<td>BUS 112: Introduction to Business</td>
<td>3</td>
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<tr>
<td>BUS 160: Spreadsheet Applications</td>
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<tr>
<td>Accounting Electives*</td>
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<tr>
<td>Liberal Arts Requirements (9-10 Credit Hours):</td>
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<tr>
<td>ENG 100: College Composition or</td>
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<td>ENG 101: Research and Composition</td>
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<tr>
<td>MTH 125: Intermediate Algebra or</td>
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<td>MTH 155: Algebra, Functions &amp; Modeling or Higher Math</td>
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<td>Liberal Arts Elective</td>
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<td>Free Elective Requirement (3 Credit Hours)</td>
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<tr>
<td>Free Elective**</td>
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<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.
**Recommended: OFC 121 Beginning Keyboarding (2 credits) or CIS 110 Introduction to Computing and Applications.

HEGIS Code 5002

MORE INFORMATION

Also available online

CertifiCate requirements CreDit Hours

Accounting and Business Requirements (20 Credit Hours):
ACC 101: Accounting Principles 1 4
ACC 102: Accounting Principles 2 4
BUS 112: Introduction to Business 3
BUS 160: Spreadsheet Applications 3
Accounting Electives* 6

Liberal Arts Requirements (9-10 Credit Hours):
ENG 100: College Composition or
ENG 101: Research and Composition 3
MTH 125: Intermediate Algebra or
MTH 155: Algebra, Functions & Modeling or Higher Math 3
Liberal Arts Elective 3

Free Elective Requirement (3 Credit Hours)
Free Elective** 3

TOTAL 32-33

*Students who intend to seek CPA licensure should note that ACC 207 does not fulfill the federal taxation curricular requirement.
**Recommended: OFC 121 Beginning Keyboarding (2 credits) or CIS 110 Introduction to Computing and Applications.
The Agri-Business A.A.S. program is designed to provide technical and business training for established local business enterprises and to increase their profitability and expand their customer base outside of the greater Jefferson-Lewis County areas with educated and well-trained staff.

The program consists of core requirements in the humanities, social sciences, and sciences in addition to an in-depth concentration in agri-business and business administration. Major emphasis is placed upon agri-business operations, marketing, sales and management of agricultural products.

This program offers:

- Best practices from others in the agriculture industry
- Networking opportunities with local farm and business owners
- Ideas to implement in your own business

Graduating from the Agri-Business A.A.S. degree program you will be able to:

- Understand the roles of agriculture in northern New York’s economy and employment
- Marketing techniques for agribusiness products
- Relate how technology impacts the agriculture industry
- Analyze of how food systems and sustainability practices compare to traditional farming practices
- Learn while doing through applied learning in various agriculture fields

You will acquire transferable skills in agriculture, finance, and business management that can be used for careers with small farms, government organizations, or commercial businesses.

Jobs such as agricultural supply store manager, farm owner, agronomy technician, farm machinery salesperson are some options.

Agriculture is a major employer in the northern New York region. According to a study titled “Agriculture-Based Economic Development in NYS: Trends and Prospects” published by the Charles H. Dyson School of Applied Economics and Management of Cornell University, the agriculture and food system employment in this local region of New York State totaled 5,044 jobs in agricultural production, 1,307 jobs in food and beverage manufacturing, and, if clustered with employment in chemical and equipment manufacturing and related food and beverage retail, the total direct and agriculture related employment in the North Country region accounts for 24,551 jobs.

Although the degree is designed to prepare you for a career when you graduate, some students choose to continue on to a bachelor’s degree program. We help make that easy too. Jefferson has transfer agreements to make the process smooth, but your credits will transfer to most other schools. Our formal transfer agreements for the Agri-Business A.A.S. program are:

- SUNY Canton, Agribusiness Management B.B.A.
- SUNY Cobleskill, Agricultural Business Management B.T.
Business Administration A.A.S.

As a graduate with a Business Administration A.A.S. degree you will:

- Utilize the technology essential for business applications
- Locate, evaluate, analyze and apply information to make effective business decisions
- Understand the four functions of management
- Acquire the skills necessary to pursue a career search

From entrepreneurial start-ups to working in a large corporate office, an associate degree in business can be applied to any industry. The possibilities are endless.

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.

Although the program is designed to prepare you to enter the workforce, you can choose to continue on. If you know you want to transfer, you might want to consider the Business Administration A.S. degree or even the jointly registered Business Administration bachelor’s degree with SUNY Potsdam that can be earned on Jefferson’s campus. Talk to your advisor to create the right path.

Jefferson has partnered with some select academic institutions and developed agreements that can help you transfer smoothly. Currently, formal transfer agreements exist with:

- SUNY Canton, Finance, B.B.A.
- SUNY Canton, Management, B.B.A.
- SUNY Empire State College
- SUNY Potsdam, B.S.
- Franklin University, Business Administration, B.S.
- Franklin University, Management, B.S.

The Business Administration A.A.S. covers all the basics of business, offering you opportunities to learn specialized skills. Specialize in finance and accounting, entrepreneurship, marketing, law, and general management.

This program offers:

- Real-world applications and skills
- Preparation for success in your business career
- Savings on general education and core business classes
- Entry-level preparation for accounting jobs
- Access to ample job opportunities

<table>
<thead>
<tr>
<th>Degree Requirements</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Accounting and Business Requirements (38 Credit Hours):</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: Applied Business Math or Appropriate Mathematics Course</td>
<td>3</td>
</tr>
<tr>
<td>BUS 124: Marketing</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>
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<tr>
<td>Business Electives*</td>
<td>9</td>
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<tr>
<td><strong>Computer Science Requirement (3 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>CIS 110: Introduction to Computing and Applications</td>
<td>3</td>
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<tr>
<td><strong>Liberal Arts Requirements (21 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
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<tr>
<td>STA 151: Public Speaking</td>
<td>3</td>
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<tr>
<td>Economics Elective**</td>
<td>3</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</td>
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<tr>
<td>Science or Mathematics Elective**</td>
<td>3</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>62</td>
</tr>
</tbody>
</table>

Notes:

*In choosing 9 credit hours of 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.

**Students who plan to transfer to a SUNY school should use the economics, mathematics and science or mathematics electives to fulfill the areas of Social Science, Mathematics, and Natural Science in the SUNY General Education Requirements Course List.

***Students should use the liberal arts elective to fulfill one of the following SUNY General Education requirements: American History, Western Civilization, Other World Civilizations, Arts or Foreign Language.

It is recommended that students consult with their assigned advisor when selecting SUNY General Education courses, since some 4-year institutions are specific about their required General Education courses.

HEGIS Code 5004

Cheryl Ditch, Associate Professor of Business cditch@sunyjefferson.edu 315-786-2320

Application and Admissions Information Enrollment Services admissions@sunyjefferson.edu 315-786-2437 or Toll Free 1-888-435-6522

Business Administration A.S.

**Accounting and Business Requirements (20 Credit Hours):**
- ACC 101: Accounting Principles 1  4
- ACC 102: Accounting Principles 2  4
- BUS 112: Introduction to Business  3
- BUS 124: Marketing  3
- BUS 131: Principles of Management  3
- BUS 211: Business Law 1  3

**Liberal Arts Requirements (34 Credit Hours):**
- ECO 101: Macroeconomics  3
- ECO 102: Microeconomics  3
- ENG 101: Research and Composition  3
- ENG 102: Literature and Composition  3
- MTH 144: Elementary Statistics or MTH 174: Mathematical Probability and Statistics  3
- MTH 155: Algebra, Functions and Modeling or MTH 165: College Algebra and Trigonometry or MTH 185: Precalculus Mathematics or higher  3
- Humanities Elective*  3
- Liberal Arts or Business Elective**  3
- Science Electives*** (at least one laboratory science is required)  7
- Social Science Elective****  3

**Free Elective Requirements (6 Credit Hours)**
- 6

**Physical Education Requirements**
- 2

**TOTAL**  62

Notes:
*Select from the areas of The Arts or Foreign Language in the SUNY General Education Course List.
**Business electives include only ACC, BUS, CIS 110, or ECO.
***Select from the area of Natural Sciences in the SUNY General Education Course List.
****Select from the areas of American History, Western Civilization or Other World Civilization in the SUNY General Education Course List.

HEGIS Code 5004

Complete your first two years of study in business at Jefferson then transfer to a four-year college to finish your bachelor’s degree. Your Jefferson associate’s degree in business administration will position you for success in whatever bachelor’s program you select. Choose one of our partner schools for a more seamless transition.

Coursework includes classes in economics, accounting, and marketing, as well as a solid foundation in the liberal arts to enhance your problem-solving skills and creativity.

This program offers:
- Preparation for continued studies in business
- Ample electives to focus on your specific business interests
- Savings on your general education and core business classes
- Instruction from talented faculty and seasoned professionals

An A.S. in business administration is a good starting point for any business leader. The program gives you a solid foundation for additional study in virtually all business fields—from accounting or finance to international business or marketing—and prepares you for whatever your future holds.

Jefferson graduates go on to become supervisors, program directors, and upper-level managers in a variety of industries. Others start their own businesses or fill management, leadership, or teaching roles in government, academic, or nonprofit organizations.

Complete the Business Administration A.S. degree and you will be able to:
- Use business technology applications
- Research, evaluate, and apply information to make effective business decisions
- Understand the functions of management and how to apply them
- Transfer to a SUNY bachelor’s degree program with classes in seven of the 10 SUNY General Education Requirement areas

Complete a Jefferson Business Administration A.S. and choose from a wide range of transfer options, including SUNY universities and private colleges, to earn a bachelor’s degree.

Formal transfer agreements with some institutions make transfer to specific programs especially smooth:
- SUNY Canton, Finance B.B.A.
- SUNY Canton, Management B.B.A.
- SUNY Canton, Management B.B.A.
- SUNY Cortland, Sports Management B.S.
- SUNY Empire State College, various programs
- SUNY Oswego, Business Administration B.S.
- Cazenovia College, Management – Business Management B.P.S.
- Cazenovia College, Management – Sports Management B.P.S.
- Clarkson University, Financial Information & Analysis B.S.
- Clarkson University, Information Systems & Business Processes B.S.
- Columbia College, various programs
- Cornell University, Applied Economics & Management B.S.
- Franklin University, Business Administration B.S.
- Franklin University, Management B.S.

Students can also enroll in the Business Administration A.S./B.S. program, a joint program between Jefferson and SUNY Potsdam. Courses for the B.S. degree are taught at Jefferson’s Extended Learning Center or online.

**MORE INFORMATION**

Kathryn Brownell, Associate Professor of Business
kbrownell@sunyjefferson.edu
315-786-2320

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437 or Toll Free 1-888-435-6522
It has never been easier to earn an associate’s degree and bachelor’s degree right in Watertown. This jointly registered program makes it seamless for you. You will earn a Business Administration A.S. from Jefferson and then proceed directly to SUNY Potsdam Business Administration B.S. degree - and if you don’t want to travel to Potsdam, all courses can be completed on Jefferson’s campus and online.

This program offers:
- Joint advisement from Jefferson and Potsdam staff to ensure your success
- Real-world applications and skills in the business industry
- Cross registration of classes between both colleges to get the classes you need, when you need them
- Savings on general education and core business classes at Jefferson, plus savings on travel to complete your bachelor’s degree
- Preparation for success in your business career
- Networking opportunities with local business professionals
- No transfer application needed to SUNY Potsdam
- Early registration for Potsdam classes

Graduating with a Business Administration A.S. degree you will:
- Effectively utilize the technology essential for business applications
- Locate, evaluate, analyze and apply information to make effective business decisions
- Understand the four functions of management
- Successfully meet 7 of the 10 SUNY General Education Requirement categories

Are you ready to manage a variety of functions in small or large businesses? A Business Administration degree is the right path.

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.

Further information about this jointly registered program is available by contacting Enrollment Services at Jefferson Community College, (315) 786-2437 or the admissions offices at SUNY Potsdam, (315) 267-2180.

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**Business Administration A.S./B.S.**

**Jointly Registered Program with SUNY Potsdam**

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accounting and Business Requirements (20 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 124: Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 131: Principles of Management</td>
<td>3</td>
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<tr>
<td>BUS 211: Business Law 1</td>
<td>3</td>
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<tr>
<td><strong>Liberal Arts Requirements (40 Credit Hours)</strong></td>
<td></td>
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<tr>
<td>ECO 101: Macroeconomics</td>
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</tr>
<tr>
<td>ECO 102: Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
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<tr>
<td>ENG 102: Composition and Literature</td>
<td>3</td>
</tr>
<tr>
<td>MTH 144: Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>or MTH 174: Mathematical Probability and Statistics 1</td>
<td>3</td>
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<tr>
<td>MTH 155: Algebra, Functions, &amp; Modeling</td>
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<tr>
<td>or MTH 165: College Algebra and Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>or MTH 185: Precalculus or higher</td>
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</tr>
<tr>
<td>Business or Liberal Arts Elective</td>
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<tr>
<td>History Elective</td>
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<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>Lab Science Elective</td>
<td>4</td>
</tr>
<tr>
<td>Science Elective</td>
<td>3</td>
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<tr>
<td><strong>Free Elective Requirement</strong></td>
<td></td>
</tr>
<tr>
<td>Free Elective</td>
<td>2</td>
</tr>
<tr>
<td><strong>Physical Education Requirements (2 Credit Hours)</strong></td>
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</tr>
<tr>
<td>Physical Education Elective</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>64</td>
</tr>
</tbody>
</table>

1Students should take a course in the areas of The Arts or Foreign Language or Music in the SUNY General Education Requirements Course List.
2Any course in the areas of American History or Western Civilization in the SUNY General Education Requirements Course List. (Note: Currently, Potsdam will not accept any Jefferson course listed under Other World Civilizations to fill the General Education requirements.)
3Recommended as STA 101 or STA 151.
4Any course that fulfills the areas of The Arts or Foreign Language in the SUNY General Education Requirements Course List.
5If you have zero (0) to two (2) years of foreign language background, you should delay taking foreign language courses until matriculated at SUNY Potsdam. If you enter the program with three (3) high school foreign language classes you will enter into the 122 level course and will continue onto 200 level. If you have completed four (4) years of high school foreign language you have fulfilled this requirement.

HEGIS Code 5005/0517

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**MORE INFORMATION**

Dawn Robinson, Assistant Professor of Business
drobinson@sunyjefferson.edu
315-786-2320

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437 or Toll Free 1-888-435-6522

Chemical Dependency A.A.S.

### Degree Requirements

#### Chemical Dependency Core Requirements (36 Credit Hours):

- HUS 101: Introduction to Human Services  
  - 3
- HUS 103: Introduction to Alcohol and Nicotine Studies  
  - 3
- HUS 107: Case Management Practice in Human Services  
  - 3
- HUS 126: Introduction to Substance Abuse  
  - 3
- HUS 201: Introduction to Helping Skills  
  - 3
- HUS 202: Introduction to Group Counseling  
  - 3
- HUS 203: Substance Abuse Counseling  
  - 3
- HUS 204: Substance Abuse and Dual Diagnosis  
  - 3
- HUS 210: Professional Codes of Conduct  
  - 3
- HUS 214: Special Issues in Drugs and Crime  
  - 3
- HUS 226: Concepts of Chemical Dependency  
  - 3
- HUS 240: Human Services Field Practicum  
  - 1

#### Liberal Arts Requirements (19 Credit Hours):

- ENG 101: Research and Composition  
  - 3
- ENG 218: Technical and Professional Writing  
  - 3
- Lab Science Elective  
  - 4
  
  *(BIO 106: Human Biology recommended)*
- MTH 144: Elementary Statistics or  
  - 3
- MTH 174: Mathematical Probability and Statistics  
  - 1
- PSY 133: Introduction to Psychology  
  - 3
- STA 161: Interpersonal Communication  
  - 3

#### Electives (6 Credit Hours)

Restricted Elective

Choose one from the following:

- CRJ/HUS 175: Response to Victims of Crimes or  
  - 3
- CRJ/HUS 235: Drug Investigation (recommended) or  
  - 3
- PSY 235: Abnormal Psychology  
  - 3
- Liberal Arts Elective  
  - 3

#### Physical Education  

- 2

**TOTAL**: 63

**HEGIS Code 5506**

Jefferson’s two-year Chemical Dependency A.A.S. program prepares students to take on today’s growing epidemic of substance abuse and addiction. The program includes 63 hours of academic credit, including 18 hours in chemical dependency. It offers students real-world experience working with patients at local treatment centers.

You’ll graduate ready to start your career and with the 350 hours of education and training required by the New York State Office of Alcoholism and Substance Abuse Services (OASAS) to begin work as a Credentialed Alcoholism and Substance Abuse Counselor (CASAC-T) trainee.

This program offers:

- Opportunities for hands-on practice in real-world settings
- Immediate preparation for career or further studies
- Credentialed Alcoholism and Substance Abuse Counselor (CASAC-T) trainee requirements
- Preparedness for ample jobs in this field

The growing opioid epidemic means job opportunities in the chemical dependency field are on the rise. In fact, the need for qualified counselors is expected to grow by more than 20% through 2026.

When you graduate with an associate's degree in chemical dependency from Jefferson, you’ll be ready to work as an entry-level counselor, intake coordinator, or relief staff in mental health centers, community health centers, prisons, and private practice. Some graduates choose to continue their education first, transferring to four-year colleges and applying their Jefferson credits.

When you complete the Chemical Dependency A.A.S. degree you will be able to:

- Build a psychological foundation for helping others
- Possess the ethics and professionalism needed for effective treatment
- Understand chemical dependency and treatment options
- Learn the basics of counseling

**MORE INFORMATION**

Paul Alteri, Chair - Public Safety Department and Assistant Professor of Criminal Justice  
palteri@sunyjefferson.edu  
315-786-2414

Amy O’Donnell, Instructor of Human Services and Chemical Dependency  
aodonnell@sunyjefferson.edu  
315-786-2414

Application and Admissions Information  
Enrollment Services  
admissions@sunyjefferson.edu  
315-786-2437 or Toll Free 1-888-435-6522
**Chemical Dependency Certificate**

**Degree Requirements**

<table>
<thead>
<tr>
<th>Core Requirements (30 Credit Hours)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUS 103: Introduction to Alcohol and Nicotine Studies</td>
<td>3</td>
</tr>
<tr>
<td>HUS 107: Case Management Practice in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HUS 126: Introduction to Substance Abuse</td>
<td>3</td>
</tr>
<tr>
<td>HUS 201: Introduction to Helping Skills</td>
<td>3</td>
</tr>
<tr>
<td>HUS 202: Introduction to Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HUS 203: Substance Abuse Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HUS 210: Professional Codes of Conduct</td>
<td>3</td>
</tr>
<tr>
<td>HUS 214: Special Issues in Drugs and Crime</td>
<td>3</td>
</tr>
<tr>
<td>HUS 226: Concepts of Chemical Dependency</td>
<td>3</td>
</tr>
<tr>
<td>HUS 240: Human Services Field Practicum 1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

**HEGIS Code 5506**

The Chemical Dependency Certificate program was specifically developed for working professionals in the field. The Certificate program will give you the 350 educational hours required by NYS OASAS to sit for the CASAC-T exam.

This program offers:
- 1 year completion guaranteed with adequate grades
- All online classes to help working professionals with busy schedules
- 350 educational hours required by NYS OASAS to sit for the CASAC-T exam
- Access to a credential needed by many in the local community
- Program design for professionals working in the field

This program is very unique and you need to follow certain guidelines.

- Must have relevant experience in a chemical rehabilitation capacity or have a degree credential at the associate's or higher level degree in a closely related field
- Complete a supplemental application
- Speak with our chemical dependency staff prior to acceptance in the program

Please note this program only starts in the fall semester.

Graduating with a Chemical Dependency Certificate will allow you to:

- Understand the ethics and professionalism needed for effective treatment
- Develop an understanding of chemical dependency and treatment approaches
- Learn the basics of counseling (individual and group) and helping skills
- Earn the educational hours required by New York State to become a professional in the field of chemical dependency

You are in the right field. Career opportunities in the field of chemical dependency are strong with the explosion of substance abuse problems in our country. If you aren't already employed you will find jobs and be qualified to serve as entry level counselors, intake coordinators, administrative roles, relief staff as well as a variety of other positions available within a particular organization. Your earnings will vary with type of program, education, experience, and geographic location.

**MORE INFORMATION**

Paul Alteri, Chair - Public Safety Department and Assistant Professor of Criminal Justice  
palteri@sunyjefferson.edu  
315-786-2414

Application and Admissions Information  
Enrollment Services  
admissions@sunyjefferson.edu  
315-786-2437 or Toll Free 1-888-435-6522
Technology is ever-changing and Jefferson’s Computer Information Systems A.S. is built to provide a solid foundation in what companies are looking for in a computer professional and to provide a solid transfer path to a bachelor’s degree program of your choice.

As a student, you’ll gain hands-on experience in business and computer information systems, how to create the systems and the appropriate structure.

If you are in the program, you are required to buy or lease a computer for home use.

This program offers:
- Transfer readiness for a variety of IT and computer science bachelor’s degrees - parallel to the first two years of a four-year degree
- Hands-on learning with seasoned faculty members
- Cost savings on general education classes

When you graduate with your Computer Information Systems (CIS) A.S. degree you will be able to:
- Develop skills in analysis and design for systems
- Build programs using an object-oriented approach
- Home problem-solving skills and use algebraic methods
- Perform quantitative analysis
- Communicate effectively

Computer Requirements: Students entering this program are required to purchase or lease a professional computer system for home use. Computers are an integral part of all course instruction within the Computer Information Systems A.S. program.

This program prepares you to analyze business information needs and prepare specifications and requirements for appropriate data system solutions. Once you complete you bachelor’s degree, you can land many jobs including:
- Entry-level programmers or programmer analysts
- Microcomputer support specialist
- Software engineer
- Systems analyst
- Systems integrator
- Systems designer
- Database manager and/or administration
- Interface specialist
- Product support professional and/or technical support specialist

You will have many transfer opportunities to consider. Many CIS graduates transfer to SUNY Polytechnic Institute with full junior status. Additionally, Jefferson has partnered with some select academic institutions and developed agreements that help students transfer smoothly to programs.

Currently, formal transfer agreements exist with:
- SUNY Empire State College
- Rochester Institute of Technology
- Franklin University - transfer programs include: Computer Science, B.S.; Digital Communication, B.S.; Information Technology, B.S.; Management Information Systems, B.S.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Computer Science Requirements (15 Credit Hours):</strong></td>
<td></td>
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<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>Accounting Requirements (8 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>ACC 101: Accounting Principles</td>
<td>4</td>
</tr>
<tr>
<td>ACC 102: Accounting Principles</td>
<td>4</td>
</tr>
<tr>
<td><strong>Liberal Arts Requirements (35 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>ECO 101: Macroeconomics or ECO 102: Microeconomics</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 and Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective&lt;sup&gt;1&lt;/sup&gt;</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics Electives&lt;sup&gt;2&lt;/sup&gt;</td>
<td>11</td>
</tr>
<tr>
<td>Science Electives&lt;sup&gt;3&lt;/sup&gt;</td>
<td>6</td>
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<tr>
<td>Social Science Elective&lt;sup&gt;4&lt;/sup&gt;</td>
<td>3</td>
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<tr>
<td><strong>Elective Requirements (6 Credit Hours)</strong></td>
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<tr>
<td>Free Elective</td>
<td>3</td>
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<tr>
<td>Restricted Elective&lt;sup&gt;5&lt;/sup&gt;</td>
<td>3</td>
</tr>
<tr>
<td>(Select from BUS, MTH, BIO, CHE, GEO, PHY, or SCI)</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>64</td>
</tr>
</tbody>
</table>

<sup>1</sup> Select from the areas of The Arts or Foreign Language in the SUNY General Education Course List
<sup>2</sup> Select from the area of Mathematics in the SUNY General Education Course List
<sup>3</sup> Select from the area of Natural Sciences in the SUNY General Education Course List
<sup>4</sup> Course must be a Social Science elective from one area in the SUNY General Education Course Listing for Social Science, American History, Western Civilization, and Other World Civilizations.
<sup>5</sup> Courses tailored to the career needs of the student, to be chosen in consultation with academic advisor from the Business, Science, or Mathematics offerings.

HEGIS Code 5101

Technology is ever-changing and Jefferson’s Computer Information Systems A.S. is built to provide a solid foundation in what companies are looking for in a computer professional and to provide a solid transfer path to a bachelor’s degree program of your choice.

As a student, you’ll gain hands-on experience in business and computer information systems, how to create the systems and the appropriate structure.

If you are in the program, you are required to buy or lease a computer for home use.

This program offers:
- Transfer readiness for a variety of IT and computer science bachelor’s degrees - parallel to the first two years of a four-year degree
- Hands-on learning with seasoned faculty members
- Cost savings on general education classes

When you graduate with your Computer Information Systems (CIS) A.S. degree you will be able to:
- Develop skills in analysis and design for systems
- Build programs using an object-oriented approach
- Home problem-solving skills and use algebraic methods
- Perform quantitative analysis
- Communicate effectively

Computer Requirements: Students entering this program are required to purchase or lease a professional computer system for home use. Computers are an integral part of all course instruction within the Computer Information Systems A.S. program.

This program prepares you to analyze business information needs and prepare specifications and requirements for appropriate data system solutions. Once you complete you bachelor’s degree, you can land many jobs including:
- Entry-level programmers or programmer analysts
- Microcomputer support specialist
- Software engineer
- Systems analyst
- Systems integrator
- Systems designer
- Database manager and/or administration
- Interface specialist
- Product support professional and/or technical support specialist

You will have many transfer opportunities to consider. Many CIS graduates transfer to SUNY Polytechnic Institute with full junior status. Additionally, Jefferson has partnered with some select academic institutions and developed agreements that help students transfer smoothly to programs.

Currently, formal transfer agreements exist with:
- SUNY Empire State College
- Rochester Institute of Technology
- Franklin University - transfer programs include: Computer Science, B.S.; Digital Communication, B.S.; Information Technology, B.S.; Management Information Systems, B.S.
Computer Information Technology A.A.S.

To create the Computer Information Technology A.A.S. program, Jefferson consulted with local businesses and organizations to determine the skills and knowledge companies need. The College designed a program that prepares you to be a technology generalist able to solve today's challenges with computers and technology.

You'll gain hands-on experience in a variety of information technology (IT) areas, including software application use and customization, programming, database design and implementation, web page development, and networking technology.

This program offers:
• IT generalist focus to prepare you to work and lead a small team
• Career readiness for a variety of IT jobs and industries
• Business and management classes for greater marketability

Computer Requirements: Students entering this program are required to purchase or lease a professional computer system for home use. Computers are an integral part of all course instruction within the Computer Information Technology A.A.S. program.

There is a strong demand for graduates with a degree in computer information technology. In fact, the field is expected to grow at a rate much faster than other professions—by more than 10 percent over the next 10 years.

You’ll prepare for the field by working in computer laboratories and solving real-world challenges. You will learn to be a creative problem-solver who is able to plan, coordinate, and implement computer-related solutions and computer systems that meet organizational goals.

And you’ll gain the business and management skills you need for immediate employment as a computer programmer or analyst, networking professional, database administrator, web designer, or IT support specialist.

When you graduate with a Computer Information Technology A.A.S. degree you will be able to:
• Customize software and computer applications to meet client/user needs
• Design, implement, and maintain computer networks
• Understand database and web page design principles
• Develop basic computer programs

To graduate with a Computer Information Technology A.A.S. degree you will be able to:
• Customize software and computer applications to meet client/user needs
• Design, implement, and maintain computer networks
• Understand database and web page design principles
• Develop basic computer programs

THE A.A.S. PROGRAM OFFERS:
• IT generalist focus to prepare you to work and lead a small team
• Career readiness for a variety of IT jobs and industries
• Business and management classes for greater marketability

**Computer Science A.S.**

**DEGREE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science Requirements (21 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>CIS 111: Operating System Environments</td>
<td>2</td>
</tr>
<tr>
<td>CIS 116: Introductory Programming</td>
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<tr>
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<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>CIS Electives (CIS 212 or higher)</td>
<td>6</td>
</tr>
<tr>
<td>Liberal Arts Requirements (34 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>MTH 221: Calculus 1</td>
<td>4</td>
</tr>
<tr>
<td>MTH 222: Calculus 2</td>
<td>4</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory Science*1</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics Elective*2</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Electives*3</td>
<td>6</td>
</tr>
<tr>
<td>Free Elective Requirements</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>63</strong></td>
</tr>
</tbody>
</table>

*1 Select from the areas of The Arts or Foreign Language in the SUNY General Education Course List
*2 Select from the area of Natural Sciences in the SUNY General Education Course List
*3 PHY 131: General Physics 1 and PHY 132: General Physics 2 are recommended.
*4 Select from the area of Mathematics in the SUNY General Education Course List
*5 Select one course from the area of Social Science in the SUNY General Education Course List and one course from the areas of American History, Western Civilization or Other Worlds Civilizations in the SUNY General Education Course List

HEGIS Code 5101

Jefferson's Computer Science A.S. program will prepare you for further education and a career working with computers and technology. It's designed for students who intend to transfer and complete a bachelor's degree. (Explore Jefferson's Computer Information Technology A.A.S. for a career-oriented alternative.)

As a student, you will gain hands-on experience working in computer laboratories and solving real-world computing challenges. And you'll take the core classes you need to transfer to a four-year college or university to pursue a bachelor's degree in computer science or mathematics.

The program is designed for students interested in computers and their applications who have an aptitude for math and science. Applicants are strongly encouraged to have three to four years of high school mathematics and three years of science.

This program offers:
- Strong foundation for further study and career
- Hands-on approach to learning the core requirements
- Learned skills directly applicable to some entry-level positions in the computer science field
- Savings on your general education and core technology classes

**Computer Requirements**: Students entering this program are required to purchase or lease a professional computer system for home use. Computers are an integral part of all course instruction within the Computer Information Systems A.S. program.

The curriculum for Jefferson's Computer Science A.S. program is designed primarily for transfer to a bachelor's degree program. The skills you learn in the classroom and computer lab will help you in your transfer and career path.

There is a strong demand for graduates currently, and the field is expected to grow by more than 10 percent over the next 10 years. Computer technologies are continually evolving, which requires a broad skill set that you'll gain at Jefferson and at a four-year college or university.

You'll be highly marketable in a variety of industries as a software engineer, computer theorist, computer scientist, or computer engineer.

When you complete the Computer Science A.S. degree you will be able to:

- Analyze company needs and design networks and programs to meet them
- Develop computer programs using a number of approaches
- Solve complex problems using math and computer science
- Communicate effectively

Complete a Jefferson Computer Science A.S. and choose from a wide range of transfer options, including SUNY universities and private colleges.

Formal transfer agreements with some institutions make transfer to specific programs especially smooth:
- SUNY Empire State College
- Rochester Institute of Technology
- Franklin University, various programs

**MORE INFORMATION**

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jdonato@sunyjefferson.edu
315-786-2320

C.J. Jackson, Assistant Professor of Computer Science
cjackson@sunyjefferson.edu
315-786-2320

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437 or Toll Free 1-888-435-6522
Criminal Justice A.S.

You’ll focus on preventing and investigating crimes, apprehending suspected criminals, and managing public safety at the local, state, or federal levels. Employers include city police and sheriff departments, state police or military police, the Border Patrol, the FBI, and the U.S. Secret Service.

Demand for law enforcement professionals is expected to grow by 7 percent through 2026. However, employment opportunities vary by location.

When you complete the Criminal Justice A.S. degree you will be able to:

• Read, understand, and interpret written information and prepare written reports
• Apply laws, policies, procedures, and directives in criminal-justice settings
• Communicate effectively
• Understand the organizational structure of criminal justice agencies

While the Criminal Justice A.S. prepares students to enter many law enforcement training programs, approximately 60 percent of our graduates choose to continue their education at area colleges and universities.

Formal transfer agreements with the following institutions make transfer especially smooth:

• Columbia College, Criminal Justice Administration B.A.
• Franklin University, Public Safety Management B.S.
• Keuka College, Criminal Justice Systems B.S.*
• SUNY Canton, Emergency Management B.T.
• SUNY Empire State College, various degrees
• SUNY Potsdam, Criminal Justice B.A.

*This degree-completion program is offered through the Keuka College Accelerated Study for Adults Program (ASAP) in Watertown at the Jefferson Higher Education Center.

For Board of Cooperative Educational Services (BOCES) Students: Students who are Criminal Justice graduates of Bohlen Technical Center in Watertown, Sackett Technical Center in Glenfield, Southwest Technical Center in Gouverneur or Burten Tamer Technical Center in Mexico are eligible for up to 6 college credits from Jefferson.

Degree Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criminal Justice Requirements (21 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>CRJ 101: Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 102: Criminal Administrative Procedures</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 224: Criminal Justice Report Writing</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 233: Basic Firearms</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice Electives</td>
<td>9</td>
</tr>
<tr>
<td><strong>Liberal Arts Requirements (40 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>MTH 144: Elementary Statistics or higher Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>POL 121: Introduction to American Government or 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>PSY 235: Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 144: Introduction to Sociology</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>STA 151: Public Speaking or STA 211:Managing Conflict</td>
<td>3</td>
</tr>
<tr>
<td>Lab Science Elective</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics or Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Choose TWO courses from two different areas:</td>
<td>6</td>
</tr>
<tr>
<td>American History- HIS 150 or HIS 151</td>
<td></td>
</tr>
<tr>
<td>Western Civilization- HIS 111, HIS 112, POL 127, or PHI 101</td>
<td></td>
</tr>
<tr>
<td>The Arts- ART 104</td>
<td></td>
</tr>
<tr>
<td>Foreign Language- any FRE, SPA, ITA, GER, LAT, ARA</td>
<td></td>
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<tr>
<td><strong>Physical Education Requirements (2 Credit Hours)</strong></td>
<td></td>
</tr>
<tr>
<td>PED 192: Physical Conditioning</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>63</strong></td>
</tr>
</tbody>
</table>

1 Select from the area of Mathematics in the SUNY General Education course list.

HEGIS Code 5505

Whether you are a recent high-school graduate, a military veteran, or a law enforcement professional with 20 years of experience, the Criminal Justice A.S. at Jefferson can prepare you for a successful future in law enforcement.

The 63 credit-hour program includes core classes in criminal evidence, criminal administrative procedures, technical writing, psychology, sociology, and American government. You can also choose from electives including community corrections, sex-crime investigations, and interviews and interrogations that will help you sharpen your skills and make informed judgments.

Graduate ready for future studies at a four-year college or a law enforcement academy or put your skills to work right away.

This program offers:

• Strong foundation in criminal procedures and policies
• Options for in-depth studies in criminology and juvenile detention
• Career preparation whether you’re a rookie or an experienced professional

A degree in criminal justice prepares you for professional employment as a police investigator, corrections officer, crime lab technician, probation officer, and dozens of other roles.
Criminal Justice Certificate

**Certificate Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice Electives (21 Credit Hours)</td>
<td>21</td>
</tr>
<tr>
<td>Choose Approximately Seven Criminal Justice Electives</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Requirements (9 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>ENG 100: College Composition or ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<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>TOTAL</td>
<td>30</td>
</tr>
</tbody>
</table>

HEGIS Code 5505

Whether you are a recent high-school graduate, a military veteran, or a law enforcement professional with 20 years of experience, the Criminal Justice Certificate at Jefferson is a perfect first step for a successful future in law enforcement and security.

This one-year program includes core classes focused in criminal justice such as criminal administrative procedures, technical writing, psychology, sociology, and more.

This program offers:
- Strong foundation in criminal procedures
- Broad-based criminal justice coursework to enhance your skills
- Career preparation whether you're a rookie or an experienced professional

A certificate in criminal justice gives you an edge in many law and security related fields plus prepares you for professional employment as a police investigator, corrections officer, crime lab technician, probation officer, and dozens of other roles.

Demand for law enforcement professionals is expected to grow by 7 percent through 2026. However, employment opportunities vary by location.

When you complete the Criminal Justice Certificate you will be able to:
- 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
- Understand the organizational structure of criminal justice agencies

**More Information**

Paul Alteri, Chair-Public Safety Department and Assistant Professor of Criminal Justice
palteri@sunyjefferson.edu / 315-786-2414

Edward Smalls, Instructor of Criminal Justice
esmalls@sunyjefferson.edu / 315-786-2414

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437 or Toll Free 1-888-435-6522
## Early Childhood A.A.S.

Jefferson's Early Childhood A.A.S. program prepares students like you to learn the fundamentals of educating young children so you can get a job in the field once you complete the degree. You will gain practical skills for working with young children and their families in infant/toddler and preschool settings. Two fieldwork placements are required and you could be placed with area Head Start programs, Fort Drum Child Development Centers, Jefferson Community College Early Childhood Learning Center, day care centers, family day care, and early intervention programs.

The program consists of 62 hours of academic credit, with 21 hours directly in early childhood care education.

### This program offers:
- **Strong connection to local employers**
- **Broad-based perspective that prepares you for early childhood care and education and related fields**
- **Opportunities to complete service projects and engage in a student club that benefit local children and their families**
- **Hands-on learning and observation experiences**

Studies show that children who attend preschool are better prepared socially, emotionally, and academically for kindergarten. As an Early Childhood A.A.S. graduate, you'll have the skills you need to help young children make developmental strides. Plus, you'll enjoy a highly satisfying career in a growing field.

When you complete the Early Childhood A.A.S. degree you will be able to:
- **Promote child development and learning**
- **Build family and community relationships**
- **Observe, document, and assess to support young children and families**
- **Use developmentally effective approaches**
- **Use content knowledge to build meaningful curriculum**

### Degree Requirements

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early Childhood Requirements (21 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>ECD 101: Introduction to Early Childhood Development and Education</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 (Age 3-6)</td>
<td>3</td>
</tr>
<tr>
<td>ECD 280: Fieldwork in Early Childhood Care and Education (Age 3-6)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Liberal Arts Requirements (27-29 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</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 Family</td>
<td>3</td>
</tr>
<tr>
<td>Biology Elective (BIO 106: Human Biology recommended)</td>
<td>3-4</td>
</tr>
<tr>
<td>Two Humanities Electives</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>MTH 144: Elementary Statistics recommended</td>
<td></td>
</tr>
<tr>
<td><strong>Elective Requirements (12 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>Chosen from any ANT, HIS, POL, HUS, ECD, PSY, SOC course or STA 101</td>
<td>6</td>
</tr>
<tr>
<td>Free Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Physical Education Requirements</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>62-64</td>
</tr>
</tbody>
</table>

HEGIS Code 5503

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**Effective August 2019. Visit www.sunyjefferson.edu for the most current information.**
Jefferson's Early Childhood A.S. program prepares students like you to continue your studies in early childhood or related fields at a four-year college or university. You will gain practical skills for working with young children and their families in infant/toddler and preschool settings.

Jefferson graduates have been placed with area Head Start programs, Fort Drum Child Development Centers, Jefferson Community College Early Childhood Learning Center, day care centers, family day care, and early intervention programs.

The program consists of 62 hours of academic credit, including the bulk of your general education classes, and 15 hours in early childhood care and education.

This program offers:
• Strong foundation for further study and career
• Broad-based perspective that prepares you for early childhood care and education and related fields
• Opportunities to complete service projects that benefit local children and their families
• Hands-on learning and observation

Studies show that children who attend preschool are better prepared socially, emotionally, and academically for kindergarten. As an Early Childhood A.S. graduate, you'll have the skills you need in childhood psychology, lesson planning, and child development to help young children make developmental strides. Plus, you'll enjoy a highly satisfying career in a growing field.

Job prospects are expected to increase by 16 percent through 2026 for candidates with state or federal certifications required for employment as teachers or administrators in preschools, daycare centers, or similar institutions.

When you complete the Early Childhood A.S. degree you will be able to:
• Promote child development and learning
• Build family and community relationships
• Observe, document, and assess to support young children and families
• Use developmentally effective approaches
• Use content knowledge to build meaningful curriculum

### More Information

Leah Deasy, Humanities and Education Department Chair
ldeasy@sunyjefferson.edu / 315-786-6568

Jeri Fairman, Associate Vice President for Liberal Arts
jfairman@sunyjefferson.edu / 315-786-2414

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437 or Toll Free 1-888-435-6522
## Early Childhood Certificate

### Degree Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early Childhood Requirements (15 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>ECD 101: Introduction to Early Childhood Care and Education</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 (Age 3-6) and ECD 240: Fieldwork in Early Childhood Education (Age 3-6) or ECD 202: Lesson Planning, Environments, and Resources (Birth – 36 months) and ECD 280: Fieldwork in Early Childhood Care and Education (Birth – 36 Months) or ECD 145: Working with School Age Child Care and ECD 240: Fieldwork in Early Childhood Education (Age 3-6)</td>
<td>6</td>
</tr>
<tr>
<td><strong>Early Childhood Development Electives</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>Liberal Arts Requirements (3 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td><strong>Restricted Elective Requirements (3 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>ECD 150: Creative Arts for Young Children</td>
<td></td>
</tr>
<tr>
<td>ECD 210: Methods and Materials in Working with Exceptional Children</td>
<td></td>
</tr>
<tr>
<td>ENG 114: Early Childhood Literature</td>
<td></td>
</tr>
<tr>
<td>PSY 220: Child and Adolescent Development</td>
<td></td>
</tr>
<tr>
<td>PSY 233: Lifespan Development</td>
<td></td>
</tr>
<tr>
<td>PSY 235: Abnormal Psychology</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** 27

HEGIS Code 5503

Jefferson’s Early Childhood Certificate prepares students working in the field for the opportunity to expand your knowledge of educating young children and skills for advancement in the early childhood field. You will gain practical skills for working with young children and their families in infant/toddler and preschool settings. One fieldwork placement is required and you could be placed with area Head Start programs, Fort Drum Child Development Centers, Jefferson Community College Early Childhood Learning Center, day care centers, family day care, or early intervention programs.

### More Information

Leah Deasy, Humanities and Education Department Chair
ldeasy@sunyjefferson.edu / 315-786-6568

Jeri Fairman, Associate Vice President for Liberal Arts
jfairman@sunyjefferson.edu / 315-786-2414

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437 or Toll Free 1-888-435-6522

Energy Technology Certificate

*Please note that the Energy Technology program at JCC is no longer accepting applications and will be discontinued starting December 31, 2020.

<table>
<thead>
<tr>
<th>Certificate Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Energy Technology Requirements (14 credits):</td>
<td></td>
</tr>
<tr>
<td>EGY 110: Energy Workforce Readiness*</td>
<td>1</td>
</tr>
<tr>
<td>EGY 130: Electrical Theory and Practice for Energy Workers</td>
<td>4</td>
</tr>
<tr>
<td>EGY 135: Plumbing / HVAC** for Energy Workers</td>
<td>4</td>
</tr>
<tr>
<td>EGY 142: Photovoltaic (PV) Systems ***</td>
<td>3</td>
</tr>
<tr>
<td>EGY 146: Solar Heating (SH) Systems ****</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics and Science Requirements (6 credits):</td>
<td></td>
</tr>
<tr>
<td>MTH 133 - Technical Math or MTH 166 or MTH 185 or higher</td>
<td>3</td>
</tr>
<tr>
<td>SCI 110 - Energy and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>Computer Information Systems Requirements (6 credits):</td>
<td></td>
</tr>
<tr>
<td>CIS 110: Introduction to Computing with Microcomputers</td>
<td>3</td>
</tr>
<tr>
<td>CIS/GIS 150: Introduction to Geographic Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>English Requirements (3 credits):</td>
<td></td>
</tr>
<tr>
<td>ENG 100 - College Composition or higher</td>
<td>3</td>
</tr>
<tr>
<td>Health Requirements (1 credit):</td>
<td></td>
</tr>
<tr>
<td>HEA 102: Cardiopulmonary Resuscitation</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
</tr>
</tbody>
</table>

Notes:
*Course currently includes:
National Career Readiness Certificate (ACT)
Skills USA Energy Industry Employability Skills Certificate (Center for Energy Workforce Development)
OSHA 10 hour General Industry Certificate (Occupational Safety and Health Administration)
**Heating Ventilation and Air Conditioning
*** Upon completion students are eligible to take NABCEP (North American Board of Certified Energy Practitioners) PV Entry Level Exam
**** Upon completion students are eligible to take NABCEP (North American Board of Certified Energy Practitioners) SH Entry Level Exam

HEGIS Code 5505

Graduating from the Energy Technology Certificate program will:

- Demonstrate a working understanding of the theories of basic electrical, basic plumbing, and HVAC (heating, ventilation, and air conditioning) as they relate to the energy field
- Demonstrate knowledge of and the proper application of all safety procedures as it relates to the energy field
- Demonstrate proper care, use and maintenance of all tools and measuring instruments
- Describe the fundamental principles of solar energy systems
- Demonstrate use of appropriate technology in the planning and documenting of energy systems
- Demonstrate workforce readiness through obtaining third-party certificates
- Demonstrate an understanding of energy and sustainability options

Upon successful completion of the program, you will be ready for employment in the energy industry and will be eligible to receive the following third party certificates:

- National Career Readiness Certificate
- Skills USA Energy Industry Employability Skills Certificate
- OSHA 10-hour General Industry Certificate
- Cardiopulmonary Resuscitation

Additionally, graduates become eligible to take North American Board of Certified Energy Practitioners (NABCEP) entry–level examinations in solar heating (SH) and photovoltaics (PV).

Careers in the energy sector include a range of entry-level positions. Different sectors include:

- Solar
- Wind
- Geothermal
- Hydroelectric
- Nuclear
- Building Performance
- Power Transmission

Within each sector there are opportunities in installation, manufacturing, plant operations, sales and marketing.

The program is designed to prepare you for direct entry into a wide variety of jobs throughout the growing energy industry and can further enhance the knowledge of electricians, plumbers, HVAC technicians and contractors already working in the energy field.

You will gain hands-on experience and knowledge in selected areas of energy production along with the related systems of generation and energy transmission. Graduates will possess a working understanding of theories of basic electrical, basic plumbing and heating, ventilation, and air conditioning (HVAC) as they relate to the energy field. Upon successful completion of JCC’s Energy Technology Certificate, you can obtain several third-party, energy industry certificates and will be prepared to obtain additional certifications. You may also choose to further your college education. This one-year program will prepare you for related associate and bachelor degrees.

What you can expect to learn

MORE INFORMATION

Jack Donato, Chair-Computer Science/Energy Department
jdonato@sunyjefferson.edu
315-786-2455

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437 or Toll Free 1-888-435-6522
Students who want to be engineers can begin their education at Jefferson Community College before transferring to a four-year college. You'll complete your general education classes plus courses in physics, engineering design, and engineering graphics—essentially your first two years of study—before starting your bachelor's degree program in any engineering field you choose.

Jefferson's Engineering Science A.S. program is designed for students with an aptitude for math and science. Applicants are strongly encouraged to have four years of high school mathematics, including precalculus, plus physics, chemistry, and four years of English. Students in the program are required to buy or lease a computer that meets minimum specifications.

This program offers:

- Opportunities for hands-on and theoretical application of engineering principles
- Solid educational foundation for a variety of engineering and technology degrees
- Cost savings on general education classes
- Opportunity to gain the national credential of Certified Solidworks Associate (CSWA)

Earning an Engineering Science A.S. degree at Jefferson provides the educational foundation for your continued studies in any engineering discipline. Once you graduate with a bachelor's degree, you'll be ready to start your career in a field that's expected to grow by as much as 10 percent over the next decade.

Engineers are generally in high demand due to a shortage of graduates in the STEM fields, the challenges of a growing population and limited resources, and increased interest in improving quality of life. The average engineer's salary in 2016 ranged from $88,000 to $115,000 depending on engineering discipline.

Our graduates work in many disciplines - aerospace, mechanical, biomedical, chemical, civil, environmental, electrical, and computer engineering - and for employers that are having difficulty recruiting the right people. You can be the right person, and it all begins at Jefferson.

When you who complete the Engineering Science A.S. degree you will be able to:

- Identify, formulate, and solve engineering problems
- Design and conduct experiments, and analyze and interpret data
- Design a system, component, or process to meet desired needs
- Apply critical thinking skills

Engineering Science A.S. graduates transfer to various four-year colleges and universities with full-junior status. Recent Jefferson grads have gone on to study at Rochester Institute of Technology, Rensselaer Polytechnic Institute, Clarkson University, Syracuse University, Cornell University, SUNY Buffalo, SUNY ESF at Syracuse, Clemson University, SUNY Binghamton, University of Buffalo, University of Alabama at Huntsville, Embry-Riddle Aeronautical University, and Ohio State University.

Formal transfer agreements with some institutions make transfer especially smooth:

- Clarkson University
- Cornell University
- Rochester Institute of Technology
- Syracuse University

**Engineering Science A.S.**

**Degree Requirements  Credit Hours**

<table>
<thead>
<tr>
<th>Engineering Requirements (5 Credit Hours):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENS 100: Engineering Orientation</td>
<td>1</td>
</tr>
<tr>
<td>ENS 101: Engineering Graphics</td>
<td>3</td>
</tr>
<tr>
<td>ENS 200: Engineering Design and Build</td>
<td>1</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Liberal Arts Requirements (39 Credit Hours)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>CHE 131: General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Literature and Composition or higher</td>
<td>3</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 242: Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MTH 241: Calculus 3</td>
<td>3</td>
</tr>
<tr>
<td>MTH 245: Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>PHY 143: Science and Engineering Physics</td>
<td>4</td>
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<tr>
<td>PHY 145: Science and Engineering Physics</td>
<td>4</td>
</tr>
<tr>
<td>Social Science Elective 11</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective 21</td>
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<table>
<thead>
<tr>
<th>Restricted Electives Requirements (18 Credit Hours)</th>
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<tbody>
<tr>
<td>Concentration Elective:</td>
<td></td>
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<tr>
<td>Choose one of the following: CHE 211 Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>or ENS 207 Electrical Science or PHY 144 Science and Engineering Physics</td>
<td>2</td>
</tr>
<tr>
<td>Restricted Electives:</td>
<td></td>
</tr>
<tr>
<td>Choose five courses from: CHE 211, CHE 212, CHE 215, CIS 216, GS 250, ENS 201, ENS 204, ENS 206, ENS 207, MTH 231, MTH 241, MTH 245, PHY 144</td>
<td>15</td>
</tr>
</tbody>
</table>

**TOTAL** 65

Courses must be Social Science electives selected from two different areas in the SUNY General Education Course Listing for Social Science, American History, Western Civilization, and Other World Civilizations.

HEGIS Code 5609

Students who want to be engineers can begin their education at Jefferson Community College before transferring to a four-year college. You'll complete your general education classes plus courses in physics, engineering design, and engineering graphics—essentially your first two years of study—before starting your bachelor’s degree program in any engineering field you choose.

Jefferson's Engineering Science A.S. program is designed for students with an aptitude for math and science. Applicants are strongly encouraged to have four years of high school mathematics, including precalculus, plus physics, chemistry, and four years of English. Students in the program are required to buy or lease a computer that meets minimum specifications.

This program offers:

- Opportunities for hands-on and theoretical application of engineering principles
- Solid educational foundation for a variety of engineering and technology degrees
- Cost savings on general education classes
- Opportunity to gain the national credential of Certified Solidworks Associate (CSWA)

Earning an Engineering Science A.S. degree at Jefferson provides the educational foundation for your continued studies in any engineering discipline. Once you graduate with a bachelor’s degree, you'll be ready to start your career in a field that's expected to grow by as much as 10 percent over the next decade.

Engineers are generally in high demand due to a shortage of graduates in the STEM fields, the challenges of a growing population and limited resources, and increased interest in improving quality of life. The average engineer's salary in 2016 ranged from $88,000 to $115,000 depending on engineering discipline.

Our graduates work in many disciplines - aerospace, mechanical, biomedical, chemical, civil, environmental, electrical, and computer engineering - and for employers that are having difficulty recruiting the right people. You can be the right person, and it all begins at Jefferson.

When you who complete the Engineering Science A.S. degree you will be able to:

- Identify, formulate, and solve engineering problems
- Design and conduct experiments, and analyze and interpret data
- Design a system, component, or process to meet desired needs
- Apply critical thinking skills

Engineering Science A.S. graduates transfer to various four-year colleges and universities with full-junior status. Recent Jefferson grads have gone on to study at Rochester Institute of Technology, Rensselaer Polytechnic Institute, Clarkson University, Syracuse University, Cornell University, SUNY Buffalo, SUNY ESF at Syracuse, Clemson University, SUNY Binghamton, University of Buffalo, University of Alabama at Huntsville, Embry-Riddle Aeronautical University, and Ohio State University.

Formal transfer agreements with some institutions make transfer especially smooth:

- Clarkson University
- Cornell University
- Rochester Institute of Technology
- Syracuse University

Engineering Science A.S.

**Degree Requirements  Credit Hours**

<table>
<thead>
<tr>
<th>Engineering Requirements (5 Credit Hours):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENS 100: Engineering Orientation</td>
<td>1</td>
</tr>
<tr>
<td>ENS 101: Engineering Graphics</td>
<td>3</td>
</tr>
<tr>
<td>ENS 200: Engineering Design and Build</td>
<td>1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Liberal Arts Requirements (39 Credit Hours)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 131: General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Literature and Composition or higher</td>
<td>3</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 242: Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MTH 241: Calculus 3</td>
<td>3</td>
</tr>
<tr>
<td>MTH 245: Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>PHY 143: Science and Engineering Physics</td>
<td>4</td>
</tr>
<tr>
<td>PHY 145: Science and Engineering Physics</td>
<td>4</td>
</tr>
<tr>
<td>Social Science Elective 11</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective 21</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Restricted Electives Requirements (18 Credit Hours)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration Elective:</td>
<td></td>
</tr>
<tr>
<td>Choose one of the following: CHE 211 Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>or ENS 207 Electrical Science or PHY 144 Science and Engineering Physics</td>
<td>2</td>
</tr>
<tr>
<td>Restricted Electives:</td>
<td></td>
</tr>
<tr>
<td>Choose five courses from: CHE 211, CHE 212, CHE 215, CIS 216, GS 250, ENS 201, ENS 204, ENS 206, ENS 207, MTH 231, MTH 241, MTH 245, PHY 144</td>
<td>15</td>
</tr>
</tbody>
</table>

**TOTAL** 65

Courses must be Social Science electives selected from two different areas in the SUNY General Education Course Listing for Social Science, American History, Western Civilization, and Other World Civilizations.

HEGIS Code 5609

Students who want to be engineers can begin their education at Jefferson Community College before transferring to a four-year college. You'll complete your general education classes plus courses in physics, engineering design, and engineering graphics—essentially your first two years of study—before starting your bachelor’s degree program in any engineering field you choose.

Jefferson's Engineering Science A.S. program is designed for students with an aptitude for math and science. Applicants are strongly encouraged to have four years of high school mathematics, including precalculus, plus physics, chemistry, and four years of English. Students in the program are required to buy or lease a computer that meets minimum specifications.

This program offers:

- Opportunities for hands-on and theoretical application of engineering principles
- Solid educational foundation for a variety of engineering and technology degrees
- Cost savings on general education classes
- Opportunity to gain the national credential of Certified Solidworks Associate (CSWA)
### Fire Protection Technology A.A.S.

This curriculum follows International Fire Service Accreditation Congress (IFSAC) certification standards and is nationally accredited by the Fire and Emergency Services Higher Education (FESHE) program.

When you graduate from the Fire Protection Technology program with an A.A.S. degree you will be able to:

- Prepare written material in a fire service setting
- Read, understand and interpret written information
- Communicate effectively, orally and written
- Apply written information in the form of incident reports, policies, procedures, directives, etc., to situations that are similar to experiences faced in the fire protection system
- Understand the organized structure of fire protection agencies

In order to enroll in the program students must fulfill the following:

- Be a current member of a volunteer fire department or possess acceptable turnout gear and secure sufficient liability insurance and have transportation as required by the student’s volunteer fire department.
- If you are not a current member of a volunteer fire department, limited opportunities are available to participate in a bunk-in program with a Volunteer Fire Department.

For further information about this opportunity, please contact Mr. Paul Alteri, assistant professor of criminal justice, at palteri@sunyjefferson.edu or (315) 786-2442.

The Firemen's Association of the State of New York (FASNY) has developed the Higher Education Learning Plan (FASNY HELP). This program provides tuition reimbursement to individuals attending community college for up to 80 credit hours.

Under FASNY HELP, student-volunteers are eligible to have up to 100% of their tuition reimbursed in exchange for maintaining their grades and fulfilling defined service requirements. They must also be a “member in good standing” in one of New York’s volunteer fire companies during their school years and service payback period.

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 many settings. No matter the location, your performance matters.

Although the program is designed to prepare graduates to enter the workforce after completing the degree, you can choose to pursue a bachelor’s degree. Many of your credits will transfer regardless where you go next. Jefferson has a transfer agreement with SUNY Canton’s Emergency Management B.T. for a smooth transition.

### Degree Requirements

<table>
<thead>
<tr>
<th>Fire Protection Technology Requirements (35 credit hours)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FPT 105: Firefighting 1</td>
<td>6</td>
</tr>
<tr>
<td>FPT 205: Firefighting 2</td>
<td>2</td>
</tr>
<tr>
<td>FPT 121: Fire Instructor 1</td>
<td>3</td>
</tr>
<tr>
<td>FPT 206: Fire Officer 1</td>
<td>3</td>
</tr>
<tr>
<td>FPT 101: Principles of Emergency Services</td>
<td>3</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 Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liberal Arts Requirements (22 credit hours)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 218: Technical and Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>MTH 125: Intermediate Algebra or higher</td>
<td>3</td>
</tr>
<tr>
<td>SOC 144: Introduction to Sociology or</td>
<td>3</td>
</tr>
<tr>
<td>PSY 133: Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Language Elective or</td>
<td></td>
</tr>
<tr>
<td>STA 101: Fundamentals of Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>4</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

| Health Requirement (1 credit hours)                     |               |
| HEA 102: Cardiopulmonary Resuscitation                  | 1             |

<table>
<thead>
<tr>
<th>Physical Education Requirements (2 Credit Hours)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PED 192: Physical Conditioning</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education Elective</td>
<td>1</td>
</tr>
</tbody>
</table>

| TOTAL                                                   | 60            |

HEGIS Code 5507

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.

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.

This program offers:

- Preparation to be a fire fighter - paid or volunteer
- Emergency management skills developed
- Learn from and connect with local professionals
- Access to job and volunteer opportunities

This degree offers a balance of focused and general courses across many areas. Specialized courses include Fire Investigation, Building Materials and Inspection, Fire Fighting Tactics and Strategies, and Counter Terrorism. Once you graduate you will 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).

---

**MORE INFORMATION**

Paul Alteri, Chair-Public Safety Department
palteri@sunyjefferson.edu / 315-786-2414

Jeri Fairman, Associate Vice President for Liberal Arts
jfairman@sunyjefferson.edu / 315-786-2414

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437 or Toll Free 1-888-435-6522
**Fire Protection Technology Certificate**

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. This certificate provides you a direct path into an entry into either the paid or volunteer firefighting profession, or for those already serving in such capacities.

This program offers:
- Preparation to be a fire fighter - paid or volunteer
- Emergency management skills developed
- Learn from and connect with local professionals
- Access to job and volunteer opportunities

Graduating from the Fire Protection Technology Certificate program you will be able to
- Prepare written material in a fire service setting
- Read, understand and interpret written information
- Apply written information in the form of incident reports, policies, procedures, directives, etc., to situations that are similar to experiences faced in the fire protection system
- Communicate effectively
- Understand the organized structure of fire protection agencies

Safeguarding individuals and property from fires offers rewarding career opportunities to people with many and varied skills. Firefighters use their skills to respond to emergencies in many settings. No matter the location, your performance matters.

---

**Certificate Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements (12 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>ENG 100: College Composition or ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>FPT 101: Principles of Emergency Services</td>
<td>3</td>
</tr>
<tr>
<td>FPT 102: Building Construction for Fire Protection</td>
<td>3</td>
</tr>
<tr>
<td>FPT 108: Fire Protection Hydraulics and Water Supply</td>
<td>3</td>
</tr>
<tr>
<td><strong>Fire Protection Technology Elective Requirements (18 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>Choose Approximately Six Fire Protection Electives</td>
<td>18</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

HEGIS Code 5507

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**Effective August 2019. Visit www.sunyjefferson.edu for the most current information.**
Complete your first two years of study in health care management at Jefferson then transfer to a four-year college to finish your bachelor’s degree or choose to stay on campus and complete your bachelor’s degree through the Jefferson Higher Education Center.

The Health Care Management A.S. degree program includes liberal arts courses to provide a broad-based general education, plus technology and business courses to enhance the foundational component in health care. This degree is appropriate for students who wish to pursue positions with hospitals, physicians’ offices, clinics, rehabilitation centers, long-term care facilities, and numerous other types of healthcare-related facilities.

Complete the Health Care Management A.S. degree and you will be able to:

• Understand healthcare law and ethical principles in the context of the healthcare environment.
• Communicate effectively in oral and written form and have the specialized vocabulary utilized in the healthcare industry.
• Motivate, lead individuals and teams in a healthcare setting.
• Identify current issues and trends affecting the U.S. healthcare delivery system and strategies to address the issues.
• Demonstrate basic knowledge of healthcare finance and efficient use of resources.

Choose from a wide range of transfer options, including SUNY universities and private colleges, to earn a bachelor’s degree. Jefferson has partnered with some select academic institutions and developed agreements that will help you transfer smoothly. Talk to your advisor if you are interested in transferring.

We have formal articulation agreements with:

• SUNY Canton, B.S. in Health Care Management (available entirely online)
• SUNY Empire, B.S. in Business, Management and Economics with a concentration in Health Care Management

You may also choose to complete your bachelor’s degree in Health Services Administration from Bryant & Stratton College on JCC’s campus through the Jefferson Higher Education Center.

HEGIS Code 5004
Homeland Security A.S.

Degree Requirements | Credit Hours
--- | ---
Homeland Security Requirements (18 Credit Hours):
HLS 108: Introduction to Homeland Security | 3
HLS 117: Intelligence Analysis and Homeland Security | 3
Choose 4 courses from the following: | 12
- HLS 109: Domestic Terrorism and Extremist Groups
- HLS 111: Mind of a Terrorist I
- HLS 114: Terrorism and Counter-Terrorism
- HLS 217: Mind of a Terrorist II
- HLS 218: Homeland Security Laws and Ethics
- HLS 219: Transportation and Border Security
- HLS 220: Homeland Security in the Private and Corporate Sectors

Criminal Justice Requirements (6 Credit Hours)
CRJ 101: Introduction to Criminal Justice | 3
CRJ 102: Criminal Administrative Procedures or
CRJ 106: Introduction to Policing or
CRJ 200: Constitutional Issues in Criminal Justice

Liberal Arts Requirements (28 Credit Hours)
ENG 101: Research and Composition | 3
ENG 218: Technical and Professional Writing | 3
MTH 144: Elementary Statistics or higher | 3
SOC 144: Introduction to Sociology | 3
STA 151: Public Speaking or
STA 211: Managing Conflict | 3
Choose TWO of the following:
POL 121: Introduction to American Government or
PSY 133: Introduction to Psychology or
SOC 245: Criminology | 6
Laboratory Science Elective2 | 4
Mathematics or Science Elective3 | 3
Choose TWO courses from two different areas:
- American History – HIS 151
- Western Civilization – HIS 111, HIS 112, POL 127, or PHI 101
- The Arts – ART 104
- Foreign Language – any foreign language including ASL

Restricted Electives Requirements (3 Credit Hours)
POL 126: World Affairs or
CIS 110: Introduction to Computing and Applications | 3

Physical Education Requirements | 2

TOTAL | 65

1. Mathematics course selected from the Knowledge Area of Mathematics in the SUNY General Education Course List (except MTH 148 or MTH 149).
2. Selected from the Knowledge Area of Natural Science in the SUNY General Education Course List.
3. Selected from the Knowledge Area of Mathematics or Natural Science in the SUNY General Education Course List.

HEGIS Code 5609

Whether you’re a recent high-school graduate, a military veteran, or an experienced law enforcement officer, Jefferson’s new Homeland Security A.S. program can prepare you for a career in terrorism prevention, border security, disaster preparedness, and emergency response. Our curriculum teaches you to analyze evidence and intelligence data, identify security risks, and devise response plans to protect the United States and its citizens. You’ll focus on preventing and investigating crimes, apprehending suspected criminals, and managing public safety at the local, state, or federal levels.

You will be ready for continued studies at a four-year college or law enforcement academy or to start a career fighting crime.

This program offers:
- Strong foundation in national and international crime prevention and security
- Career readiness whether you’re a rookie or an experienced professional
- Opportunities for hands-on practice of crime prevention and investigation techniques

Homeland security is a dynamic and diverse career field. You can work with government and businesses to ensure the nation and its people are protected from criminal and natural disasters. You may prevent terrorism, keep our borders safe, investigate cybersecurity, test new security technologies, and respond in the event of pandemics, earthquakes, or severe weather.

Homeland security graduates find work with U.S. law enforcement agencies including Border Patrol, FBI, CIA, Secret Service, ICE, or TSA, or with FEMA, private companies, and nonprofits.

When you complete the Homeland Security A.S. degree you will be able to:
- Identify issues confronting homeland security
- Respond to a wide range of threats from terrorism
- Apply provisions of the USA PATRIOT Act and ethical, constitutional, and understand civil liberties issues involved in intelligence operations
- Apply homeland security theories to current and emerging technologies to improve performance and effectiveness of public and private entities

As a Jefferson graduate, you can continue your education at colleges and universities in the area and beyond. Popular transfer destinations for Jefferson grads include SUNY Empire State College, SUNY Canton, SUNY Oswego, SUNY Potsdam, Syracuse University, Le Moyne College, and Rochester Institute of Technology.

We have formal transfer agreements with:
- SUNY Canton
- SUNY Empire State College

MORE INFORMATION

Donna Stevenson, Chair - Mathematics & Engineering Department and Professor of Mathematics
dstevenson@sunyjefferson.edu / 315-786-2320

Genny Pond, Professor of Engineering
gpond@sunyjefferson.edu / 315-786-2320

Oliver Youst, Associate Professor of Physics
oyoust@sunyjefferson.edu / 315-786-2320

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437 or Toll Free 1-888-435-6522

Hospitality and Tourism A.A.S.
Culinary Arts Concentration

**DEGREE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Culinary Arts Concentration Requirements (14-17 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<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>CUL Electives (3 courses)</td>
<td>7-8</td>
</tr>
<tr>
<td>Restricted Elective 1</td>
<td>4-6</td>
</tr>
</tbody>
</table>

**Hospitality and Tourism Requirements (14 Credit Hours):**

| HOS 101: Introduction to Hospitality & Tourism               | 3            |
| HOS 251: Event Management                                    | 3            |
| HOS 275: Jefferson Practicum or                              | 2            |
| CUL 212: Quantity Food Production                             | 3            |
| HOS 276: Hospitality Internship or                            | 3            |
| HRM 240: Food and Beverage Management                        | 3            |

**Business Requirements (6 Credit Hours):**

| BUS 124: Marketing or                                        | 3            |
| BUS 131: Principles of Management                             | 3            |
| BUS 221: Human Resource Management                            | 3            |

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

| ENG 101: Research and Composition                            | 3            |
| English Elective                                             | 3            |
| Humanities Elective                                          | 3            |
| Liberal Arts Elective                                        | 3            |
| Math Elective                                               | 3            |
| Science or Lab Science Elective                              | 3            |
| Social Science Elective                                      | 3            |

**Free Elective Requirements (6 Credit Hours):**

| Free Elective                                               | 6            |

**TOTAL Culinary Arts Concentration**

61–64

1Select from CUL, HOS, HRM, WIN. *BUS/HOS/HRM/WIN 153 Introduction to Winery Operation (1 credit) may be applied here.

2Selected from ACC, BUS, CIS, ECO, HOS, HRM.

3MTH elective must be college level MTH of at least 3 credits.

HEGIS Code 5011.10

The Hospitality and Tourism A.A.S. program at Jefferson lets you choose a concentration in the culinary arts. You’ll take classes in culinary theory and practice, event management, and sanitation and safety, and learn from professional chefs and winemakers. Plus, you’ll gain hands-on experience working as an intern or preparing dinners and luncheons in our professional-quality kitchen and dining facilities.

Graduate ready for some of the best jobs in hotels and restaurants, tourism, wineries and craft breweries, and more.

You must demonstrate ability to acquire the skills and knowledge required for successful completion of courses and meet skills expected of a hospitality industry professional. Please review the hospitality and tourism program guidelines, which outlines these skills.

This program offers:

- Hands-on practice in real-world settings
- Networking opportunities with chefs and winemakers
- Fundamental skills and training for a fulfilling career after graduation
- Classes in human resources, marketing, and management

Graduates from Jefferson’s culinary arts program have ample job opportunities in one of the most lucrative and growing sectors of the U.S. economy, with potential for more than 1.5 million hotel, restaurant, and service industry jobs over the next 10 years. You may find work as a restaurant manager, chef, restaurateur, caterer, food and beverage manager, events manager, food writer, product developer, and more.

Jefferson’s program is designed for maximum access to the best jobs in the industry. Our graduates are positioned to compete with grads from four-year schools.

When you complete the Hospitality and Tourism A.A.S. degree with a concentration in culinary arts you will be able to:

- Plan and develop hospitality events, including festivals, weddings, conventions, and business meetings
- Explore career paths in hospitality, food service, tourism, and recreation
- Use human-resource strategies to operate lodging, food service, or other service operations
- Understand and apply food safety practices

Jefferson’s program prepares graduates to enter the workforce. However, about a third of our graduates opt to pursue a bachelor’s degree.

Jefferson has formal transfer agreements in place with the following institutions to help students transfer smoothly:

- SUNY Cobleskill, Culinary Arts B.B.A.
- SUNY Empire State College, Business Management B.S.
- Franklin University, Applied Management B.S.
- Paul Smith’s College, Hotel, Resort and Tourism Management B.S.

**MORE INFORMATION**

Alexander Pope Vickers, Chair-Hospitality and Tourism Department
avickers@sunyjefferson.edu / 315-786-2320

Linda Dittrich, Associate Vice President for Math, Science, Technology & Health
ldittrich@sunyjefferson.edu / 315-786-2323

Application and Admissions Information
Enrollment Services / admissions@sunyjefferson.edu
315-786-2437 or Toll Free 1-888-435-6522

Hospitality & Tourism A.A.S.
Winery Management & Marketing Concentration

Degree Requirements

<table>
<thead>
<tr>
<th>Winery Management and Marketing Requirements (11 credit Hours)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOS/WIN 154: Viticulture</td>
<td>2</td>
</tr>
<tr>
<td>HOS/WIN 155: Enology</td>
<td>3</td>
</tr>
<tr>
<td>HRM 152: Wine Selection and Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>WIN Elective or AGB Elective or CUL Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Hospitality & Tourism Requirements (16 credit hours)

| AGB 109: Survey of Horticulture                               | 2            |
| AGB 111: Survey of Agri-Business Technologies                 | 1            |
| CUL 130: Sanitation and Safety                                | 1            |
| HOS 101: Introduction to Hospitality & Tourism                | 3            |
| HOS 251: Event Management                                     | 3            |
| HOS 276: Hospitality Internship or Business Elective¹         | 3            |
| HRM 240: Food and Beverage Management                        | 3            |

Business Requirements (6 Credit Hours)

| BUS 124: Marketing or                                         | Credit Hours |
| AGB 207: Marketing and Sales of Agricultural Products         | 3            |
| BUS 221: Human Resource Management                            | 3            |

Liberal Arts Requirements (21 credit hours)

| ENG 101: Research and Composition                            | 3            |
| English Elective                                             | 3            |
| Humanities Elective                                          | 3            |
| Liberal Arts Elective                                         | 3            |
| Math Elective²                                               | 3            |
| Science or Lab Science Elective                              | 3            |
| Social Science Elective                                       | 3            |

Free Elective Requirements (6 credit hours)

Free Elective                                                | 6            |

TOTAL Winery Management & Marketing Concentration              | 60           |

¹Business Elective (selected from ACC, BUS, CIS, ECO, HOS, HRM)
²MTH elective must be college level MTH of at least 3 credits.

HEGIS Code 5011.10

The Winery Management and Marketing Concentration, Hospitality & Tourism A.A.S. degree at Jefferson lets you choose a concentration in the hospitality and tourism arena. You’ll take classes in wine operations, business, event management, and learn from wine professionals in the area.

Graduate ready for some of the best jobs in local and national wineries.

You must demonstrate ability to acquire the skills and knowledge required for successful completion of courses and meet skills expected of a hospitality industry professional. Please review the hospitality and tourism program guidelines, which outline these skills.

This program offers:
* Hands-on practice in real-world settings
* Networking opportunities with winery owners and marketers
* Fundamental skills and training for a fulfilling career after graduation
* Classes in human resources, marketing, and management

Graduates from Jefferson's Winery Management and Marketing program have job opportunities in a growing industry. You may find work as a winery manager, tasting room manager, winemaker, and more.

Jefferson's program is designed for maximum access to the best jobs in the industry. Our graduates are positioned to compete with grads from four-year schools.

When you complete the Hospitality and Tourism A.A.S. degree with a concentration in winery marketing and management you will be able to:

* Understand how to develop an effective business model for a winery operation
* Develop skills to operate a winery from grape variety to layout for a vineyard
* Realize aesthetic considerations and technical process of wine making
* Develop an understanding and appreciation of varietals of wine around the world and their unique characteristics, styles, food pairings, and service

Jefferson's program prepares graduates to enter the workforce. However, about a third of our graduates opt to pursue a bachelor's degree.

Jefferson has formal agreements in place with the following institutions to help students transfer smoothly:
* SUNY Cobleskill, Agriculture Business Management, B.T.
* SUNY Cobleskill, Food Systems and Technology B.T.
* Franklin University, Applied Management, B.S.
* Paul Smith's College, Hotel, Resort and Tourism Management, B.S.
* SUNY Empire State College, Business Management, B.S.

MORE INFORMATION

Alexander Pope Vickers, Chair-Hospitality and Tourism Department
avickers@sunyjefferson.edu / 315-786-2320

Linda Dittrich, Associate Vice President for Math, Science, Technology & Health
ldittrich@sunyjefferson.edu / 315-786-2323

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437 or Toll Free 1-888-435-6522

Hospitality and Tourism Certificate

The Hospitality & Tourism Certificate will prepare you to explore careers in the hospitality, food service, tourism, and recreation industries. This Certificate will provide an edge to your resume if you are looking to enter the field or have been working for some time.

Graduate ready for some of the best jobs in hotels and restaurants, tourism, wineries and craft breweries, and more.

You must demonstrate ability to acquire the skills and knowledge required for successful completion of courses and meet skills expected of a hospitality industry professional. Please review the hospitality and tourism program guidelines which outlines these skills.

This certificate program offers:

- Experience from real-world settings
- Networking opportunities with others in the industry
- Fundamental skills and training for a fulfilling career after graduation
- Flexibility, you can complete the certificate online entirely

Graduates from Jefferson’s Hospitality & Tourism Certificate program have ample job opportunities in one of the most lucrative and growing sectors of the U.S. economy, with potential for more than 1.5 million hotel, restaurant, and service industry jobs over the next 10 years. You may find work as a wine and beverage mixologist, events manager, food writer, caterer, product developer, food source, chef, restaurateur, and more.

When you complete the Hospitality & Tourism Certificate you will be able to:

- Explore career paths within the hospitality, food service, tourism, and recreation industries
- Demonstrate an understanding of critical food safety knowledge and practices

### Certificate Requirements

**Hospitality and Tourism Requirements (12 Credit Hours):**
- CUL 130: Sanitation and Safety 1
- HOS 101: Introduction to Hospitality & Tourism 3
- HOS, HRM or CUL Electives 8

**Business/Hospitality and Tourism Requirements (12 Credit Hours):**
- HOS, HRM, CUL, BUS, or ACC Electives 12

**TOTAL** 24

1 Some HOS, HRM, or CUL electives are only two credits; make sure you have fulfilled a minimum of 8 credits for this requirement.

2 Some HOS, HRM, CUL, BUS, or ACC electives are 2-4 credits; make sure you have fulfilled a minimum of 12 credits for this section.

HEGIS Code 5011.10

MORE INFORMATION

Alexander Pope Vickers, Chair-Hospitality and Tourism Department and Assistant Professor of Business
avickers@sunyjefferson.edu / 315-786-2320

Linda Dittrich, Associate Vice President for Math, Science, Technology & Health
ldittrich@sunyjefferson.edu / 315-786-2323

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Enrollment Services
admissions@sunyjefferson.edu
315-786-2437 or Toll Free 1-888-435-6522

Human Services A.S.

**Degree Requirements**

**Credit Hours**

<table>
<thead>
<tr>
<th>Human Services Requirements (15 Credit Hours):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HUS 101: Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HUS 107: Introduction to Case Management</td>
<td>3</td>
</tr>
<tr>
<td>Practice in Human Services</td>
<td></td>
</tr>
<tr>
<td>HUS 201: Introduction to Helping Skills</td>
<td>3</td>
</tr>
<tr>
<td>HUS 240: Human Services Field Practicum 1</td>
<td>3</td>
</tr>
<tr>
<td>HUS 290: Capstone Project</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liberal Arts Requirements (40 Credit Hours):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 218: Technical and Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>MTH 144: Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MTH 174: Math Probability and Statistics 1</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>STA 161: Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective 1</td>
<td>3</td>
</tr>
<tr>
<td>Lab Science Elective</td>
<td>4</td>
</tr>
<tr>
<td>(BIO 106: Human Biology recommended)</td>
<td></td>
</tr>
<tr>
<td>Mathematics or Lab Science Elective</td>
<td>9</td>
</tr>
<tr>
<td>Choose at least two different skill areas from</td>
<td></td>
</tr>
<tr>
<td>the SUNY General Education Course List</td>
<td></td>
</tr>
<tr>
<td>American History, Western Civilization, Other</td>
<td></td>
</tr>
<tr>
<td>World Civilizations, The Arts, Foreign Language</td>
<td></td>
</tr>
</tbody>
</table>

**Free Elective Requirements (6 Credit Hours)** 6

**Physical Education Requirement** 2

**TOTAL** 63

1 Select one additional course from the Humanities SUNY General Education Course List.

HEGIS Code 5501

Prepare to help individuals and communities with a Human Services A.S. degree. You'll develop skills required to meet the needs of patients and clients, including interviewing, advocacy, assessment, counseling, case management, program development, and evaluation. You'll also complete your first two years of study toward a bachelor's degree in therapy, education, counseling, social work, or other related fields.

Jefferson's program provides the education and skills you need to start an entry-level job with organizations that serve people in need.

This program offers:

* Focus on improving the lives of individuals and communities
* Small, personalized learning community
* Opportunities for internships and hands-on projects
* Strong foundation for further study and career

Demand for human services professionals is growing and expected to swell by 16 percent by 2026. Jefferson graduates are prepared to launch highly fulfilling careers tackling pressing challenges like poverty, drug and alcohol abuse, aging, school violence, bullying, and serving people with disabilities.

You can start work immediately with an associate's degree or continue study toward a bachelor's degree in a variety of fields. Your contributions will directly and indirectly help people in your community through counseling, support, and advocacy.

Potential employers include state, county, and federal governments, private not-for-profit human services agencies, or hospitals, schools, and residential care facilities.

When you complete the Human Services A.S. degree you will be to:

* Understand the history, developmental models, policies, and theories of the human services profession
* Learn appropriate communication strategies and techniques
* Demonstrate professional and ethical standards

Complete a Jefferson Human Services A.S. and choose from a wide range of transfer options, including SUNY universities and private colleges.

Formal transfer agreements with some institutions make transfer to specific programs especially smooth:

* Keuka College, Social Work B.S.*
* Cazenovia College, Human Services B.S.
* Syracuse University, various programs
* SUNY Albany, various programs
* SUNY Brockport, various programs
* SUNY Cortland, various programs
* SUNY Empire State College, various programs
* SUNY Plattsburgh, various programs

*This degree completion program is offered through the Keuka College Accelerated Study for Adults Program (ASAP) at the Jefferson Higher Education Center (JHEC) in on Jefferson's campus. The Greater Rochester Collaborative Master of Social Work program, a partnership between SUNY Brockport and Nazareth College, also is offered at JHEC.

**More Information**

Mallory Jackson, Instructor of Human Services
mjackson@sunyjefferson.edu / 315-786-2414

Paul Alteri, Chair-Public Safety Department
palteri@sunyjefferson.edu / 315-786-2414

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu / 315-786-2437 / Toll Free 1-888-435-6522
Individual Studies A.A.S./A.S./A.A.

ASSOCIATE IN APPLIED SCIENCE (A.A.S.)

Degree Requirements: 6-7 Credit Hours

- ENG 101: Research and Composition 3
- MTH 144: Elementary Statistics or higher 3-4

Liberal Arts Requirements: 15 Credit Hours

Choose Approximately Five Liberal Arts Courses 15

Free Elective Requirements

Choose Approximately 13 Free Electives 1 39

Total 60-61

Distribution Requirements:
Minimum 60 hours, of which 21 are to be Liberal Arts and Sciences. Remaining 39 hours free electives.

1 No more than 12 credits of physical education activity or equivalent coursework may be used to satisfy free elective requirements.

HEGIS Code 5699

ASSOCIATE IN SCIENCE (A.S.)

Degree Requirements: 6-7 Credit Hours

- ENG 101: Research and Composition 3
- MTH 144: Elementary Statistics or higher 3-4

Liberal Arts Requirements: 24 Credit Hours

Choose Approximately Eight Liberal Arts Courses 24

Free Elective Requirements

Choose Approximately Ten Free Electives 1 30

Total 60-61

Distribution Requirements:
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.

1 No more than 12 credits of physical education activity or equivalent coursework may be used to satisfy free elective requirements.

HEGIS Code 5699

One size does not have to fit all when it comes to your education. Choose from any number of disciplines to create a unique degree program that reflects your individual interests and career goals.

You’ll pick classes to explore while completing a liberal arts core in the humanities, social sciences, and science and mathematics.

Core areas include:

- Basic communication: Express yourself using common college-level formats, revise and improve your work, research a topic, develop an argument, and organize supporting details
- Mathematics: Use numerical data to solve practical problems and interpret day-to-day information
- Humanities: Learn conventions and methods from at least one humanities discipline along with other general education areas
- Social Science: Learn methods to explore social phenomena—observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and mathematical and interpretive analysis

As an individual studies student, your choices will determine the classes you take and the degree you earn—an A.A.S., A.A., or A.S. Jefferson’s individual studies program provides:

- Strong foundation for further study and career
- Broad-based perspective on the world and its people
- Cost savings on general education classes
- One-on-one attention from your assigned advisor

Your future doesn’t have to be completely mapped out when you start the individual studies program at Jefferson. Instead, pursue classes that meet your individual academic and career goals, then use that experience to continue your education at a four-year college or university or to find entry-level work in the field of your choice. There are few limits to what you can accomplish with this unique degree option.

When you complete an Individual Studies degree you will be able to:

- Communicate effectively for diverse purposes and audiences
- Find, evaluate, and accurately credit authoritative sources of information
- Understand the conventions and methods of at least two disciplines in the humanities (for example, language, literature, arts, or philosophy)
- Understand the theories and methods of at least two disciplines in the social sciences (for example, psychology, history, sociology, or anthropology)
- Identify, analyze, and evaluate arguments in their own work and others’ work
- Complete courses in seven of the 10 SUNY General Education areas, fulfilling requirements for transfer to a SUNY bachelor’s degree program

MORE INFORMATION

For On-Campus Students
Mark Streiff, Chair-Individual Studies / mstreiff@sunyjefferson.edu / 315-786-2414

For Fort Drum Students
Betsi Bents, Director of Community Services / bbentz@sunyjefferson.edu / 315-786-2425

Application and Admissions Information
Enrollment Services / admissions@sunyjefferson.edu / 315-786-2437 or Toll Free 1-888-435-6522

The individual studies program provides:

- Strong foundation for further study and career
- Broad-based perspective on the world and its people
- Cost savings on general education classes
- One-on-one attention from your assigned advisor

Your future doesn’t have to be completely mapped out when you start the individual studies program at Jefferson. Instead, pursue classes that meet your individual academic and career goals, then use that experience to continue your education at a four-year college or university or to find entry-level work in the field of your choice. There are few limits to what you can accomplish with this unique degree option.

When you complete an Individual Studies degree you will be able to:

- Communicate effectively for diverse purposes and audiences
- Find, evaluate, and accurately credit authoritative sources of information
- Understand the conventions and methods of at least two disciplines in the humanities (for example, language, literature, arts, or philosophy)
- Understand the theories and methods of at least two disciplines in the social sciences (for example, psychology, history, sociology, or anthropology)
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Mark Streiff, Chair-Individual Studies / mstreiff@sunyjefferson.edu / 315-786-2414

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Application and Admissions Information
Enrollment Services / admissions@sunyjefferson.edu / 315-786-2437 or Toll Free 1-888-435-6522
### Degree Requirements

#### Education Core Requirements (6 Credit Hours):
- EDU 210: Principles of Education 3
- PSY 220: Child and Adolescent Development 3

#### General Education/Liberal Arts Core (42 Credit Hours):
- ENG 101: Research and Composition 3
- ENG 102: Literature and Composition 3
- HIS 111: History of Western Civilization 1 or HIS 112: History of Western Civilization 2 3
- HIS 150: American History to 1877 or HIS 151: American History 1877 to Present 3
- MTH 148: Mathematical Reasoning for Elementary Teachers 4
- MTH 149: Mathematical Reasoning for Elementary Teachers 4
- PSY 133: Introduction to Psychology 3
- ART or MUS Elective 3
- ASL, FRE, GER, or SPA electives selected from courses numbered 121 or higher or liberal arts courses 6
- Humanities Elective 3
- Laboratory Science Elective 4
- Social Science Elective: Choose from ANT 141, ANT 143, GEG 101, HIS 120, HIS 122, POL 126. 3

#### Concentration/Specialization Requirements (9 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.

**English Concentration:**
- ENG 101 and ENG 102 (above); then choose 3 courses from ENG 201, ENG 202, ENG 203, ENG 204, ENG 209, ENG 214, ENG 220, ENG 221, ENG 245.

**History Concentration:**
- 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 114, HIS 122; HIS 232.

**Earth Science Concentration:**
- Choose from GEO 131, GEO 132, GEO 141, GEO 144, CHE 131, CHE 132 to use as laboratory science elective (above); then choose an additional 3 courses from this concentration list.

**Math Concentration:**
- MTH 148 and MTH 149 (above); the following 3 courses: MTH 221, MTH 222, any MTH course above MTH 222.

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

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

**Physics Concentration:**
- Choose PHY 131 or PHY 143 as the laboratory science elective (above); then choose an additional 3 courses from the following: PHY 132, GEO 141, GEO 144, MTH 221, MTH 222, MTH 241, PHY 144, PHY 145.

**General Science Concentration:**
- Choose from BIO 131, BIO 132, GEO 131, GEO 132, GEO 141, GEO 144, CHE 131, CHE 132, PHY 131, PHY 132 to use as a laboratory science elective (above); then choose an additional 3 courses from this concentration list.

**Free Electives**
- 3

**Physical Education**
- 2

**TOTAL**
- 62

**HEGIS Code 5649**

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*More than 50% of this degree can be completed with online courses offered at Jefferson. The remainder of the coursework may be completed through Open SUNY.*

Jefferson shapes our future childhood teachers (grades 1-6) by providing a well-rounded education in math, science and core education principles. You can choose to focus your efforts on the area you want to teach in and you will enjoy fieldwork and engaging with youth while learning.

This curriculum meets all requirements of SUNY Childhood Teacher Transfer Template and provides lower division coursework to meet New York State certification requirements.

This program offers:
- Seamless transition from associate to bachelor’s degree
- Classes on teaching and educational practices
- Cost savings on general education classes taken at Jefferson
- Fundamental skills for success and lifelong learning

Teachers have a direct role in shaping future generations by applying proven teaching techniques and strategies in the classroom. Teachers engage students and build creative solutions to meet today’s educational challenges.

The job market for teachers in our area is growing because there is a predicted shortage.

When you complete the Childhood Education A.A. you will be able to:
- Understand and apply the history, conventions, and best practices in the field of education
- Demonstrate knowledge of major milestones and principles of physical, cognitive, and socio-emotional development in childhood
- Learn to communicate with adults and children
- Successfully fulfill requirements for all SUNY General Education knowledge and skills areas

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**Footnote from Degree Requirements**

1. Select from the area of The Arts in the SUNY General Education Course List.
2. Consult with advisor to determine whether foreign language requirement has been met prior to taking coursework in foreign language area.
3. Select from the area of Humanities in the SUNY General Education Course List.
4. Select from the area of Natural Sciences in the SUNY General Education Course List.

---

**More Information**

Jeri Fairman, Associate Vice President for Liberal Arts
jfairman@sunyjefferson.edu / 315-786-2414

Application and Admissions Information
Enrollment Services / admissions@sunyjefferson.edu
315-786-2437 or Toll Free 1-888-435-6522

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# Liberal Arts & Sciences - Childhood Education A.A./B.A.

## Jointly Registered Program with SUNY Potsdam

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education/Liberal Arts Core (50 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>HIS 111: History of Western Civilization 1 or</td>
<td>3</td>
</tr>
<tr>
<td>HIS 112: History of Western Civilization 2 or</td>
<td>3</td>
</tr>
<tr>
<td>GEG 101: Introduction to World Geography</td>
<td></td>
</tr>
<tr>
<td>HIS 150: American History to 1877 or</td>
<td>3</td>
</tr>
<tr>
<td>HIS 151: American History 1877 to Present</td>
<td>3</td>
</tr>
<tr>
<td>MTH 148: Mathematical Reasoning for Elementary Teachers 1</td>
<td>4</td>
</tr>
<tr>
<td>MTH 149: Mathematical Reasoning for Elementary Teachers 2</td>
<td>4</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 (select one)</td>
<td>3</td>
</tr>
<tr>
<td>ART 113: History of Western Art 1, ART 114: History of Western Art 2, ART 115: Art Appreciation, MUS 115: Music Appreciation, MUS 150: History of Rock and Roll</td>
<td></td>
</tr>
<tr>
<td>Art or MUS Elective (select one course)</td>
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</tr>
<tr>
<td>ART 104: Digital Photography, ART 117: Basic Drawing,</td>
<td></td>
</tr>
<tr>
<td>ART 118: Basic Painting, ART 218: Intermediate Painting (Oils)</td>
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</tr>
<tr>
<td>ART 217: Intermediate Drawing, ART 131: Ceramics 1</td>
<td></td>
</tr>
<tr>
<td>ART 125: Three Dimensional Design,</td>
<td></td>
</tr>
<tr>
<td>ART 242: Color Line and Design, MUS 101: Music Theory 1</td>
<td></td>
</tr>
<tr>
<td>MUS 172: Piano Class 1, MUS 272: Piano Class 2</td>
<td></td>
</tr>
<tr>
<td>MUS 173: Voice Class 1, MUS 273: Voice Class 2</td>
<td></td>
</tr>
<tr>
<td>MUS 174: Guitar Class 1, MUS 274: Guitar Class 2</td>
<td></td>
</tr>
<tr>
<td>Foreign Language: ASL, FREN, or SPA through the 221 level electives (or Liberal Arts electives if satisfied by HS language-studio course)</td>
<td>6</td>
</tr>
<tr>
<td>Lab Science electives</td>
<td></td>
</tr>
<tr>
<td>BIO 111 or BIO 131</td>
<td>4</td>
</tr>
<tr>
<td>CHE 107 or CHE 131 or SCI 199</td>
<td>4</td>
</tr>
<tr>
<td>GEO 110 or GEO 131</td>
<td>4</td>
</tr>
<tr>
<td>Pedagogical Core (6 Credit Hours):</td>
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</tr>
<tr>
<td>EDU 210: Principles of Education</td>
<td>3</td>
</tr>
<tr>
<td>PSY 220: Child and Adolescent Development</td>
<td>3</td>
</tr>
<tr>
<td>Concentration/Specialization Requirements (6 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>English: 201, 202, 203, or 204 transfer as LTR 200, 209 or 245 transfer as LTR 201, 114 or 214 transfer as LTR 322</td>
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<tr>
<td>Mathematics: MTH 221: Calculus I, MTH 222: Calculus II, MTH 245: Linear Algebra</td>
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</tr>
<tr>
<td>Geology: GEO 132: Historical Geology, GEO 141: Astronomy, GEO 144: Meteorology</td>
<td></td>
</tr>
<tr>
<td>History: HIS 114: History of New York State, POL 121: Intro to American Government</td>
<td></td>
</tr>
<tr>
<td>Physical Education (2 credit hours):</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>64</strong></td>
</tr>
</tbody>
</table>

**HEGIS Code 5649**

Jefferson partners with SUNY Potsdam to help students earn an associate's degree in childhood education (grades 1-6) followed by a bachelor's degree in Early Childhood/Childhood Education (birth-grade 6) in just four years. You’ll study for your first degree at Jefferson before transferring without interruption to SUNY Potsdam. All SUNY Potsdam classes can then be taken at Jefferson or online. No need to travel to Potsdam. When you graduate from SUNY Potsdam, you'll be ready to teach children from early childhood through sixth grade.

This program offers:

- Seamless transition from Jefferson to Potsdam
- Classes on teaching and educational practices
- Fundamental skills for success and lifelong learning
- Joint advisement from Jefferson and Potsdam staff to ensure your success
- Cross registration of classes between both colleges to get the classes you need, when you need them
- Savings on general education and core education classes at Jefferson, plus savings on travel to complete your bachelor's degree
- No transfer application needed to SUNY Potsdam
- Early registration for Potsdam classes

Teachers have a direct role in shaping future generations by applying proven teaching techniques and strategies in the classroom. Teachers engage students and build with creative solutions to meet today’s educational challenges.

The job market for teachers in our area is growing because there is a predicted shortage.

When you complete the Childhood Education A.A./B.A. you will:

- Understand and apply the history, conventions, and best practices in the field of education
- Demonstrate knowledge of major milestones and principles of physical, cognitive, and socio-emotional development in childhood
- Learn to communicate with adults and children
- Successfully fulfill requirements for all SUNY General Education knowledge and skills areas

---

**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 131/132 sequence.

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

4. SCI 199 is only offered in the spring semester.

5. If the student has met foreign language requirement by completing one year beyond the regents, they may take 6 credits of liberal arts electives. Potsdam recommends studio course, or ENG 100/MTH 125 could also be used here.

6. GEO 110 is recommended for those planning to teach elementary grade levels.

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

---

**More Information**

Jeri Fairman, Associate Vice President for Liberal Arts
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Application and Admissions Information
Enrollment Services / admissions@sunyjefferson.edu
315-786-2437 or Toll Free 1-888-435-6522
Discover personal and career interests as you prepare to transfer to a four-year college or university. Complete core requirements in the humanities, social sciences, mathematics, and the natural sciences balanced with elective classes of your choice. Prepare for a career in teaching, government, law, the arts, and countless other fields with a general liberal arts emphasis.

This program offers:
- Strong foundation for further study and career
- Broad-based perspective on the world and its people
- Fundamental skill development for success and lifelong learning
- Optional concentrations in areas you choose and design

Most of us will change jobs or even entire careers throughout our working lives. Jefferson's Humanities and Social Science A.A. degree recognizes this reality and helps you build essential skills that will serve you well in any field.

Employers want to hire people who communicate ideas, solve problems, and lead teams. A foundation in the liberal arts delivers all this plus an understanding of all the qualities that make us human.

Jefferson liberal arts graduates go on to become teachers, attorneys, artists, journalists, managers, and more. They start businesses and enter public service. They’re ready to go wherever life takes them.

When you complete the Humanities and Social Sciences A.A. degree you will be able to:
- Communicate effectively for diverse purposes and audiences
- Find, evaluate, and accurately credit authoritative sources of information
- Understand the conventions and methods of at least two disciplines in the humanities (for example, language, literature, arts, or philosophy)
- Understand the theories and methods of at least two disciplines in the social sciences (for example, psychology, history, sociology, or anthropology)
- Identify, analyze, and evaluate arguments in their own work and others' work
- Complete classes in seven of the 10 SUNY General Education Requirement areas, fulfilling recommendations for transfer to a SUNY bachelor's degree program

Complete a Jefferson Humanities and Social Sciences A.A. and choose from a wide range of transfer options, including SUNY universities and private colleges.

Formal agreements with some institutions make transfer to specific programs especially smooth:
- SUNY Canton, Emergency Management B.T.
- SUNY Cortland, Physical Education B.S.
- Clarkson University, Technical Communications B.S.
- Columbia College, various programs
- Cornell University College of Agriculture and Life Sciences, various programs
- SUNY Empire State College, various programs

<table>
<thead>
<tr>
<th>DEGREE REQUIREMENTS</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities and Social Sciences Requirements (33 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>History Electives(^1)</td>
<td>6</td>
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<tr>
<td>Humanities Electives(^2)</td>
<td>9</td>
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<tr>
<td>Literature Elective(^3)</td>
<td>3</td>
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<tr>
<td>Social Science Electives(^4)</td>
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<tr>
<td>Liberal Arts Requirements (16 Credit Hours):</td>
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<tr>
<td>MTH 144: Elementary Statistics or higher(^5)</td>
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<tr>
<td>Electives chosen from Humanities, English, Social Sciences, Natural Sciences, or Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Laboratory Science Elective(^3)</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics or Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective Requirements (12 Credit Hours):</td>
<td></td>
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<tr>
<td>Choose Approximately Four Free Electives(^4)</td>
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<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>63</td>
</tr>
</tbody>
</table>

\(^1\)History Electives (2 courses):
- At least one course chosen from:
  - HIS 111: History of Western Civilization 1, HIS 112: History of Western Civilization 2, HIS 150: American History to 1877, HIS 151: American History 1877 to Present or HIS 217: History of Women in America.

\(^2\)Humanities Electives (at least 3 courses):
- Select courses from at least two different disciplines.
  - Course 1: Select one course from the Areas of Arts or Foreign Language from the SUNY General Education course list.
  - Course 2: Select one humanities course from the SUNY General Education course list.
  - Course 3: Select one course from Art, American Sign Language, Journalism, Modern Languages, Music, Philosophy, or Speech/Theater Arts.

\(^3\)Choose from the applicable Area of the SUNY General Education course list.

\(^4\)Social Science Electives (non-history):
- Select three courses from at least two of the following areas: Anthropology, Economics, Geography, Political Science, Psychology, Sociology.

Choose from at least two different Areas of Social Science, Other World Civilizations or Western Civilization from the SUNY General Education course list.

No more than one course can be chosen from the Area of Western Civilization from the SUNY General Education course list.

\(^5\)Select one course from the Mathematics Area from the SUNY General Education course list.

MTH 144: Elementary Statistics or MTH 174: Mathematical Probability and Statistics 1 is strongly recommended.

\(^6\)No more than 3 credit hours may be from physical education activity classes.

Other:
- Please note, you must complete at least two courses at the 200 level.

Emphases:
- You and your academic advisor may design other concentrations of study within the general Liberal Arts degree requirements that are of particular interest to you.
- The following list represents some possible emphases you may want to develop in consultation with your advisor: American Studies, Art, Communication, Humanities, Public Relations, Regional Studies, Social Sciences, or Physical Education.

HEGIS Code 5649
Discover personal and career interests as you prepare to transfer to a four-year college or university. Complete core requirements in the humanities, social sciences, mathematics, and the natural sciences balanced with elective classes of your choice.

Prepare for a career in teaching, government, law, the arts, and countless other fields with a general liberal arts emphasis.

This program offers:
- Strong foundation for further study and career
- Opportunity to hone writing abilities through diverse coursework in enriched composition, creative writing, and literary analysis
- Broad-based perspective on the world and its peoples
- Fundamental skill development for success and lifelong learning

Jefferson's Creative Writing Concentration, Humanities and Social Sciences A.A. provides rigorous preparation for future study and careers in teaching creative writing, media, publishing, editing, writing, and other communications- and creative arts-related fields.

Employers want to hire people who communicate ideas, solve problems, and lead teams. A foundation in the liberal arts delivers all this plus an understanding of all the qualities that make us human.

When you complete the Humanities and Social Sciences A.A. degree you will be able to:
- Learn to produce original works and communicate
- Use literary theory to critically analyze and interpret works of diverse genres, both traditional and contemporary
- Practice writing literary themes using closed-text analysis, plausible explanation, and scholarly criticism when necessary
- Write original works in diverse genres, including new media
- Practice original writing in workshops that result in the creation of portfolios
- Prepare for seamless transfer to four-year institutions
- Prepare for transfer opportunities to finish your bachelor’s degree

Complete a Jefferson Creative Writing Concentration, Humanities and Social Sciences A.A. degree and choose from a wide range of transfer options, including SUNY universities and private colleges. Popular transfer institutions include SUNY Oswego, SUNY Potsdam, and SUNY Empire State College.

Liberal Arts & Sciences - Humanities & Social Sciences A.A.
Creative Writing Concentration

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Writing and English Requirements (21 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>ENG 220: Creative Writing</td>
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<tr>
<td>Creative Writing Electives</td>
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<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 201: Survey of British Literature 1 or ENG 202: Survey of British Literature 2 or ENG 203: American Literature 1 or ENG 204: American Literature 2</td>
<td>3</td>
</tr>
<tr>
<td>Literature Elective</td>
<td>3</td>
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<tr>
<td>Liberal Arts Requirements (34 Credit Hours):</td>
<td></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 1877 or HIS 151: American History 1877 to Present</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language Elective</td>
<td>3</td>
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<tr>
<td>Humanities Electives1</td>
<td>6</td>
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<tr>
<td>Laboratory Science Elective</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics Elective2</td>
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<tr>
<td>Mathematics or Laboratory Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Electives3</td>
<td>9</td>
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<tr>
<td>Free Elective Requirement</td>
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<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
</tr>
</tbody>
</table>

1 Choose two courses from at least two of these areas: Art, American Sign Language, Journalism, Modern Languages, Music, Philosophy, or Speech/Theater Arts.
2 Students must complete a minimum of 3 credit hours of Mathematics at a level of MTH 144 Elementary Statistics or above.
3 These must be selected from at least 2 of the following areas: Anthropology, Economics, Geography, Political Science, Psychology, Sociology.

HEGIS Code 5649
### Degree Requirements

<table>
<thead>
<tr>
<th>Literature and English Requirements (21 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 201: Survey of British Literature 1 or</td>
<td>3</td>
</tr>
<tr>
<td>ENG 202: Survey of British Literature 2</td>
<td>3</td>
</tr>
<tr>
<td>ENG 203: American Literature 1 or</td>
<td>3</td>
</tr>
<tr>
<td>ENG 204: American Literature 2</td>
<td>3</td>
</tr>
<tr>
<td>Non-European Literature Elective</td>
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</tr>
<tr>
<td>English Electives1</td>
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<table>
<thead>
<tr>
<th>Liberal Arts Requirements (34 Credit Hours):</th>
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</thead>
<tbody>
<tr>
<td>HIS 111: History of Western Civilization 1 or</td>
<td>3</td>
</tr>
<tr>
<td>HIS 112: History of Western Civilization 2</td>
<td>3</td>
</tr>
<tr>
<td>HIS 150: American History to 1877 or</td>
<td>3</td>
</tr>
<tr>
<td>HIS 151: American History 1877 to Present</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language Elective</td>
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<tr>
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<td>Mathematics or Laboratory Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Electives4</td>
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</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
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</table>

**TOTAL** 60

1. Any English course except ENG 100.
2. Choose two courses from at least two of these areas: Art, American Sign Language, Journalism, Modern Languages, Music, Philosophy, or Speech/Theater Arts.
3. Students must complete a minimum of 3 credit hours of Mathematics on a level of MTH 144 Elementary Statistics or above.
4. These must be selected from at least 2 of the following areas: Anthropology, Economics, Geography, Political Science, Psychology, Sociology.

HEGIS Code 5649

### MORE INFORMATION

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315-786-2414

Jeri Fairman, Associate Vice President for Liberal Arts
jfairman@sunyjefferson.edu
315-786-2414

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437 or Toll Free 1-888-435-6522

Discover personal and career interests as you prepare to transfer to a four-year college or university. Complete core requirements in the humanities, social sciences, mathematics, and the natural sciences balanced with elective classes of your choice.

Prepare for a career in teaching, government, law, the arts, and countless other fields with a general liberal arts emphasis.

This program offers:
- Strong foundation for further study and career
- Opportunity to hone critical thinking skills and exhibit excellent written and oral communication skills
- Broad-based perspective on the world and its peoples
- Fundamental skill development for success and lifelong learning

Jefferson’s Literature Concentration, Humanities and Social Sciences A.A. provides rigorous preparation for future study and careers in teaching, law, publishing, editing, writing, and other communications- and creative arts-related fields.

Employers want to hire people who communicate ideas, solve problems, and lead teams. A foundation in the liberal arts delivers all this plus an understanding of all the qualities that make us human.

When you complete the Literature Concentration, Humanities and Social Sciences A.A. degree you will be able to:
- Use literary theory to critically analyze and interpret works of diverse genres, both traditional, contemporary, and experimental endeavors
- Situate literature works within historical and cultural frameworks
- Compare/contrast traditional literary canon vis-a-vis contemporary movements including minority, gender, and world literatures
- Practice writing literary themes using closed-text analysis, plausible explanation, and scholarly criticism
- Prepare for seamless transfer to four-year institutions

Complete a Jefferson Literature Concentration, Humanities and Social Sciences A.A. degree and choose from a wide range of transfer options, including SUNY universities and private colleges. Popular transfer institutions include SUNY Oswego, SUNY Potsdam, and SUNY Empire State College.
Liberal Arts & Sciences - Humanities & Social Sciences A.A. Science Concentration

This program offers:

• Cost savings on SUNY General Education requirements
• Broad-based understanding of psychology principles, processes, and terms
• Insight into relationship building and communication techniques
• Learning guidelines that meet standards set by the American Psychological Association

Your Jefferson degree will set you up for success in a bachelor’s degree program and an eventual career in health care, education, business, human services, or other fields. Graduates go on to practice psychology or to apply their understanding of human behavior and relationships to just about any arena.

Psychology-related jobs are expected to grow 14 percent over the next 10 years. Potential career paths include school, developmental, forensic, organizational, clinical, and experimental psychology. Or you can become a mental health counselor, marriage and family therapist, substance abuse counselor, or play or art therapist with additional licensure or special certification.

When you complete a Humanities & Social Sciences A.A. degree with a concentration in psychology you will be able to:

• Describe key concepts, principles, and overarching themes in psychology
• Use scientific reasoning to interpret psychological phenomena
• Demonstrate psychological information literacy
• Incorporate sociocultural factors in scientific inquiry
• Build and enhance interpersonal relationships
• Write effectively for different purposes
• Apply psychological content and skills to career goals

Complete your Jefferson degree and choose from a wide range of transfer options. Popular bachelor’s-degree destinations include SUNY Albany, SUNY Binghamton, SUNY Canton, SUNY Cortland, SUNY Oswego, SUNY Plattsburgh, and SUNY Potsdam, Columbia College (Fort Drum), St. Lawrence University, and Syracuse University.

 heels 

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology Requirements (12 Credit Hours)</td>
<td></td>
</tr>
<tr>
<td>PSY 133: Introduction to Psychology</td>
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<tr>
<td>PSY 252: Behavioral Statistics and Research Methods in Psychology</td>
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<td>Restricted Psychology Electives1</td>
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<tr>
<td>Liberal Arts Requirements (40 Credit Hours)</td>
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<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Literature and Composition</td>
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<tr>
<td>MTH 174: Mathematical Probability and Statistics 1</td>
<td>3</td>
</tr>
<tr>
<td>STA 101: Fundamentals of Oral Communication or STA 161: Interpersonal Communication or STA 211: Managing Conflict</td>
<td>3</td>
</tr>
<tr>
<td>History Electives2</td>
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</tr>
<tr>
<td>Humanities Electives3</td>
<td>6</td>
</tr>
<tr>
<td>Laboratory Science Elective4</td>
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</tr>
<tr>
<td>Literature Elective</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics or Science Elective5</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Electives6</td>
<td>6</td>
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<tr>
<td>Elective Requirements (6 Credit Hours)</td>
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<tr>
<td>Restricted Elective:</td>
<td></td>
</tr>
<tr>
<td>Chosen from: Anthropology, Art, Criminal Justice, English, Geography, History, Human Services, Journalism, Mathematics, Music, Philosophy, Political Science, Psychology, Sociology, Speech/Theater Arts, Foreign Language or Natural Sciences</td>
<td>3</td>
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<tr>
<td>Free Elective</td>
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<tr>
<td>Physical Education</td>
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</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
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</table>

1Two Psychology courses at the 200 level, but not PSY 233 if PSY 220 or PSY 222 have been taken.
2At least one course must be selected from the SUNY General Education list for American History or Western Civilization.
3Choose two courses from Art, Journalism, Languages, Music, Philosophy, Speech/Theater Arts. Both courses cannot be Speech/Theater Arts.
4Choose a course in Chemistry or Biology Area from the SUNY General Education list.
5Choose MTH 144: Elementary Statistics or MTH 184: Mathematical Probability and Statistics 2 or a Science Elective.
6Choose two courses from Anthropology, Geography, Political Science, or Sociology. One must be in the Other World Civilizations Area from the SUNY General Education list.

HEGIS Code 5649

Take your first two years of psychology study at Jefferson Community College before transferring to a four-year college or university. Our Humanities & Social Sciences A.A. degree with a concentration in psychology will give you a strong foundation in the science of the human mind and human behavior.

You’ll take classes in psychology, communication, and research while meeting general education requirements for a bachelor’s degree in a similar discipline. You’ll also learn to assess the cognitive, emotional, and social health of individuals and organizations; conduct research using the scientific method; and help improve processes in the psychology field.

MORE INFORMATION

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Lynn Sprott, Professor of Psychology
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315-786-2507

Jeri Fairman, Associate Vice President for Liberal Arts
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315-786-2437 or Toll Free 1-888-435-6522

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437 or Toll Free 1-888-435-6522

### Allied Health & Biological Sciences Concentration

#### Liberal Arts & Sciences - Natural Sciences A.S.

#### Degree Requirements

<table>
<thead>
<tr>
<th>Mathematics &amp; Sciences Requirements (31 Credit Hours):</th>
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<tbody>
<tr>
<td>BIO Sequence (BIO 131-132, BIO 217-218, or BIO 251-252)</td>
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<td>CHE 131: General Chemistry 1</td>
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<td>MTH 165 or higher (2 courses)</td>
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<tr>
<td>BIO Elective 1</td>
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<tr>
<td>Mathematics 1 or Science Electives 1 (2 courses)</td>
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<tr>
<td>Science Elective 1</td>
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<thead>
<tr>
<th>Computer Science (3 Credit Hours):</th>
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<tbody>
<tr>
<td>CIS 110: Intro to Computing with Microcomputers or higher</td>
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<table>
<thead>
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<th>Liberal Arts Requirements (18 Credit Hours):</th>
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<td>ENG 101: Research and Composition</td>
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<tr>
<td>ENG 102: Literature and Composition</td>
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</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Electives (2 courses)</td>
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</tr>
<tr>
<td>Social Science/Humanities Elective</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Free Elective Requirements (9 Credit Hours):</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Free Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

| Physical Education                                    | 1            |

**TOTAL** 62

1. Restricted elective courses in mathematics, laboratory sciences, and science are:
   - Biology: BIO 131 and higher (BIO 221 is not open to students who have passed either BIO 251 or BIO 252)
   - Chemistry: CHE 130 and higher
   - Geology: GEO 131 and higher
   - Physics: PHY 131 and higher
   - Science: SCI 199
   - Math: MTH 165 and higher
2. One course must be selected from either of the areas of The Arts or Foreign Language in the SUNY General Education Course List
3. Courses must be Social Science electives selected from two different areas in the SUNY General Education Course Listing for Social Science, American History, Western Civilization, and Other World Civilizations.

**HEGIS Code 5649**

Jefferson's Allied Health & Biological Sciences Concentration, Natural Sciences A.S. degree program provides you with the basic sciences, mathematics, and liberal arts courses needed for seamless transfer to a four-year college or university.

This specific concentration focuses on knowledge and skills needed for success in a wide range of natural science and health care fields. You'll take classes in life sciences and health care disciplines, learn about the biology of living things and how they interact with the environment, and use scientific investigation principles to solve complex problems.

A concentration in allied health and biological sciences provides excellent preparation for careers in biotechnology, cardiovascular perfusion technology, dental hygiene, dietetics, environmental science, forensic science, forestry, medicine, occupational therapy, physical therapy, physician assistant, veterinary science, and any medical field.

If you are pursuing this program, you should have completed three or four years of high school mathematics, two or three years of traditional science, and four years of English in high school.

### Health Care Careers

Health care jobs are expected to grow at a rate of nearly 20 percent over the next decade, which means more than two million jobs for students pursuing careers in allied health.

Complete your associate's degree at Jefferson and continue your education in medicine, chiropractic, dentistry, veterinary, biotechnology, forensic science, nursing, medical imaging, laboratory science, or other disciplines at a four-year college or university, going on to a graduate or professional program as needed. You'll have the skills you need to diagnose and treat diseases, help someone walk again, or research new medications and treatment methods.

When you complete Jefferson's Natural Sciences A.S. degree with an Allied Health & Biological Science Concentration you will be able to:

- Recognize components of the scientific method
- Conduct experiments, collect and analyze data, and evaluate experimental hypotheses
- Apply scientific information to understand natural science concepts
- Transfer having completed seven of 10 SUNY General Education requirements

Complete this degree and choose from a wide range of transfer options, including SUNY universities and private colleges.

Formal transfer agreements with some institutions make transfer to specific programs especially smooth:

- Cornell University, College of Agriculture and Life Science, various programs
- University at Buffalo, School of Pharmacy and Pharmaceutical Sciences
- SUNY Upstate Medical University
- SUNY Empire State College
- SUNY Cobleskill, Agricultural Biotechnology B.S.
- SUNY Alfred State College, Forensic Science Technology B.S.
- New York's Chiropractic College
- New York’s College of Osteopathic Medicine
- New York’s College of Podiatric Medicine
- New York's Chiropractic College
- SUNY Potsdam
- SUNY Upstate Medical University
- University at Buffalo, School of Pharmacy and Pharmaceutical Sciences

**MORE INFORMATION**

Linda Dittrich, Associate Vice President for Math, Science, Technology, Health
ldittrich@sunyjefferson.edu / 315-786-2320

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437 or Toll Free 1-888-435-6522

Liberal Arts & Sciences - Natural Sciences, A.S.  
Physical Science Concentration

A background in the physical sciences prepares you for careers in many fields, from research and education to applied science. Pursue chemistry, geology, environmental management, meteorology, engineering, oceanography, physics, and much more.

You’ll use the scientific method to research and investigate natural phenomena and may help save the environment, find a cure for cancer, or discover a new species of squid in the ocean's depths.

When you complete Jefferson's Physical Science Concentration, Natural Sciences A.S. degree you will be able to:

- Recognize and apply components of the scientific method
- Conduct experiments, collect and analyze data, and evaluate hypotheses
- Apply scientific information to natural science concepts
- Transfer with seven of the 10 SUNY General Education categories complete

Complete this program and choose from a wide range of transfer options, including SUNY universities and private colleges. Formal agreements with some institutions make transfer to specific programs especially smooth:

- Clarkson University, Environmental & Occupational Health B.S.
- Clarkson University, Environmental Science & Policy B.S.
- Cornell University, College of Agriculture and Life Science, various programs
- Paul Smith's College
- SUNY Alfred State College, Forensic Science Technology B.S.
- SUNY Cobleskill, Agricultural Biotechnology B.S.
- SUNY Cobleskill, Fermentation Science B.S.
- SUNY College of Environmental Science and Forestry
- SUNY Empire State College
- SUNY Potsdam

### Degree Requirements

<table>
<thead>
<tr>
<th>Math &amp; Science Requirements (35 Credit Hours)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>CHE 131: General Chemistry 1</td>
<td>4</td>
</tr>
<tr>
<td>CHE 132: General Chemistry 2</td>
<td>4</td>
</tr>
<tr>
<td>MTH 185: Precalculus or higher (2 courses)</td>
<td>8</td>
</tr>
<tr>
<td>One of the following science sequences:</td>
<td></td>
</tr>
<tr>
<td>PHY 131/132, CHE 211/212 or GEO 131/132</td>
<td>8</td>
</tr>
<tr>
<td>Science or Math Electives (3 courses)</td>
<td>11</td>
</tr>
</tbody>
</table>

| Computer Science Requirement (3 Credit Hours):  |
| Computer Science Elective                      | 3            |

| Liberal Arts Requirements (18 Credit Hours)   |
| ENG 101: Research and Composition             | 3            |
| ENG 102: Literature and Composition           | 3            |
| Humanities Elective                           | 3            |
| Humanities/Social Science Elective            | 3            |
| Social Science Elective                       | 6            |

| Free Elective Requirement (7 Credit Hours)    |
| Free Electives                                | 7            |

| Physical Education (1 Credit Hour)            |
|                                               | 1            |

**TOTAL** 64

1. Restricted Elective courses in mathematics, laboratory sciences, and science are as follows:
   - Math: MTH 174 and higher
   - Biology: BIO 131 and higher
   - Chemistry: CHE 131 and higher
   - Geology: GEO 131 and higher
   - Physics: PHY 131 and higher
   - Science: SCI 199

2. CIS 116: Introductory Programming is strongly recommended for those intending to pursue a career in the physical sciences; however, CIS 110 or higher will be accepted.

3. One course must be selected from either area of The Arts or Foreign Language in the SUNY General Education Course list.

4. Courses must be Social Science electives selected from two different areas in the SUNY General Education Course Listing for Social Science, American History, Western Civilization, and Other World Civilizations.

**HEGIS Code 5649**

Jefferson Community College's Physical Science Concentration, Natural Sciences A.S. degree provides solid grounding in the basic science, mathematics, and liberal arts areas needed for a seamless transfer to the four-year college or university of your choice.

You'll learn the principles of scientific investigation, use reasoning and data to solve complex scientific problems, and explore the natural environment. Your concentration in the physical sciences prepares for careers in chemistry, geology, physics, education, oceanography, mineralogy, and more.

Students pursuing this program should have completed three or four years of high school mathematics, two or three years of traditional science, and four years of English in high school.

This program offers:
- Strong foundation for studies toward a bachelor's degree
- Math and science preparation for a variety of fields
- Electives that match your scientific interests and career goals
- Cost savings on general education and introductory math and sciences classes

**Effective August 2019. Visit www.sunyjefferson.edu for the most current information.**

More Information

Linda Dittrich, Associate Vice President for Math/Science, Technology, Health and Business / ldittrich@sunyjefferson.edu / 315-786-2320

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437 or Toll Free 1-888-435-6522
## Mathematics A.S.

### Degree Requirements

<table>
<thead>
<tr>
<th>Mathematics Requirements (21 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 174 Mathematical Probability and Statistics 1</td>
<td>3</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 or MTH 245: Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MTH 184: Mathematical Probability and Statistics 2 or MTH 231: Discrete Math or MTH 242: Differential Equations or higher</td>
<td></td>
</tr>
</tbody>
</table>

### Computer Science Requirements (3 Credit Hours):

| CIS 116 Introduction to Programming | 3            |

### Liberal Arts Requirements (29 Credit Hours):

| ENG 101: Research and Composition | 3            |
| ENG 102: Literature and Composition | 3            |
| Humanities Elective | 3            |
| Humanities/Social Science Elective (1 course) | 3            |
| Science Sequence (2 courses): | 8            |
| Social Science Electives* (2 courses) | 6            |
| Social Science Elective | 3            |

### Elective Requirements (9 Credit Hours)

<table>
<thead>
<tr>
<th>Restricted Elective:</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 184, MTH 231, MTH 242 or higher, PHY 131 or higher</td>
<td>3</td>
</tr>
<tr>
<td>SCI 199, BIO 200, BIO 201, CHE 215, or CIS 216</td>
<td>3</td>
</tr>
<tr>
<td>Free Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

### Physical Education Electives (2 Credit Hours)

| Social Education Electives | 6            |

**TOTAL 64**

1. Course must be a Humanities elective selected from the area of The Arts or Foreign Language in the SUNY General Education Course Listing.
2. Courses must be Social Science electives selected from different areas in the SUNY General Education Course Listing for Social Science, American History, Western Civilization, and Other World Civilizations.

### Mathematics A.S.

An associate's degree in mathematics from Jefferson is a great starting point for students who want to pursue a bachelor's degree in math, statistics, education, information technology, or other fields.

Take your first two years on our campus before transferring to a SUNY four-year or private institution. You'll graduate from Jefferson having completed general education requirements plus computer science, foundational math - the calculus sequence, and science classes, ready to earn a bachelor's degree in just two more years.

Mathematics A.S. students should have completed four years of high school math, four years of laboratory sciences, and four years of English.

This program offers:

- Opportunities for research at Jefferson's Center for Community Studies
- Strong foundation for further study in math, science, and related fields
- Cost savings on general education and introductory math and science classes

Mathematics graduates have their choice of lucrative careers after completing bachelor's degree at accredited colleges or universities. In fact, the need for mathematicians—especially those who go on to earn master's degrees—is expected to grow by more than 30 percent over the next decade.

As a Jefferson Mathematics A.S. student, you'll learn to analyze and interpret data, find patterns, calculate risks, and solve real-world problems for businesses, government, health care, and more. Choose from careers including risk management, statistics, financial analysis, data science, actuarial science, cost estimating, and auditing.

When you complete the Mathematics A.S. degree you will be able to:

- Demonstrate fundamental techniques and methods used in calculus, probability and statistics
- Demonstrate a depth of knowledge in mathematical topics outside of the Calculus sequence
- Use scientific methods like observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and mathematical analysis to explore and solve problems

Complete a Mathematics A.S. and choose from a wide range of transfer opportunities, including SUNY Binghamton, SUNY Brockport, SUNY Oswego, SUNY Plattsburgh, SUNY Potsdam, and Syracuse University.

### More Information

Donna Stevenson, Chair-Mathematics & Engineering Department and Professor of Mathematics

dstevenson@sunyjefferson.edu / 315-786-2320

Linda Dittrich, Associate Vice President for Math/Science, Technology, Health and Business / ldittrich@sunyjefferson.edu / 315-786-2320

Application and Admissions Information

Enrollment Services

admissions@sunyjefferson.edu

315-786-2437 or Toll Free 1-888-435-6522
**Career Degree**

Nursing A.A.S.

**Degree Requirements**

<table>
<thead>
<tr>
<th>Nursing Requirements (40 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 111: Nursing I: Basic Needs</td>
<td>7</td>
</tr>
<tr>
<td>NUR 112A: Maternal and Newborn Health</td>
<td>3.5</td>
</tr>
<tr>
<td>NUR 112B: Medical/Surgical 1</td>
<td>3.5</td>
</tr>
<tr>
<td>NUR 212: Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NUR 231A: Medical/Surgical 2</td>
<td>5</td>
</tr>
<tr>
<td>NUR 231B: Psychosocial Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NUR 232: Medical/Surgical 3</td>
<td>10</td>
</tr>
<tr>
<td>NUR 234: Seminar in Nursing</td>
<td>2</td>
</tr>
<tr>
<td>ALH 145: Introduction to Medical Terminology</td>
<td>1</td>
</tr>
</tbody>
</table>

**Liberal Arts Requirements (24 Credit Hours):**

<table>
<thead>
<tr>
<th>Subject Area Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 202: Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 251: Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 252: Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>ENG 101: Research and Composition</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>SOC 144: Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 64

*1* BIO 202, BIO 251 and BIO 252 must be within seven (7) years at the time of graduation.

**HEGIS Code 5208.10**

Build the skills and experience to become a registered nurse ready to care for adult or pediatric patients in hospitals, clinics, and other practice settings.

Take courses in adult medical/surgical nursing, maternal/newborn health, pediatrics, psychosocial nursing, professional nursing practice, and pharmacology from experienced, supportive nursing faculty.

Upon completing the program, sit for the National Council Licensure Examination for Registered Nurse (NCLEX-RN). Jefferson’s Nursing A.A.S. program offers:

- Personalized instruction from faculty with real-world experience
- High-tech classrooms and a fully equipped clinical practice simulation laboratory
- Full-time weekday (two academic years, starting each August) or part-time weekend (two full years, starting each January) options
- 100 percent licensure exam pass rate and job placement rate among recent grads

Nurses are in demand virtually everywhere, and completing your A.A.S. degree and becoming a registered nurse (RN) can be the start of a rewarding career.

RNs practice in hospitals, clinics, care facilities, clients’ homes, schools, and other settings. With advanced training, they can become nurse practitioners, clinical nurse specialists, certified registered nurse anesthetists, certified nurse midwives or nurse educators.

The Bureau of Labor Statistics expects demand for registered nurses to grow 15 percent by 2026, faster than most other professions. RNs nationally earned a median salary of $68,450 in 2016.

Learn nursing theory and practical skills

- Care for patients at all developmental levels
- Provide care to people experiencing an illness, loss, or dysfunction
- Communicate effectively with health team colleagues, clients, families, and peers
- Demonstrate competency in technical skills
- Collaborate as a team member with other health care professionals
- Create a healthy teaching environment for clients looking to restore balance
- Uphold ethical, legal, and professional responsibilities within the registered nurse scope of practice
- Embrace lifelong learning
- Use concepts from science, the liberal arts, and nursing to provide holistic care

Jefferson graduates can go on to earn B.S. degrees in Nursing. Transfer agreements with the following programs help you choose courses and transfer credits smoothly.

- SUNY Polytechnic Institute, RN to B.S.
- SUNY Empire State College, RN to B.S.
- Keuka College, RN to B.S.
- SUNY Upstate Medical University, RN to B.S.
- Chamberlain College of Nursing, RN to B.S.
- SUNY Delhi, RN to B.S.
- SUNY Plattsburgh, RN to B.S.

Admissions Requirements and Application

Grade point average: Cumulative GPA or 2.5 or higher or high school graduation grade average of 75 or higher.

Subject Area Requirements

Chemistry: complete one of the following:

- Earn a grade of 70 or higher in one year of high school chemistry or one semester of college chemistry (equivalent to CHE 107: Introduction to Chemistry I)
- Earn a 70 or higher in Nursing ABC, an online, non-credit course not eligible for funding with financial aid (learn more at www.nursingabc.com)

Biology: complete one of the following:

- Meet all prerequisites for BIO 251: Anatomy and Physiology I or BIO 252: Anatomy and Physiology II (prerequisites include earning a 70 or higher in BIO 106: Human Biology, BIO 111: General Biology I, or BIO 131: Principles of Biology, or scoring a 3 or higher on the High School AP Biology Exam)

Mathematics: complete one of the following:

<table>
<thead>
<tr>
<th>May Graduates</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
<td>42%</td>
<td>42%</td>
<td>27%</td>
<td>35%</td>
<td>38%</td>
</tr>
<tr>
<td>First-time licensure pass rate</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>91%</td>
</tr>
<tr>
<td>Job placement rate</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>December Graduates</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
<td>75%</td>
<td>41%</td>
<td>38%</td>
<td>38%</td>
<td>83%</td>
</tr>
<tr>
<td>First-time licensure pass rate</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>80%</td>
</tr>
<tr>
<td>Job placement rate</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Earn a 70 or higher in MTH 125: Intermediate Algebra or MTH 133: Technical Math; or placement test at the MTH 155: Algebra, Functions, and Modeling level within two years of the application deadline for the Nursing A.A.S. option of your choice.

If you have completed MTH 125, MTH 133, or MTH 155 outside the two-year time frame, earn a 70 or higher in ALH 110:Dosage Calculations for Nurses and other Health Care Professionals; or placement test at the MTH 155: Algebra, Functions, and Modeling level within two years of your application deadline.

If you have completed MTH 125, MTH 133, MTH 155, or ALH 110 outside the two-year time frame, placement test at the MTH 155: Algebra, Functions, and Modeling level or score 70 or higher on the Competency Exam administered by the nursing department (you can take it once during the two years prior to your application deadline).

Placement test at MTH 185: Precalculus or higher or complete high school pre-calculus with a 70 or higher
English: complete one of the following:
Placement test at the ENG 101: Research and Composition level or complete ENG 100: College Composition with a 70 or higher

Other Requirements
If born after January 1, 1957, proof of immunity to measles, mumps, and rubella
Results from a current physical examination, a Mantoux test (within three months of first Nursing A.A.S. clinical experience), proof of tetanus immunization (within 10 years), and proof of rubella immunization or results of a rubella titer (these requirements can be submitted upon admission)
Card of completion in basic life support for health care providers (must be renewed annually; can be submitted upon admission)
Must be 18 years old at the time of the first clinical in NUR 111

Abilities and skills required for nursing

To succeed in the Nursing A.A.S. program and become a registered nurse, you must be able to:
Lift and carry at least 25 pounds unassisted
Sit, bend, reach, and/or walk and stand for the work day with one 30-minute meal break
Push and pull a patient using appropriate body mechanics
Demonstrate visual and auditory acuity with or without adaptive devices to complete assessments including heart and lung inspections
Possess dexterity to use and manipulate supplies such as syringes, dressings, suctioning equipment, oxygen equipment, and assistive devices
Safely lift and transfer patients from stretcher to bed and bed to wheelchair using minimum and maximum assistive techniques
Express themselves verbally and in writing, and exhibit good interpersonal skills
Calculate mathematical medication dosages relevant to clinical situations, and appropriately prepare and administer medications
Be able to study and work in fast-paced, potentially stressful environment
As a student, maintain a grade of C or higher in nursing and science courses

How to apply
Deadlines vary depending on the Nursing A.A.S. program option you choose.
Applications for the traditional weekday option must be received by January 30 and will be reviewed starting in February
Applications for the weekend option must be received by October 1 and will be reviewed starting in mid-October
Acceptance to the program is competitive, taking into consideration academic preparation, experience, and motivation. Qualified applicants may be placed on a waiting list and will be notified if space becomes available. Applicants not admitted by the first week of the program must reapply for further consideration.

To apply to the program, you must:

• Complete Jefferson’s free application for admission and the nursing supplemental application
• Be a high school graduate or have an equivalency diploma
• Submit high school transcripts, GED test scores, and/or college transcripts
• Have completed all prerequisites and other requirements

Readmission to the program
If you have left the program you may be readmitted only once, provided you have a GPA of 2.0 or higher and meet all program requirements. Readmission is subject to approval by the Nursing Admissions Committee.

If you are reapplying to Nursing 112 A,B; Nursing 231 A,B; or Nursing 232 you must enroll in corresponding co-requisite courses in the semester in which you are seeking readmission (even if you have previously passed the co-requisite with a grade of C or higher). The exception is NUR 212: Pharmacology.

Once admitted to the program, you have four years to complete all program requirements.

Transferring from another nursing program
If you are seeking to transfer from another nursing program to Jefferson’s Nursing A.A.S. you must complete prerequisites, apply, and be accepted.

Accreditation
Jefferson Community College is accredited by the Accreditation Commission on Education in Nursing (ACEN) 3343 Peachtree Road NE Suite 850 Atlanta, GA 30326 Phone: 404-975-5000 Fax: 404-975-5020 www.acenursing.org

More information
Marie A. Hess, Ed.D, RN - Interim Chair-Nursing Department
mhess@sunyjefferson.edu
315-786-2320

Julie Soule, MS, CNS, RN - Weekend Nursing Option Director
jsoule@sunyjefferson.edu
315-786-2320

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437 or Toll Free 1-888-435-6522

View more information at www.acenursing.org
Jefferson's Office Certificate is designed to prepare you for administrative and clerical support roles in virtually all business and office settings in a one year format.

You will learn many office tasks that will make you very valuable to your current or future employer, from composing correspondence, preparing itineraries, recording meeting minutes, collecting data and performing research, generating reports, maintaining budgets, applying accounting principles, and supervising and training office employees.

This program offers:

• Solid foundation of office and administrative tasks
• Hands-on practice with software you'll need for on-the-job success
• Education that leads to a critical role in a business setting

Work in the business world by providing assistance to executives by coordinating and directing office services, such as staff assignments, records management, budget control, and special management studies.

Specific 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.

According to the U.S. Department of Labor, employment in the administrative, office, and clerical support category is one of the largest occupational areas. Opportunities for you are best with extensive software application knowledge.

When you complete the Office Studies Certificate program you will be able to:

• Evaluate, create and communicate professional and effective oral and written means of communication (memorandums, letters, fax cover sheets, reports, and agendas)
• Excel at keyboarding and data-entry speed and accuracy using industry accepted standards
• Demonstrate communication, interpersonal, and organizational skills, emphasizing managerial and leadership ability as well as team work

The program is designed to prepare you to enter the workforce after completing the Certificate.

If you decide to continue on or come back to Jefferson, your credits will apply towards the Office Technology - Administrative Assistant or Medical A.A.S. degree seamlessly.

**Certificate Requirements**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Office Technologies 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 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: 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 Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>31-33</td>
</tr>
</tbody>
</table>

1. In order to meet the requirements 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 Department prior to the beginning of classes each semester. Students will be required to pass a timed writing and complete a variety of business documents using Microsoft Word. For more information, contact the Business Department at (315) 786-2287.

2. May substitute appropriate mathematics course

**HEGIS Code 5005**

Jefferson's Office Certificate is designed to prepare you for administrative and clerical support roles in virtually all business and office settings in a one year format.

You will learn many office tasks that will make you very valuable to your current or future employer, from composing correspondence, preparing itineraries, recording meeting minutes, collecting data and performing research, generating reports, maintaining budgets, applying accounting principles, and supervising and training office employees.

This program offers:

• Solid foundation of office and administrative tasks
• Hands-on practice with software you'll need for on-the-job success
• Education that leads to a critical role in a business setting

Work in the business world by providing assistance to executives by coordinating and directing office services, such as staff assignments, records management, budget control, and special management studies.

Specific 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.

According to the U.S. Department of Labor, employment in the administrative, office, and clerical support category is one of the largest occupational areas. Opportunities for you are best with extensive software application knowledge.

**MORE INFORMATION**

Stephanie Pierce, Assistant Professor of Office Technologies
spierce@sunyjefferson.edu
315-786-2320

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437 or Toll Free 1-888-435-6522
Office Technologies - Administrative Assistant A.A.S.

**Degree Requirements**

<table>
<thead>
<tr>
<th>Office Technologies Requirements (20 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFC 122: Intermediate Keyboarding¹</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 225: Administrative Support Services</td>
<td>3</td>
</tr>
<tr>
<td>OFC 226: Administrative Correspondence</td>
<td>3</td>
</tr>
<tr>
<td>OFC 275: Office Technologies Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accounting and Business Requirements (21 Credit Hours):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 100: Office Accounting or ACC 101: Accounting Principles</td>
<td>3</td>
</tr>
<tr>
<td>BUS 116: Applied Business Mathematics²</td>
<td>3</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>BUS 228: Administrative Office Management</td>
<td>3</td>
</tr>
<tr>
<td>Business Elective (Chosen from ACC, BUS, ECO and OFC)</td>
<td>3</td>
</tr>
<tr>
<td>Business/CIS Elective (Chosen from ACC, BUS, CIS, ECO and OFC)</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liberal Arts Requirements (21 Credit Hours):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>STA 151: Public Speaking or STA 161: Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Electives³</td>
<td>6</td>
</tr>
<tr>
<td>Science Elective⁴</td>
<td>3</td>
</tr>
<tr>
<td>Science or Math Elective⁴</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective⁴</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** | **62**

¹In order to meet the requirements 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 Department prior to the beginning of classes each semester. Students will be required to pass a timed writing and complete a variety of business documents using Microsoft Word.

²Students must take OFC 157: Professional Development Seminar (1-credit) in the semester prior to their internship. This course, along with OFC 121: Beginning Keyboarding (2 credits) will fulfill this elective.

³Students planning to transfer to a SUNY school are encouraged to meet with their advisor to review appropriate selection of SUNY 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.

**Accounting and Business Requirements (21 Credit Hours):**

- ACC 100: Office Accounting or ACC 101: Accounting Principles
- BUS 116: Applied Business Mathematics²
- BUS 125: Managing Information in the Workplace
- BUS 160: Spreadsheet Applications
- BUS 228: Administrative Office Management
- Business Elective (Chosen from ACC, BUS, ECO and OFC)
- Business/CIS Elective (Chosen from ACC, BUS, CIS, ECO and OFC)

**Total: 62 credits**

Jefferson’s Office Technologies-Administrative Assistant A.A.S. program is designed to prepare you for administrative and clerical support roles in virtually all business and office settings.

You will learn so many tasks that will make you very valuable to your current or future employer, from composing correspondence, preparing itineraries, recording meeting minutes, collecting data and performing research, generating reports, maintaining budgets, applying accounting principles, and supervising and training office employees.

This program offers:

- Solid foundation of office and administrative tasks
- Hands-on practice with software you’ll need for on-the-job success
- Excellent internship opportunities to make connections
- Education that leads to managerial opportunities

Work in the business world by providing assistance to executives by coordinating and directing office services, such as staff assignments, records management, budget control, and special management studies.

Specific 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.

According to the U.S. Department of Labor, employment in the administrative, office, and clerical support category is one of the largest occupational areas. Opportunities for you are best with extensive software application knowledge.

Complete the Office Technologies-Administrative Assistant A.A.S. degree and you will be able to:

- Draft business correspondence, which includes letters, interoffice memos, forms, reports, and tables
- Create travel itineraries and expense reports for management
- Use of a variety of prevailing Microsoft Office applications such as Word, PowerPoint, Excel, Access, Publisher, and Outlook
- Develop communication, interpersonal, and organizational skills, emphasizing managerial and leadership ability as well as team work
- Prepare a resume and cover letter, completing an application and communicating effectively in a job interview
- Assess business situations from a manager’s perspective

Although the program is designed to prepare you to enter the workforce after completing the associate’s degree, many of our graduates choose to pursue a bachelor’s degree. Jefferson has partnered with some select academic institutions and developed transfer agreements that can help you transfer smoothly.

Another formal agreement exists with Jefferson-Lewis BOCES to offer credit for an Office Technology course: OFC 245 Medical Terminology.

**More Information**

Stephanie Pierce, Assistant Professor of Office Technologies
spierce@sunyjefferson.edu / 315-786-2320

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu / 315-786-2437 or Toll Free 1-888-435-6522
Office Technologies - Medical A.A.S.

**Degree Requirements**

<table>
<thead>
<tr>
<th>Office Technologies Requirements (26 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFC 122: Intermediate Keyboarding(^1)</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 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>OFC 275: Office Technologies Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accounting and Business Requirements (15 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 100: Office Accounting or</td>
<td>3</td>
</tr>
<tr>
<td>ACC 101: Accounting Principles 1</td>
<td>3</td>
</tr>
<tr>
<td>BUS 116: Applied Business Mathematics(^2)</td>
<td>3</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>3</td>
</tr>
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<table>
<thead>
<tr>
<th>Liberal Arts Requirements (21 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BNG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>STA 151: Public Speaking or</td>
<td>3</td>
</tr>
<tr>
<td>STA 161: Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Electives(^4)</td>
<td>6</td>
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<tr>
<td>Science Elective(^4)</td>
<td>3</td>
</tr>
<tr>
<td>Science or Math Elective(^4)</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective(^4)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 62

\(^1\)In order to meet the requirements 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 Department prior to the beginning of classes each semester. Students will be required to pass a timed writing and complete a variety of business documents using Microsoft Word. For more information, contact the Business Department at (315) 786-2287.

\(^2\)May substitute appropriate mathematics course.

\(^3\)Students must take OFC 157: Professional Development Seminar (1 credit) in the semester prior to their internship. This course, along with OFC 121: Beginning Keyboarding (2 credits), will fulfill this elective.

\(^4\)Students planning to transfer to a SUNY school are encouraged to meet with their advisor to review appropriate selection of SUNY General Education Requirement Course List. Transfer students should select one Natural Science elective, one Mathematics elective, and one Social Science elective from the approved areas of the SUNY General Education Requirement Course List. 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.

**Hegis Code 5005**

Jefferson’s Office Technologies-Medical A.A.S. program is designed to prepare you for administrative and clerical support roles in health care settings.

You’ll take classes in medical terminology, health care documentation, medical ethics, and medical office administration, as well as foundational classes in business and the liberal arts. You’ll also learn to use current computer software to process medical documents, simulate scheduling of patients, enter insurance/billing data, and maintain medical office records. Graduate with marketable skills that can be used immediately in health care settings.

This program offers:

- Solid foundation in health care administration
- Hands-on practice with tools you’ll need for on-the-job success
- Preparation for jobs in the growing health care industry
- Cost savings on business fundamentals and general education classes

Work in the booming health care industry as soon as you graduate. Your responsibilities may run the gamut from bookkeeping and billing to scheduling appointments and ordering laboratory tests, whether you’re working directly with patients or behind the scenes in a medical office.

You can find jobs in private clinics, group practices, hospitals, nursing homes, therapy centers, research institutions, public health institutions, insurance companies, or any setting where a knowledge of administration, professional procedures, and ethics is required.

When you complete the Office Technologies-Medical A.A.S. degree you will be able to:

- Draft business correspondence, including letters, interoffice memos, forms, reports, and tables
- Use computer programs and other administrative tools, including Microsoft Office
- Understand and use medical terminology—diagnoses, surgical procedures, and procedures—and look up diagnostic and procedural codes

Most graduates from the medical office technologies program choose to enter the workforce after graduation. But others pursue a bachelor’s degree in health care administration or related fields.

Jefferson partners with Bryant & Stratton College to provide a bachelor’s degree in health services administration at the Jefferson Higher Education Center. The program is structured to allow students to complete virtually all coursework on the Jefferson campus or online.

A formal agreement also exists with Jefferson-Lewis BOCES to offer credit for an office technology course: OFC 245 Medical Terminology.

**More Information**

Stephanie Pierce, Assistant Professor of Office Technologies
spierce@sunyjefferson.edu
315-786-2320

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu / 315-786-2437 or Toll Free 1-888-435-6522
Paralegal A.A.S.

**Degree Requirements**

<table>
<thead>
<tr>
<th>Paralegal Requirements (24 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLA 101: Introduction to Law and Paralegalism</td>
<td>3</td>
</tr>
<tr>
<td>PLA 112: Legal Research &amp; Writing</td>
<td>3</td>
</tr>
<tr>
<td>PLA 213: 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</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 102: Criminal Administrative Procedures</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accounting and Business Requirements (16 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>ACC 101: Accounting Principles I</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>
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</table>

<table>
<thead>
<tr>
<th>Liberal Arts Requirements (21 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics Elective</td>
<td>3</td>
</tr>
<tr>
<td>Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 61

HEGIS Code 5099

The Paralegal A.A.S. will prepare you for a paraprofessional career in law related occupations, and is a foundation for future law school study.

You will be 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.

In addition, if you wish to go on to law school, you will experience the "case method" approach, which is the preferred teaching method in many law schools. Most law courses or topics within this program are similar to those taught in law school.

This program offers:
- Preparation to be a legal paraprofessional
- Transferable skill set - earn your degree and use it anywhere
- Learn from and connect with local attorneys
- Access to job opportunities

The Paralegal A.A.S. program includes an optional internship experience, if you qualify, to gain real-world experience and make contacts in the field for future career networking.

Graduating from the Paralegal A.A.S program you will:
- Effectively utilize the technology essential for legal applications
- Conduct legal research in order to locate, evaluate, analyze, and apply legal information
- Know how to search for a career in the field

Paralegals act as assistants to attorneys or provide services that would otherwise require an attorney. Plan to work at law offices, financial institutions, or government offices, or you may operate your own business.

Paralegal employment is ideal if you 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 U.S. 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.

Larry Covell, Professor of Business, Esq.
lcovell@sunyjefferson.edu
315-786-2320

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437 or Toll Free 1-888-435-6522
### Paramedic A.A.S.

*Note: the Paramedic program at JCC has been discontinued and the College is not accepting applications for the 2019-2020 academic year.*

#### Degree Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paramedic Requirements (34 Credit Hours):</td>
<td></td>
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<tr>
<td>EMS 180: Paramedic A</td>
<td>9.5</td>
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<tr>
<td>EMS 185: Paramedic B</td>
<td>9</td>
</tr>
<tr>
<td>EMS 280: Paramedic C</td>
<td>6.5</td>
</tr>
<tr>
<td>EMS 285: Paramedic D</td>
<td>5</td>
</tr>
<tr>
<td>EMS 275: Paramedic Capstone Field Internship</td>
<td>3</td>
</tr>
<tr>
<td>EMS 290: Paramedic Psychomotor Summative</td>
<td>1</td>
</tr>
<tr>
<td><strong>Mathematics &amp; Science Requirements (15 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>BIO 106: Human Biology or BIO 111: General Biology 1 or BIO 131: Principles of Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 251: Anatomy and Physiology 1</td>
<td>4</td>
</tr>
<tr>
<td>BIO 252: Anatomy and Physiology 2</td>
<td>4</td>
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<tr>
<td>Math Elective (MTH 125 or higher)</td>
<td>3</td>
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<tr>
<td><strong>Humanities Requirements (9 Credit Hours):</strong></td>
<td></td>
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<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><strong>Social Science Requirements (3 Credit Hours):</strong></td>
<td></td>
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<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>62</strong></td>
</tr>
</tbody>
</table>

*Note: Students must meet the College’s residency requirement cited in the College Catalog and on its website.*

HEGIS Code 5299

### 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.

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.

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.

Program terminal objective: To prepare competent entry level Emergency Medical Technician-Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

### 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 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.

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.

### Accreditation

The Jefferson Community College Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahеп.org) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

Commission on Accreditation of Allied Health Education Programs
25400 US Highway 19 N., Suite 158
Clearwater, FL 33763
727-210-2350
www.caahеп.org

To contact CoAEMSP:
8301 Lakeview Parkway
Suite 111-312
Rowlett, TX 75088
214-703-8445
FAX 214-703-8992
www.coaemsp.org

### Note:
The Paramedic program at JCC has been discontinued and the College is not accepting applications for the 2019-2020 academic year.
Transfer Opportunities

As a graduate of Jefferson, you will have many transfer opportunities to consider and will be able to choose from a wide variety of colleges and universities to pursue your baccalaureate degree. Jefferson has partnered with some selected academic institutions to develop agreements that help students transfer smoothly. These agreements assist students with selecting courses in their academic program that will transfer effectively to specific baccalaureate programs:

- SUNY Canton, Health Services Management: Health Services, B.T.
- Franklin University, Public Safety Management, B.S.

Applicants 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 (EMT) 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 must 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.

Applicants for Readmission

- If admissions requirements have changed, students must meet new admission requirements.
- If it is less than 12 months since student has been in the program, the student shall submit a personal statement and updated copies of EMT and CPR cards.
- If student has been out of the program greater than 12 months, the student shall submit a new complete application.
- Applications for readmission should be submitted at least one month prior to the beginning of the semester for which the student seeks readmission.
- Readmission applications will be reviewed by the paramedic program director, in consultation with the program medical director.
- Readmission students will be given the same consideration as first time admitted students.

There are no restrictions on the number of times a student may be readmitted to the paramedic program.

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 Educational Standards). 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:

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 Paramedic card and an official letter mailed directly from the NYS DOH to Jefferson Community College), the student will receive credit for EMS 180 (9.5 credits), EMS 185 (9 credits), EMS 275 (3 credits), EMS 280 (6.5 credits), EMS 285 (5 credits), and EMS 290 (1 credit) for a total of 34 credits.

NYS Certified Emergency Medical Technicians

Students applying to the Paramedic Degree program who are current NYS Certified Emergency Medical Technicians 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 (8.5 credits), to be applied towards required free elective coursework.

Qualifications:

- Complete the Application for Emergency Medical Services Certification (DOH-65), including affirmation regarding criminal convictions
- Successfully complete an approved New York State EMT-B or AEMT course
- Achieve a passing score on the practical and written certification examinations
- Must be at least 18 years of age by the end of the month in which they are scheduled to take the written certification examination
- Knowledge and Skills required show need for high school or equivalent education
- Ability to communicate effectively via telephone and radio equipment
- Ability to lift, carry and balance up to 125 pounds (250 pounds with assistance)
- Ability to interpret oral, written and diagnostic form instructions
- Ability to use good judgment and remain calm in high stress situations
- Ability to be unaffected by loud noises and flashing lights
- Ability to function efficiently without interruption throughout an entire work shift
- Ability to calculate weight and volume ratios
- Ability to read English language, manuals and road maps
- Ability to accurately discern street signs and addresses
- Ability to interview patients, patient family members and bystanders
- Ability to document, in writing, all relevant information in prescribed format in light of legal ramifications of such
- Ability to converse, in English, with coworkers and hospital staff with regard to the status of the patient
- Possesses good manual dexterity with ability to perform all tasks related to the highest quality patient care
- Ability to bend, stoop and crawl on uneven terrain
- Ability to withstand varied environmental conditions such as extreme heat, cold and moisture
- Ability to work in low light situations and confined spaces
- Ability to work with other providers to make appropriate patient care decisions

MORE INFORMATION

Linda Dittrich, Associate Vice President for Math/Science, Technology, and Health
ldittrich@sunyjefferson.edu
315-786-2320

315-786-2437 or Toll Free 1-888-435-6522
Paramedic Certificate

*Please note that the Paramedic program at JCC is not accepting applications for the 2019-2020 academic year.*

### 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.

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.

Program terminal objective: To prepare competent entry level Emergency Medical Technician-Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

### Student Learning Outcomes:

- Understand human body systems and pathophysiology
- Deliver patient care, including patient assessment and the development and implementation of treatment plans
- Exercise appropriate clinical decision-making and professional behavior
- Understand the roles and responsibilities in the emergency medical services system

### Graduate Rate

<table>
<thead>
<tr>
<th>May 2015</th>
<th>May 2016</th>
<th>May 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Rate</td>
<td>55%</td>
<td>43%</td>
</tr>
<tr>
<td>1st time State exam pass rate</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>Job placement rate (in the field)</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Career Opportunities

Employment of paramedics is expected to grow much faster than average for all occupations through the year 2024 (Bureau of Labor Statistics, 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.

Of the EMT classifications, paramedics provide the most extensive pre-hospital 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 Jefferson Community College Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caacemsp.org) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

### Commission on Accreditation of Allied Health Education Programs

25400 US Highway 19 N., Suite 158
Clearwater, FL 33763
727-703-8445
www.caacemsp.org

To contact CoAEMSP:

8301 Lakeview Parkway
Suite 111-312
Rowlett, TX 75088
214-703-8445
FAX 214-703-8992
www.caacemsp.org

### Applicants 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 (EMT) 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.

### Paramedic Program Readmission Procedure and Qualifications

- see page 83.

Learn the basics of physical education at Jefferson then transfer to a four-year college or university to complete a bachelor's degree in a related field. Jefferson's program emphasizes classes in exercise and nutrition, community health, emergency response, and anatomy and physiology. You'll learn how the body moves and functions and how to teach others to exercise and eat well, prevent illness, and participate in sports.

The program allows you to complete the general education classes you need to transfer to a SUNY institution or other college or university of your choice, as well as:

- Strong foundation for further study or a career in physical education or recreation
- Cost savings on introductory classes and general education requirements
- Opportunities for hands-on practice in classroom settings

A Physical Education A.S. degree prepares you for a career as a physical education or health education teacher, fitness instructor, athletic coach, or recreational therapist, as well as other jobs in sport science, exercise physiology, or athletic training.

You may find a job right after graduation from Jefferson, especially when you pair your degree with other certifications or licensures. Or you can continue your education at a four-year college or university before pursuing work with a city or state parks and recreation department, fitness and wellness center, resort, or other employer.

When you complete the Physical Education A.S. degree you will be able to:

- Transfer with all SUNY General Education requirements completed
- Be able to recite and test the five components of fitness and seven dimensions of wellness
- Treat and evaluate injuries in sports settings

Complete a Jefferson Physical Education A.S. degree and choose from a wide range of transfer options, including institutions like Pennsylvania State University, Springfield College, Salisbury State University, Slippery Rock University, Canisius College, the U.S. Sports Academy, and University of South Carolina.

Formal transfer agreements with some institutions make transfer to specific programs especially smooth:

- SUNY Brockport
- SUNY Canton, Emergency Management B.T.
- SUNY Cortland, Physical Education B.S.
- Clarkson University, Technical Communications B.S.
- Columbia College, various programs
- Cornell University College of Agriculture and Life Sciences, various programs
- SUNY Empire State College, various programs

MORE INFORMATION

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Application and Admissions Information
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Sports Management A.S.

Take your passion for sports and recreation to a new level with Jefferson's Sports Management A.S. You'll learn to handle the business side of sports with classes in sports management, economics, marketing, and accounting. Plus, you'll be well on your way to earn a bachelor's degree in this exciting field.

This program offers:
- Strong foundations in business fundamentals
- In-depth study of the sport industry
- Applied learning experiences within college athletics and local sports teams and the businesses that affect them

Sports are big business comprising not only teams and players, but also event facilities, merchandising, tickets and operations, marketing, and more. They require professional managers with a strong foundation in business to succeed.

A degree in sports management prepares you to take on just about any career in sports and athletics—from collegiate or professional sports, to sporting events and facilities, parks and recreation, equipment development and manufacturing, and sports agencies. You'll learn to understand the ins and outs of the industry, how to build a fan base, and how to manage the administrative side of sports. Serve as a team manager, personal agent, or executive in this exciting field.

When you complete the Sports Management A.S. degree you will be able to:
- Research, evaluate, and apply information to make effective business decisions
- Understand and apply the functions of management—especially as they relate to sports
- Use business technology applications
- Transfer to a SUNY bachelor's degree program with classes in seven of the 10 SUNY General Education Requirement areas

Transfer to the most prominent SUNY schools with Sport Management Bachelor's degree programs, such as SUNY Cortland, SUNY Brockport, and SUNY Canton, as well as other private institutions inside and outside of New York State. Your Jefferson classes will count toward a B.B.A. in Sports Management.

<table>
<thead>
<tr>
<th>DEGREE REQUIREMENTS</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports Management Requirements (9 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>BUS 102: Foundations of Sports Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 202: Sport and Society</td>
<td>3</td>
</tr>
<tr>
<td>BUS 204: Leadership for Sports Professionals</td>
<td>3</td>
</tr>
<tr>
<td>Accounting and Business Requirements (19 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>ACC 101: Accounting Principles 1</td>
<td>4</td>
</tr>
<tr>
<td>BUS 112: Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 124: 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>BUS 226: Introduction to Finance</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science Requirement (3 Credit Hours):</td>
<td></td>
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<tr>
<td>CIS 110: Introduction to Computing and Applications</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Requirements (31 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>ECO 101: Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 102: Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>MTH 155: Algebra, Functions &amp; Modeling or MTH 185: Precalculus or higher</td>
<td>3</td>
</tr>
<tr>
<td>STA 151: Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective¹</td>
<td>3</td>
</tr>
<tr>
<td>Lab Science Elective²</td>
<td>4</td>
</tr>
<tr>
<td>Liberal Arts Elective³</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective⁴</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
</tbody>
</table>

TOTAL 64

¹ Select from areas of The Arts or Foreign Language in the SUNY General Education course list
² Select from the area of Natural Sciences in the SUNY General Education course list
³ Select from in the SUNY General Education course list
⁴ Select from areas of American History, Western Civilization or Other World Civilization in the SUNY General Education course list

HEGIS Code 5099

MORE INFORMATION

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315-786-2437 or Toll Free 1-888-435-6522
Teaching Assistant Certificate

<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>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 150: American History to 1877 or HIS 151: American History 1877 to Present</td>
<td>3</td>
</tr>
<tr>
<td>MTH 148: Mathematical Reasoning for Elementary Teachers I</td>
<td>3-4</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>STA 151: Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 24-25

Note: All certificate requirements also apply to Jefferson's A.A. Childhood Education degree program.

HEGIS Code 5503

The Teaching Assistant Certificate program emphasizes essential communication skills such as composition, reading and public speaking; child development; and the background for historical and mathematical concepts.

You will fulfill the academic requirements of 80-5.6 of the NYS Commissioner’s Regulations for Teaching Assistants.

This program offers:

- Strong connection to local employers
- Broad-based perspective that prepares you for education and related fields
- Short-term program to enter the education field

Schools are consistently looking for teaching assistants to help round out their staff and professionals working with children and youth.

When you graduate with a Teaching Assistant Certificate you will be able to:

- Communicate effectively for diverse purposes and audiences, and have the ability to find, evaluate, and credit accurately authoritative sources
- Demonstrate knowledge of the history, conventions, and best practices within the field of education
- Understand major milestones and principles of physical, cognitive, and socio-emotional development in children

As a teaching assistant you will provide both instructional services to students and clerical support for certified classroom teachers. You are a partner in the classroom and teaching assistants are employed at all grade levels.

General duties of teaching assistants may include:

- Tutoring students
- Assisting students with available resources
- Working with pupils on specialized projects
- Providing students with individualized attention
- Correcting and grading tests
- Maintaining files and records
- Assisting with developing instructional materials

According to the U.S. Department of Labor, Bureau of Labor and Statistics, employment of Teaching Assistants is expected to grow. In the local area new workers start around $20,482. Normal pay is $24,825 per year. Highly experienced workers can earn up to $37,774.

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MORE INFORMATION

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Winery Management and Marketing Certificate

The Winery Management and Marketing Certificate at Jefferson is a one year program that provides a concentrated course work on winery operations and basic business principles.

Graduate ready for some of the best jobs in local and national wineries.

You must demonstrate ability to acquire the skills and knowledge required for successful completion of courses and meet skills expected of a hospitality industry professional. Please review the hospitality and tourism program guidelines, which outline these skills.

This program offers:
• Learning from local experts
• Networking opportunities with winery owners and marketers
• Fundamental skills and training for a fulfilling career after graduation
• Classes in marketing and management

Graduates from Jefferson's Winery Management and Marketing Certificate program have job opportunities in a growing industry locally and nationally. You may find work as a winery manager, tasting room manager, winemaker, and more.

Several wineries operate in Jefferson, Lewis and St. Lawrence Counties and that number is expected to grow.

When you complete the Winery Management and Marketing Certificate you will be able to:
• Develop an effective business model for a winery operation
• Apply the basic, legal, financial, human resource, ethics, and other management issues critical for successful winery operation
• Pinpoint successful grape varieties, site selection and layout for a vineyard in Northern New York

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MORE INFORMATION

The Zoo Technology A.A.S. degree will provide you with the basic skills, experiences and knowledge required for a career as a progressive zookeeper or zoo educator in modern zoos.

The program is a specialized, practical, cost-effective, foot-in-the-door to the zoo field, whether you already have a degree or this is your first time to college. Students are prepared for an entry-level keeper position through a combination of classroom studies and rare hands-on experience at our partner facilities.

Students will have the opportunity to work alongside zookeepers, veterinarians, curators, educators and administrators. Coursework focuses on zoo animal care and management, but the management of domestic species is also used to illustrate the fundamental principles of animal husbandry and to provide additional hands-on experience.

Graduating from the Zoo Technology A.A.S. degree program you will be able to:

- 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
- Communicate effectively, both orally and in writing

Zookeepers need technical expertise and a knowledge of science to provide the best animal care, educate the public and participate in regional, national and international cooperative programs. As populations of endangered species dwindle, the role of zoo and aquarium keepers will become more important.

A working, practical knowledge of animal care, welfare & husbandry, an appreciation of the issues facing endangered species and the environment, an understanding of biological principles, the ability to interact with the public, and a broad perspective of the larger zoo community are all essential.

Animal keepers:

- Clean animal areas, provide essentials such as feed and water to animals, and monitor the behavior of animals.
- Provide the animals with enrichment activities to support physical and psychological health.
- Must be alert to behavioral changes that could indicate illness or injury, assist in veterinary procedures or research studies, and give interpretive presentations to the public.
- Must be able to do work that is physically demanding in all types of weather. Most full-time keepers work about forty hours per week, some work fifty hours per week or more, including weekends and holidays.
- It takes a special kind of dedication to care for animals. Zookeeping is not a highly paid position and salaries for zoo and aquarium employees will vary depending on the institution and its location. Institutions located in metropolitan areas generally offer higher salaries. A zookeeper’s salary will depend on skills and tenure.

Jefferson’s Zoo Technology A.A.S. degree program will provide you with the foundational background for an entry-level position in zoo animal care and management. Competition for employment is fierce, but job applicants with educational credentials coupled with hands-on experience and skill will enjoy enhanced employment opportunities, particularly if they are willing to explore job opportunities throughout the country.

This degree can also serve as a practical compliment to a previously earned degree or as a stepping stone for further study in bachelor’s degree programs in biology. This program does not prepare students to be veterinary technicians.

The Zoo Technology program is not designed to be a transfer program, although many graduates do continue their studies. Further education can help in a competitive job market and with advancement within the hierarchy of a zoo. The most popular transfer schools for Zoo Technology graduates are SUNY Canton (Veterinary Technology) and SUNY School of Environmental Science and Forestry (ESF) for biology-related coursework.

Transfer to bachelor’s programs such as biology should be planned carefully. The Zoo Technology program is very full and provides little opportunity for you to take preparatory coursework such as chemistry,
Zoo Technology A.A.S. (cont.)

physics, etc. You may opt take an extra year to take science and general education coursework that is not provided in the Zoo Technology program.

The Zoo Technology Program is composed of three types of courses: general education courses, specialized biology courses, and zoo technology courses. Specialized biology and zoo technology courses may or may not transfer to other programs. General coursework includes general biology, math, English, micro-computers, public speaking, and social science typically transfer.

Degrees in veterinary medicine (including veterinary technician) require a different/additional academic path. A general math/science degree is usually a more direct route to prepare you for transfer. You may opt to complete the Zoo Technology degree before or after you complete a degree in veterinary technology to better prepare you for working in a zoo’s hospital.

Admission & program information

If you are planning to enter the Zoo Technology program you should have strong written and analytical skills. High school preparation should include three or more years of math and English and you may require skill building before entering the program.

There is a two-step process to apply to the Zoo Technology Program.

1. Apply to Jefferson Community College through the general admission process. Applicants must meet the admission standards established by the College.
2. Apply to the Zoo Technology Program at Jefferson by submitting a Zoo Technology application. Specific instructions are available on the application form. Applications are reviewed competitively based on academic preparation, experience and motivation. Students may apply or re-apply at any time. Successful applicants will need to begin the core program courses in Fall semester.

If you already have taken college-level coursework, it is possible that some of these types of courses may transfer into Jefferson. As part of the application process, you will be asked to send academic transcripts that will be assessed by our College to determine if transfer credit can be granted.

Acceptance in to the Zoo Technology A.A.S. program requires, at minimum:

• Complete the Jefferson Community College application for admission and the Zoo Technology supplemental application.
• Be accepted to the College and submit all necessary paperwork.
• Have College Placement Test (CPT) placement at the MTH 098 level or higher or have successfully completed MTH 090 prior to the first semester of Zoo Technology.
• Have CPT placement at the ENG 100 level or higher or have successfully completed ENG 099 prior to the first semester of Zoo Technology.
• Have CPT placement at CLS 101 level or no reading required.
• Have completed all prerequisites prior to start of the Zoo Technology program.

Zoo Technology and biology courses are sequential in nature and build upon previous courses. Additionally, they are only offered once a year. For this reason, students must begin the sequence of ZOO courses in the fall. Students not meeting the academic requirements for admission to the Zoo Technology program (requiring skill building in English, math or science) will need to complete additional coursework and reapply to the program the following year.

Students’ academic program requirements include a grade of “C” or higher in the applied zoo animal management courses (ZOO 114, ZOO 116, ZOO 126, ZOO 216 and ZOO 226), and the initial, general college-level biology course (equivalent to BIO 111 or higher). Students not meeting this requirement will be considered unsuccessful, will be unable to progress in the Zoo Technology curriculum, and will need to reapply to the program for the following academic year.

Readmission to the zoo technology program

You must apply for readmission to the Zoo Technology program by submitting a Zoo Technology program supplemental application. Students may apply or re-apply at any time. Successful applicants will need to begin the core program courses in Fall semester.

• If you have been unsuccessful in the Zoo Technology program, you may be readmitted only once.
• If you seek readmission to the Zoo Technology program you must meet program requirements in effect at the date of re-entry.
• Readmission is subject to approval of the zoo technology faculty.
• Except for the circumstances specified above, zoo technology students are governed by general College regulations regarding academic standing.

MORE INFORMATION

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Course Descriptions

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

Please note that courses are offered every academic year unless otherwise indicated at the end of the course description. These designations are general projections and may be modified according to demand. Semester subject listings, prepared by the Registrar and available at registration periods, provide information regarding the availability of courses for specific periods. If students want to look in detail at any course offering, the course outline is available in divisional offices. The curricula offered by the College require certain Liberal Arts core courses in the areas of Humanities, Social Science, and Science or Mathematics. The following indicates areas of study acceptable in meeting these requirements. Physical education activity and fitness-based coursework may be applied to fulfill free elective requirements unless limited by the degree program.

**Humanities:** American Sign Language, Art, English, Journalism, Modern Languages, Music, Philosophy, Speech, and Theater Arts
**Social Science:** Anthropology, Economics, Geography, History, Political Science, Psychology and Sociology
**Mathematics and Sciences:** Biology, Chemistry, Geology, Physics, Science and Mathematics

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

### ACCOUNTING (ACC)

**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. ACC 100 is not open to students who have completed ACC 101 or above. 3 cr. 2 Lec./2 Lab. Prerequisite: None. (Per Departmental Standards Version of ACC 100 approved by Curriculum Committee on 9/14/17)

**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. Prerequisites: None. 4 cr. 4 Lec. (Per Departmental Standards Version of ACC 101, approved by Academic Affairs on 05/15/2014)

**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. (Per Departmental Standards Version of ACC 102, approved by Academic Affairs on 09/25/2008)

**ACC 157 Professional Development and Skills**
This weekly business seminar is designed to provide students with the skills necessary to succeed in obtaining employment. This course focuses on preparing for the job search process, writing a resume, interviewing techniques, and developing the interpersonal relationship skills necessary for a positive job attitude. Students will also have the opportunity to learn about the best ways to change careers or gain work experience and to practice meeting with business people in various business career fields. This seminar is a required prerequisite to a business internship experience. Prerequisite: None. 1 cr. 1 Lec. (Per Departmental Standards Version of ACC 157, approved by Curriculum Committee on 12/10/2015)

**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 Co/Pre Requisite BUS 160. 4 cr. 4 Lec. (Per Departmental Standards Version of ACC 201, approved by Academic Affairs on 05/15/2014)

**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. (Per Departmental Standards Version of ACC 202, approved by Academic Affairs on 09/25/2008)

**ACC 208 Cost Accounting**
This course is designed to further expand the student’s knowledge of management accounting to explore 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 209. 4 cr. 4 Lec. (Per Departmental Standards Version of ACC 208, approved by Academic Affairs on 05/15/2014)
ACC 209 Management Accounting
This course is designed to expand the student’s knowledge of financial accounting to include management accounting concepts used by manufacturing, service, and merchandising entities. Topics to be covered include: cost behavior, cost management concepts, cost-volume-profit analysis, differential cost analysis, capital investment decisions, budgeting, inventory management, profitability analysis, and quality costing. This course places emphasis on the relationship between planning and controlling costs. Moreover, the importance of using management accounting as a decision making tool will be emphasized. Prerequisite: ACC 101. Pre or Co-Requisite: BUS 160. 3 cr. 3 Lec. (Per Departmental Standards Version of ACC 209, approved by Academic Affairs on 05/15/2014)

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. (Per Departmental Standards Version of ACC 220, approved by Academic Affairs on 09/25/2008)

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: Completion of the Professional Development and Skills Seminar (ACC 157 with a C or better), and successful completion of at least 24 credit hours in the curriculum including a program faculty letter of recommendation and consent of the Internship instructor, and completion of ACC 101 and 102 with at least a B average in each course and approval from Accounting faculty. 3 cr. 1 Lec./6 Lab. (Departmental Standards Version of ACC 275 - approved by Curriculum Committee 2/25/16)

AGRI-BUSINESS (AGB)

AGB 100 Northern New York Agriculture
This course introduces the diversity of Agriculture in Northern New York, and its economic impact in the region. Topics include: agriculture technology, agronomy, environmental issues, animal care systems, public perception of the industry, production agriculture, food security and safety, value added agriculture, biofuels, agro-tourism, and the economics of agriculture. Prerequisites: None. 3 cr. 3 Lec. (Per Departmental Standards Version of AGB100, approved by Academic Affairs on 12/10/2013)

AGB 105 Grow-Prep-Eat: From Farm to Table
This course is designed to give students an integrated understanding of the food and agricultural industry and introduce the field to fork concepts of integrated food systems. Students will have the opportunity to celebrate the foods and flavors of each season by utilizing fresh ingredients from local farms. Grow-Prep-Eat will also cover a broad array of sustainability issues with emphasis on on-site visits with local practicing farmers, and dairy producers and processors including those involved in sustainability issues dealing with food safety, water and waste systems, food politics, food globalization issues, food marketing and local food movements. Prerequisite: None. 3 cr. 2 Lec. 3 Lab. (Per Departmental Standards Version for AGB 105, approved by Academic Affairs on 12/10/2013)

AGB 109 Survey of Horticulture Industry Applications
This course is a survey of the current topics in horticulture. This course prepares learners for employment in the agri-business industry by providing a working knowledge of horticulture (fruits, vegetables, greenhouse, turf, nursery, floral and landscape). Required field trips will provide opportunities to gain practical knowledge and to better understand the lecture material. Prerequisites: None. 2 cr. 2 Lec. (Per Departmental Standards Version of AGB 109, approved by Academic Affairs on 12/10/2013)

AGB 111 Survey of Agri-Business Technologies
This course will introduce the student interested in agriculture to a variety of technologies that will assist in a successful career in agriculture. This course examines local agriculture technologies such as; dairy systems, tillage machinery, planting equipment, and agricultural hydraulic systems. Prerequisites: None. 1 cr. 1 Lec. (Per Departmental Standards Version for AGB 111, approved by Academic Affairs on 12/10/2013)

AGB 207 Marketing and Sales of Agricultural Products
This course is designed to develop student knowledge and skills in agricultural sales and marketing. Studentsâ€™s will examine the essential marketing functions of buying, selling, transportation, storage, financing, standardization pricing and risk bearing faced by farms and agri-businesses. This course has a specific focus on the marketing and sales of foods from the food and fiber system. Prerequisites: none. 3 cr. 3 Lec. (Per Departmental Standards Version of AGB /WIN 207, approved by Curriculum Committee 2/14/19)

AGB 209 Trends in Agriculture
This course is a survey of the current topics in agriculture. Emphasis is placed on topics such as ethics, marketing, management, distribution systems for agricultural products, and other relevant topics as deemed necessary by current events. Through identifying current agricultural trends, students will be better able to make informed decisions toward successful agri-business opportunities and careers. Prerequisites: AGB 100 or WIN 100. 1 cr. 1 Lec. (Per Departmental Standards Version for AGB 209, approved by Academic Affairs on 12/10/2013)

AGB 231 Agriculture Law and Regulations
This course has a specific focus on laws and regulations related to the food and fiber system. This course is designed to discuss some of the major areas of agricultural law and create an understanding of how laws and regulations affect their farms, families and businesses. Prerequisites: None. 1 cr. 1 Lec. (Per Departmental Standards Version of AGB 231, approved by Academic Affairs on 12/10/2013)

AGB 275 Agri-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: Completion of the Professional Development and Skills Seminar (AGB 157 with a C or better), and successful completion of at least 24 credit hours in the curriculum including a program faculty letter of recommendation and consent of the Internship instructor and in good academic standing with a GPA of 2.5 or above in agribusiness course core and approval from Agribusiness Faculty. 3 cr. 1 Lec. 6 Lab. (Per Departmental Standards Version of AGB 275, approved by Curriculum Committee on 2/25/16)

ALLIED HEALTH (ALH)

ALH 110 Dosage Calculations for Nurses and Other Health Care Providers
This course begins with the study of systems of measurements and conversions between the systems used for dosage calculations. Equipment
used in medication administration, drug orders, labels and abbreviations are explored. Dosage calculations for all routes of administration are addressed, and include oral tablets, capsules and liquids, parenteral medications, intravenous flow rates and infusion times. Methods for calculating critical care medications, such as IV push and intravenous 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. Prerequisites: Math 098 or CPT placement into MTH 125 or higher. 2 cr. 2 Lec. (Per Departmental Standards Version of ALH 110, approved by Academic Affairs on 2/26/15)

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. (Departmental Standards Version of ALH 145 - approved by Academic Affairs on 3/12/98)

ANTHROPOLOGY  (ANT)

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. Prerequisites: None. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Social Sciences. (Departmental Standards Version of ANT 141 - approved by Academic Affairs on 09/27/2012)

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. This course fulfills the following SUNY General Education learning outcome: Other World Civilization (Departmental Standards Version of ANT 143 - approved by Academic Affairs on 09/27/2012). (Note: ANT 143 was formerly ANT 243)

ART  (ART)

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. This course fulfills the following SUNY General Education learning outcome: The Arts. (Per Departmental Standards Version of ART 104, approved by Academic Affairs on 5/17/05)

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. (Per Departmental Standards Version of ART 113, approved by Academic Affairs on 4/25/01)

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. (Per Departmental Standards Version of ART 114, approved by Academic Affairs on 4/25/01)

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 Civilizationizations; 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 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. (Departmental Standards Version of ART 117)

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. (Departmental Standards Version of ART 118)

ART 125 Three-Dimensional Design
Three-Dimensional Design is a studio course concentrating on expanding student knowledge of space as it relates to the physical world. Instruction is given in the fundamental elements and principles of design, as well as the artistic use of form, structure, space, volume, mass, plane and line. Emphasis will be placed on developing critical thinking skills in order to solve three-dimensional design problems. Media will vary, but will include materials that lend themselves to additive and subtractive methods. Materials may include found objects and prefabricated materials, joining materials, modeling and carving supplies. Prerequisite: None. 3 cr. 4 studio hrs. This course fulfills the following SUNY General Education learning outcome: The Arts. (Per Departmental Standards Version, approved by Academic Affairs Committee on 10/11/12)

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 204 Digital Photography 2
This is an intermediate course in Digital Photography taught within a fine arts context. Historic and contemporary photographic concepts, methods and techniques are explored through thematic creative projects and
research. Interdisciplinary, experimental, and collaborative approaches to photography are encouraged. Students must have access to a digital camera. Prerequisite: ART 104 or permission of the instructor. 3 cr. 4 lec/lab. (Per Departmental Standards for ART 204, approved by Academic Affairs 04/15/2010)

**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. (Per Departmental Standards Version of ART 217, approved by Academic Affairs on 4/5/00)

**ART 218 Intermediate Painting- Oil Painting**
ART 218 is a studio course concentrating on oil painting. Instruction is given in the fundamental principles of oil painting using subject matter based on observation and imagination with emphasis on composition. Topics will include preliminary sketches, under-painting, color mixing, opaque and transparent paint applications, mediums, preparation of supports, and safe use of oil painting materials. The course examines both traditional and contemporary techniques. Pre-requisite: ART 117-Basic Drawing. 3 Cr 4 Studio. (Per Departmental Standards version of ART 218 approved by Curriculum Committee 3/8/18)

**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. (Per Departmental Standards Version of ART 232, Ceramics 2, approved by Academic Affairs on 11/30/98)

**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. (Per Departmental Standards Version of ART 242, approved by Academic Affairs on 2/7/03)

**AMERICAN SIGN LANGUAGE (ASL)**

**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, 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. (Per Departmental Standards Version of ASL 121, approved by Academic Affairs on 3/13/02)

**ASL 122 American Sign Language 2**
American Sign Language 2 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 1. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Foreign Language. (Per Departmental Standards Version of ASL 122, approved by Academic Affairs on 3/13/02)

**BIOLOGY (BIO)**

**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 093, 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. (Per Departmental Standards Version of BIO 105, approved by Academic Affairs on 5/17/05)

**BIO 106 Human Biology**
This course provides fundamental concepts of biology, chemistry, cells, and genetics as they relate to humans. The systematic study of cells, tissues, organs and organ systems will emphasize their normal physiological function and interaction to maintain homeostasis. Common disorders of each human body system will be discussed with treatment and preventive measures explored. This course is a general science course for non-science majors. This course does not satisfy a lab science requirement for students in the Math/Science degree program but may be used as a prerequisite for upper level biology courses. It is recommended that students take this course after completing any required noncredit coursework in Reading, Math, or English. Prerequisites: None. 4 cr. 3 Lec. 3 Lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. (Per Departmental Standards Version of BIO 106, approved by Academic Affairs on 2/26/15)

**BIO 111 Survey of Cell Biology**
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. (Per Departmental Standards Version of BIO 111, approved by Academic Affairs on 4/8/04)

**BIO 112 Survey of Ecology and Evolution**
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. (Per Departmental Standards Version of BIO 112, approved by Academic Affairs on 4/8/04)
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. Prerequisite: BIO 111 or higher. 2 cr. 2 Lec. (Departmental Standards Version of BIO 121 - approved by Academic Affairs on 2/19/09)

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. (Departmental Standards Version of BIO 122 - approved by Academic Affairs on 2/19/09)

BIO 131 Principles of Biology 1: Cell and Molecular Biology
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 BI0 111 or BI0 112 and CHE 107. 4 cr. 3 Lec. 3 Lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. (Per Departmental Standards Version of BIO 131, approved by Academic Affairs on 5/13/04)

BIO 132 Principles of Biology 2: Evolution, Diversity, and Ecology
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 BI0 111 or BI0 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. (Per Departmental Standards Version of BIO 132, approved by Academic Affairs on 4/8/04)

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. (Per Departmental Standards Version of BIO 200, approved by Academic Affairs on 2/7/03)

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: BIO 106 or Higher and MTH 144 or Higher. 4 cr. 3 Lec. 3 Lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. (Per Departmental Standards Version of BIO 201, approved by Academic Affairs on 03/13/2014)

BIO 202 Microbiology
This course provides a comprehensive overview of the biology of microorganisms, with emphasis on bacteria. Topics include biochemistry, cell structure and function, classification, microbial growth and metabolism, control of microorganisms, bacterial genetics, ecological significance and clinically significant bacteria, viruses and parasites. Applied aspects of microbiology are also covered including recombinant DNA technology, immunology, epidemiology, and food microbiology. Laboratory component provides experiences in techniques of pure culture, simple and differential staining, isolation and biochemical characterization of bacteria for identification, susceptibility testing, enumeration, polymerase chain reaction, electrophoreses, transformation and identification of an unknown bacterium. Prerequisites: BIO 106, 111, 131, 203 or 251 AND high school chemistry or CHE 107 or higher. 4 cr. 3 Lec. 3 Lab. (Departmental Standards Version of BIO 202 - approved by Curriculum Committee on 2/8/18)

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-requisites- BIO 111 or higher. 4 cr. 3 Lec. 3 Lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. (Departmental Standards Version of BIO 217 - approved by Academic Affairs on 2/19/09)

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. Prerequisites- BIO 111 or higher. 4 cr. 3 Lec. 3 Lab. (Departmental Standards Version of BIO 218 - approved by Academic Affairs on 2/19/09)

BIO 221 Survey of Anatomy and Physiology
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. Each system will be examined for its structural features and for its role in the successful functioning of the whole organism. In this course the integumentary, musculoskeletal, neuroendocrine, cardiovascular, respiratory, digestive, renal and reproductive systems will be studied. This course is not open to students who have passed either BIO 203 Anatomy and Physiology I or BIO 204 Anatomy and Physiology II. Pre-requisite: BIO 106, 111, or 131. 4 cr. 3 lec. 3 lab (per Departmental Standards version BIO 221 approved 12/10/2015)

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,
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. (Per Departmental Standards Version of BUS 112, approved by Academic Affairs on 10/28/04)

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. (Departmental Standards Version of BUS 116 - approved by Academic Affairs 11/20/97)

BUS 124 Marketing
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. (Per Departmental Standards Version of BUS 124, approved by Academic Affairs on 10/20/05)

BUS 125 Managing Information 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. (Per Departmental Standards Version of BUS 125, approved by Academic Affairs on 4/8/04)

BUS 127 Management Communications
This course will focus on written, oral, and nonverbal communication protocols for the business employee. The course is designed to apply communication and managerial concepts in order to acquire professional business writing and employment skills. Students will learn the development and preparation of error-free business correspondence including letters, memoranda, e-mail messages, administrative summaries, employment communication, and other documents. The course will include a foundational review and practical application of language arts skills, spelling, business vocabulary, proofreading, and editing. Prerequisite: ENG 101. 3 cr. 3 Lec. (Per Departmental Standards Version of BUS 127, approved by Curriculum Committee 2/14/19)

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. (Departmental Standards Version of BUS 131)
BUS 150 Introduction 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. Prerequisites: None. 3 cr. 3 Lec. (Per Departmental Standards Version of BUS 150, approved by Academic Affairs on 09/26/2013)

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 hrs., 3 lec hrs. (Per Departmental Standards Version of BUS 152, approved by Academic Affairs on 04/16/2009)

BUS 154 Wine Select 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. Prerequisites: None. 3 cr. 3 Lec. Equivalent to HRM 152. Minimum age of 18. (Per Departmental Standards Version for BUS 154, approved by Academic Affairs on 09/26/2013)

BUS 157 Professional Development and Skills Seminar
This weekly business seminar is designed to provide students with the skills necessary to succeed in obtaining employment. This course focuses on preparing for the job search process, writing a resume, interviewing techniques, and developing the interpersonal relationship skills necessary for a positive job attitude. Students will also have the opportunity to learn about the best ways to change careers and gain work experience and to practice meeting with business people in various business career fields. This seminar is a required prerequisite to a business internship experience. Prerequisite: None. 1 cr. 1 Lec. (Per Departmental Standards Version of BUS 157, approved by Curriculum Committee on 12/10/15)

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. (Per Departmental Standards Version of BUS 160, approved by Academic Affairs on 4/6/06)

BUS 202 Sport in Society
This course provides students with an in-depth study of the social dimensions of sport in a modern industrialized society. Substantive topics may include: sexism and racism in sport; sport and the mass media; deviance in sport; sport and social mobility; and the relationship of sport with religious, political and economic structures. The course is concerned with the application of the sociological perspective to a variety of contemporary issues and will enable the student to better understand how sport affects and reflects American culture. Prerequisites: None. 3 cr. 3 lec. (Per Departmental Standards Version of BUS 202, approved by Academic Affairs on 12/9/2010)

BUS 204 Leadership for Sports Professionals
This course introduces students to theories, approaches, and styles of leadership, as well as the role that ethics and ethical decision making play in shaping leader behavior. Students analyze leadership practices within different sport settings. Case studies of sport leaders from multiple sport levels and structures are used to examine best practices in sport leadership. Critical issues in sport leadership such as gender and ethnicity are examined as well. Students begin to explore their own leadership thoughts and tendencies and emphasis is placed on the promotion of personal leadership development with a focus towards successful sport leadership. Pre or Corequisite: BUS 102. 3 cr. 3 lec. (Per Departmental Standards Version of BUS 204, approved by Academic Affair on 12/09/2010)

BUS 206 Legal Information Management and 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 WPM. Prerequisite: ENG 101. 3 cr. 4 Lec./Lab. (Departmental Standards Version of BUS 206, approved by Academic Affairs on 5/22/06)

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. (Departmental Standards Version of BUS 211)

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. (Departmental Standards Version of BUS 212)

BUS 218 Advertising and 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. Prerequisites: None. 3 cr. 3 Lec. (Departmental Standards Version of BUS 218 approved by Academic Affairs on 11/13/03)

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. (Departmental Standards Version of BUS 221, approved by Academic Affairs on 2/12/04)

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. (Per Departmental Standards Version of BUS 228, approved by Academic Affairs on 11/15/00)
BUS 230 Customer Service Relations
This course provides students with an overview of the basic concepts and current trends in the customer service industry. Emphasis will be placed on developing an organizational customer service philosophy as well as the role of consistency and quality in customer service delivery. Special areas of study include problem solving, development of a customer service strategy, creation of customer service systems, handling challenging customers, customer retention, and measuring satisfaction. 3 cr. 3 Lec. (Per Departmental Standards Version of BUS 230, approved by Academic Affairs on 4/8/04)

BUS 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: None. 3 cr. 3 Lec. (Per Departmental Standards Version of BUS 240, approved by Academic Affairs on 09/26/2013)

BUS 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. Prerequisites: None. 3 cr. 3 Lec. (Per Departmental Standards Version of BUS 251, approved by Academic Affairs on 09/26/2013)

BUS 274 Bartending Management
This course presents a systematic approach to bartending procedures by detailing the flow of beverage business through a bar beginning with the 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. Prerequisites: None. 3 cr. 3 Lec. (Per Departmental Standards Version of BUS 274, approved by Academic Affairs on 09/26/2013)

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 business or organization and by attending a weekly class and completing class assignments. This course is designed for career curricula students. Prerequisite: Completion of the Professional Development and Skills Seminar (BUS 157 with a C or better) and successful completion of at least 24 credit hours in the curriculum including a program faculty letter of recommendation and consent of the Internship instructor, and in good academic standing with a GPA of 2.5 or above in business course core and approval from Business Faculty. 3 cr. 1 Lec. 6 Lab. (Departmental Standards Version of BUS 275 - approved by Curriculum Committee on 2/25/16)

CHEMISTRY (CHE)

CHE 107 Introduction 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. 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. (Per Departmental Standards Version of CHE 107, approved by Academic Affairs on 5/8/2008)

CHE 131 General Chemistry 1
This course examines fundamental laws and principles underlying chemical action and the properties of elements and compounds based on the study of atomic structure, chemical bonding and the periodic system. The laboratory experience provides for quantitative and qualitative analyses. CHE 131 satisfies a Math/Science curriculum laboratory science requirement. Prerequisite: High school chemistry or CHE 107. 4 cr. 3 Lec. 3 Lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. (Departmental Standards Version of CHE 131 - approved by Academic Affairs on 5/17/07)

CHE 132 General Chemistry 2
This course continues Chemistry 131, covering solutions, kinetics, equilibrium, acids/bases, thermodynamics, electrochemistry, and nuclear chemistry. The laboratory portion of the course involves practical applications of these principles in qualitative and quantitative analyses. Chemistry 132 satisfies a Math/Science curriculum laboratory science requirement. Prerequisite: CHE 131 General Chemistry 1. 4 cr. 3 Lec. 3 Lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. (Departmental Standards Version of CHE 132 - approved by Academic Affairs on 11/2/98)

CHE 211 Organic Chemistry 1
This course covers structure, reactivity and synthesis of hydrocarbons - alkanes, alkenes, and alkynes. The concepts of aromaticity and free radical reactivity are explored. It includes spectroscopic identification of organic compounds. This course satisfies a Math/Science curriculum laboratory science requirement. Prerequisite: CHE 131 General Chemistry 2. 4 cr. 3 Lec. 3 Lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. (Per Departmental Standards Version of CHE 211, approved by Academic Affairs on 12/9/99)

CHE 212 Organic Chemistry 2
This course is a continuation of CHE 211 and covers structure, reactivity, and the synthesis of aldehydes, ketones, carboxylic acids and amines. The Spectroscopic identification of organic compounds will be continued. The course includes survey of the chemistry of carbohydrates, dyes, amino acids, peptides, and proteins. Satisfies Math/Science curriculum laboratory science requirement. Prerequisite: CHE 211, Organic Chemistry 1. 4 cr. 3 Lec. 3 Lab. (Per Departmental Standards Version of CHE 212, approved by Academic Affairs on 12/9/99)

COMPUTER INFORMATION SYSTEMS (CIS)

CIS 100 Information Technology Orientation
This course is designed to help beginning information technology students gain a better understanding of their field of study. The course introduces such topics as ethics and professional responsibility, written and oral communication, and succeeding in information technology. Placement testing at or above ENG 100 is recommended. Not recommended for students testing at or above REA 099. 1 cr. 1 Lec. (Per Departmental Standards Version of CIS 100, approved by Academic Affairs on 09/20/07)

CIS 110 Introduction to Computing and Applications
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, 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 MTH 133, or test below CLS 101. 3 cr. 3 Lec. 1 Lab. (Per Departmental Standards Version of CIS 110, approved by Curriculum Committee 9/24/2015)

CIS 111  Operating System Environments
This course will familiarize students with both conventional and modern operating system environments. Basic concepts of operating system structure, elements, functions, and operation will be addressed. The course will also explore the concepts of disk management, file system management, user management, and security management through operating system utilities. Students will be provided with an introductory, hands-on experience with command-line operating system interfaces based on Windows-based and UNIX-based environments. 2 cr. 1.5 Lec. 2 Lab. (Departmental Standards Version of CIS 111 - approved by Curriculum Committee 9/24/2015)

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. Math 133 is preferred as a prerequisite as opposed to MTH 125. Prerequisite: Successful completion of MTH 125 or MTH 133 or MTH 155 and above. 3 cr. 2 Lec. 2 Lab. (Per Departmental Standards Version for CIS 116, approved by Academic Affairs Committee 03/14/2013)

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. (Per Departmental Standards Version of CIS 119, approved by Academic Affairs on 10/28/04)

CIS 150  Introduction to Geographic Information Systems
This is a non-programming course designed to familiarize the student with geographic information systems (GIS). Students will learn to use a GIS for storing, displaying, and analyzing spatially located information. Course topics will include GIS design, data formats, and data representation, and the use of global positioning systems (GPS) for spatially locating data. This course emphasizes the application of GIS as an analytical tool in natural resource management, population characteristics, and marketing. Basic computer experience is required (e.g. operating system usage, word processor usage). 3 cr. 2 Lec. 2 Lab. (Per Departmental Standards Version of CIS 150/GIS 150, approved by Academic Affairs on 5/2/03)

CIS 210  Advanced Computing with 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. (Per Departmental Standards Version of CIS 210, approved by Academic Affairs on 11/18/04, to become effective Fall 2005)

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. (Per Departmental Standards Version of CIS 212, approved by Academic Affairs on 5/17/07)

CIS 216  Advanced Programming
This course is designed to use a modern 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. (Per Departmental Standards Version of CIS 216, approved by Academic Affairs fall 2007)

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. (Per Departmental Standards Version of CIS 221, approved by Academic Affairs on 9/11/03)

CIS 222  Physical Design and 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. (Per Departmental Standards Version of CIS 222, approved by Academic Affairs on 5/17/07)

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 credits 2 Lec. 2 Lab. (Departmental Standards Version of CIS 225 - approved by Academic Affairs on 11/15/2007)

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. (Departmental Standards Version of CIS 250 - approved by Academic Affairs 3/11/99)
CRJ 103 Introduction to Alcohol and Nicotine Studies
An introductory course, this class will explore the dynamics of alcohol and nicotine use, abuse, and dependence. The impact of alcohol/nicotine use, abuse, and dependence on society will be studied. Family influence, addiction dynamics, and causation and treatment approaches will be examined. Pre-requisite: none 3 cr. 3 lec (per Departmental standards version CRJ 103 approved by Curriculum Committee 2/25/16)

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. (Per Departmental Standards Version of CRJ 105, approved by Academic Affairs on 5/17/00)

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. Prerequisites: None. 3 cr hrs, 3 lec hrs. (Per Departmental Standards for CRJ 106 AAC approved 2/26/09)

CRJ 108 Introduction to Homeland Security
This course surveys the policies, practices, concepts and challenges confronting practitioners in Homeland Security. It provides an overview of threats to domestic security from terrorism, weapons of mass destruction, and other related risks and vulnerabilities. It examines the strategies and systems involved in protecting against and responding to threats. Discussion National Incident Management System impact on local practices, risk assessment and mitigation, communications and technology systems, medical and public health emergencies, and infrastructure protection (to include the managerial, political, legal and organizational issues related to crisis planning and response). 3 cr. 3 lec. Prerequisite: none. (Per Departmental Standards version of CRJ 108 approved by Curriculum Committee on 3/9/17)

CRJ 109 Domestic Terrorist and Extremist Groups
This course traces the emergence and growth of domestic terrorist and extremist groups within the United States. Students will assess various groups’ intentions, capabilities, and activities within contexts of and ramifications on national security paradigms. 3 cr 3 lec Prerequisite: CRJ 108. (Per Departmental Standards for CRJ 109 approved by Curriculum Committee 3/9/17)

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. (Per Departmental Standards Version of CRJ 110, approved by Academic Affairs on 5/14/98)

CRJ 111 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. (Per Departmental Standards Version of CRJ 115, approved by Academic Affairs on 2/28/01)

CRJ 117 Intelligence Analysis and Homeland Security
The purpose of this course is to provide students with an overview of Homeland Security policy analysis and the United States intelligence community. The study of United States intelligence and Homeland Security operations is an analysis of how the various branches of government work together and, as a check upon each other, how they work to protect and promote American interests at home and abroad. As students
progress through this course, they will learn about strategic thought and strategy formulation. They will develop the ability to assess Homeland Security issues and threats using intelligence. Students will cultivate an understanding of the political and military institutions involved in the formulation and execution of Homeland Security policy through diplomacy, intelligence operations, and military force. Pre-requisite: CRJ 108, 3 Cr.

CRJ 126 Introduction 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 war on drugs, legalization, mandated testing, prevention/treatment, and initiatives, and other relevant topics. Pre-Requisites: none. 3 Credit, 3 lecture. Equivalent to HUS 126. (Per Departmental Standards Version of CRJ 126, approved by Curriculum Committee 9/24/2015)

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. (Per Departmental Standards Version of CRJ 141, approved by Academic Affairs on 11/15/01)

CRJ 204 Substance Abuse and Dual Diagnosis
This course examines the concepts of chemical dependency, co-occurring disorders, and their impact on the individual and family system functioning and community. Developmental models, theories, etiology of addictions/addictive behaviors and theory of dual diagnosis are explored. Students will examine different strategies and techniques on how to identify and assess persons with dual diagnosis. 3 Cr 3 Lec Prerequisites: HUS/CRJ 126 with a C or higher and PSY 133. (Per Departmental Standards version of CRJ 204 approved by Curriculum Committee 3/9/17)

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. (Per Departmental Standards Version of CRJ 205, approved by Academic Affairs on 10/24/02)

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. (Per Departmental Standards Version of CRJ/PFT 208, approved by Academic Affairs on 2/16/06)

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 field of Human Service, Chemical Dependency and Criminal Justice Programs. This course will use the standards of National Association of Social Workers, American Counseling Association, American Association of Marriage and Family Therapists, National Association of Human Service Education, CASAC Cannon of Ethics and American Psychological Association to build a theoretical framework for approaching ethical dilemmas in a systematic manner. This course discusses cultural competency and the skills needed to understand, communicate with and effectively interact with people across diverse cultures. Prerequisite: ENG 100 and HUS 101 (with a C or better) or CRJ 101 or PFT 101. 3 cr. 3 Lec. (Per Departmental Standards Version of CRJ 210, approved by Curriculum Committee on 9/24/2015)

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. (Per Departmental Standards Version of CRJ 211, approved by Academic Affairs on 5/17/00)

CRJ 214 Special Issues in Drugs and Crime
This class will explore the relationship and cultural impact of drugs and crime in our society today. The various models of addressing this relationship will be discussed including: drug classifications, Criminal justice classifications, prevention processes and drug in our society (war on drugs). An in-depth analysis of the theories of criminal behavior, family involvement, situational foundations of the drug/crime relationship and practical issues of drugs and crime will take place. This course discusses cultural competency and the skills needed to understand, communicate with and effectively interact with people across diverse cultures. Prerequisites: CRJ/HUS 126 with a C or better and Pre/Co-Requisite ENG 100. 3 cr. 3 Lec. (Per Departmental Standards Version of CRJ 214, approved by Curriculum Committee on 9/24/2015)

CRJ 224 Criminal Justice Report Writing
The course is the study and preparation of a variety of legal instruments (forms) required to process the accused through the criminal justice system. The effects New York State and Federal court decisions have on the preparation of legal instruments (forms) is an integral part of this course. Prerequisite: CRJ 102 Pre/Corequisite: ENG 218. 3 cr. 3 Lec. (Per Departmental Standards Version of CRJ 224, approved by Academic Affairs on 10/31/2013)

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. This course discusses cultural competency and the skills needed to understand, communicate with and effectively interact with people across diverse cultures. 3 cr. 3 Lec. Prerequisite: CRJ/HUS 126 with a C or better. (Per Departmental Standards Version of CRJ 226, approved by Curriculum Committee on 9/24/2015)
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. 3 cr. 3 Lec. (Per Departmental Standards Version of CRJ 233, approved by Academic Affairs on 03/08/2012)

CRJ 235 Drug Investigation
Drug Investigation is a general survey of the drugs which are a part of the legal / illegal drug trade in the United States. It will also study the techniques used by investigative personnel in the investigation of the production, importation, distribution and use of these drugs at both the local and national level. This course discusses cultural competency and the skills needed to understand, communicate with and effectively interact with people across diverse culture. Prerequisite: CRJ/HUS 126 (with a C or better) or CRJ 101 and Pre/Corequisite ENG 100. 3 cr. 3 Lec. (Per Departmental Standards version of CRJ 235 approved by Curriculum Committee on 9/24/2015)

CULINARY ARTS  (CUL)

CUL 102 Introduction to 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. (Per Departmental Standards Version of CUL 102, approved by Academic Affairs on 4/19/07)

CUL 105 Grow-Prep-Eat: From Farm to Table
This course is designed to give students an integrated understanding of the food and agricultural industry and introduce the field to fork concepts of integrated food systems. Students will have the opportunity to celebrate the foods and flavors of each season by utilizing fresh ingredients from local farms. Grow-Prep-Eat will also cover a broad array of sustainability issues with emphasis on on-site visits with local practicing farmers, and dairy producers and processors including those involved in sustainability issues dealing with food safety, water and waste systems, food politics, food globalization issues, food marketing and local food movements. Prerequisite: None. 3 cr. 2 Lec. 3 Lab. (Per Departmental Standards Version for CUL 105, approved by Academic Affairs on 12/10/2013)

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. (Per Departmental Standards Version of CUL 120, approved by Academic Affairs on 2/24/05)

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, accredited by the American National Standards Institute (ANSI) -Conference for Food Protection (CFP). 1 cr. 1 Lec. Prerequisite: none. (Per Departmental Standards Version of CUL 130, approved by Curriculum Committee on 5/12/16)

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 cruelers, 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. (Per Departmental Standards Version of CUL 140, approved by Academic Affairs on 4/19/07)

CUL 212 Quantity Food Production
This course will introduce the student to theory and actual application of food production in a professional kitchen. Emphasis will be placed on practical application of batch cooking techniques and dining room service. Students will function in all positions of employment, gaining skills in such areas as quantity food production, menu development, and waiter/waitress service. Sanitation and safety principles, nutrition planning and awareness, and restaurant organization topics are addressed in this course. Prerequisite: CUL 102 and CUL 130 both with a C or better. 2 credits .5 Lec. 4.5 Lab. (Per Departmental Standards Version of CUL 212, approved by Curriculum Committee 5/12/16)

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 1. 2 cr. .5 Lec. 4.5 Lab. (Per Departmental Standards Version of CUL 240, approved by Academic Affairs on 4/19/07)

EARLY CHILDHOOD  (ECD)

ECD 101 Introduction to Early Childhood Care and Education
This course is an introduction to early childhood care and 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, historical influences, family involvement and diversity. Field observations are part of the course requirements. 3 cr. 3 Lec. (Per Departmental Standards Version of ECD 101, approved by Academic Affairs on 9/25/14)

ECD 150 Creative Arts for Young Children
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. (Per Departmental Standards outline, approved by Academic Affairs 10/2007)

ECD 181 Child Health and Safety
This course will examine how to promote wellness, nutrition and safety for the young child. Students will study suspected maltreatment indicators and reporting techniques for mandated reporters. 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. There are two field observations required for this course. Prerequisite: None. 3 cr. 3 Lec. (Per Departmental Standards Version of ECD 181, approved by Academic Affairs on 9/25/2014)

**ECD 190 Observation and Assessment Young Child Development**
This course provides students with skills and methods of observing young children. Through formal and informal observations, students will develop a basic understanding of children's development. Using assessment of children's development as a tool for individual and group planning, program development will be explored. The observation lab portion of this class will require two hours outside of class time per week. The lab experience will be with preschool aged children. 3 cr. 2 Lec. 2 Lab. (Per Departmental Standards Version of ECD 190, approved by Academic Affairs on 9/25/2014)

**ECD 201 Lesson Planning, Environments and Resources (3 to 6 years)**
This course will examine methods, materials, environments and resources used in developmentally appropriate planning for the preschooler (3 to 6 years). Curriculum and environment planning include creative arts, literacy, math, science and technology. The student will take into consideration developmental domains when planning activities. Prerequisites: ECD 101 with a grade of C or better and matriculated into ECD. Recommended completion of ECD 181 & ECD 190. 3 cr. 3 Lec. (Per Departmental Standards Version of ECD 201, approved by Curriculum Committee on 2/25/16)

**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. (Departmental Standards Version of ECD 202 - approved by Academic Affairs on 04/30/09)

**ECD 240 Field Work in Early Childhood Education (3-6 years)**
This course is designed to give the student experience implementing Developmentally Appropriate Practice (DAP) in an early childhood education classroom (ages 3-6 years). 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 90 hours at the fieldwork site. Prerequisites: Completion or concurrent registration of ECD 201. 3 cr. 1 Lec. 6 Lab. (Per Departmental Standards Version for ECD 240, approved by Curriculum Committee on 2/25/16)

**ECD 280 Fieldwork in Early Childhood Care & Education (Birth to 36 Months)**
This course is designed to give the student experience in implementing Developmentally Appropriate Practice (DAP) in an early childhood setting for infants or toddlers and twos. Each student will develop basic interaction, guidance, observation and assessment techniques. These will include planning for a responsive environment based on infant, toddler and twos development. 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 3 cr. 1 Lec. 6 Lab. (Departmental Standards Version of ECD 280 - approved by Academic Affairs on 09/23/2010)

**ECONOMICS (ECO)**

**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 098 or CPT placement into MTH 125 or higher. 3 cr. 3 Lec. (Departmental Standards Version of ECO 100, approved by Academic Affairs 2/26/15)

**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, 133, 155, or higher. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Social Sciences. (Departmental Standards Version of ECO 101, approved by Academic Affairs 2/26/15)

**ECO 102 Micro-Economics**
Microeconomics is a study of the problem of scarcity and how individuals and institutions make choices between competing uses of scarce resources. The course addresses the operation of the price system under conditions of perfect and imperfect competition and analyzes the nature of a market economy and the way it allocates resources and distributes income. Prerequisite: Equivalent of MTH 125, 133, 155, or higher. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Social Sciences. (Departmental Standards Version of ECO 102 approved by Academic Affairs 2/26/15)

**EDUCATION (EDU)**

**EDU 210 Principles of Education**
This course is designed as a comprehensive introduction to the historical, sociological, and philosophical foundations of education. The course will require students to examine the social purposes of education in historical and contemporary contexts; engage students in the study of education through the academic disciplines of sociology, history, and philosophy; examine the significance of social differences for education; develop and express a personal philosophy of education; and explore best practices in all aspects of teaching. 3 cr. 3 Lec. (Per Departmental Standards Version of EDU 210, approved by Academic Affairs on 3/11/04)

**EMERGENCY MEDICAL SERVICES (EMS)**

**EMS 100 Certified First Responder**
This course offers basic essentials designed for professional rescuers who are first to arrive at an emergency medical scene. The job of the Certified First Responder (CFR) is to provide care for life-threatening illness or injury and, if possible, prevent the patient’s condition from worsening until a higher-level care provider arrives at the scene. Successful completion, and compliance with New York State Department of Health Guidelines will lead to eligibility to sit for the New York State written and practical CFR certification examinations. 3 cr. 3 Lec. .5 Lab. (Per Departmental Standards Version of EMS 100, approved by Academic Affairs on 12/6/12)

**EMS 121 Emergency Medical Technician**
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 extrications, and hospital emergency room coordination. This course prepares and qualifies the student to sit for the New York State Emergency Medical Technician certification exam, providing all other New York State Department of Health qualifications are met. Prerequisites: None. 2 cr. 4 Lec. (Per Departmental Standards Version of EMS 121, approved by Academic Affairs on 09/13/2012)

EMS 140 Advanced Emergency Medical Technician
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, as well as management of patients with traumatic or medical emergencies. This course along with EMS 145 prepares and qualifies the student to sit for the New York State Advanced EMT certification examinations, providing all other certification requirements are met. Prerequisites: EMS 121 or equivalent and NYS EMT Certification and High School diploma or GED and 6 months EMT experience (as determined by Paramedic Program Director).Pre- or Co-requisite: Current infection control, hazardous materials and incident command system training, conforming to the requirements of the Advanced EMT Program Handbook. 9.5 cr. 8 Lec. 1.5 Lab. 3 Clin. (Per Departmental Standards Version of EMS 140, approved by Academic Affairs on 10/30/14)

EMS 190 Emergency Medical Technician 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. Course may be repeated four times for credit. Prerequisites: EMT-Basic and/or EMT Certification or equivalent, or permission of instructor. 4 cr. 3 lec. 2 lab. (Per Departmental Standards for EMS 190, approved by Curriculum Committee 9/24/15)

ENERGY (EGY)

EGY 130 Electrical Theory and Practice for Energy Workers
This course provides an introduction to basic electrical theory and practice. Topics will include safety while working with electricity and proper utilization of tools and equipment used in working with electricity. Prerequisite: MTH 125, MTH 133, MTH 155 or higher. 4 cr. 4 Lec. 2 Lab. (Per Departmental Standard Version for EGY 130, approved by Curriculum Committee on 9/24/2015)

EGY 135 Plumbing/HVAC for Energy Workers
This course investigates the basic theories and practices in the Plumbing, Heating, Ventilation and Air Conditioning (HVAC) field. It combines hands-on training with classroom instruction focusing on safety while covering the basic topics of tools, blueprint reading, pipefitting, connections, gas and oil furnaces and burners, electrical components of all systems, air conditioners and refrigerators. Prerequisite: None. 4 cr. 4 Lec. 2 Lab. (Per Departmental Standard for EGY 135, approved by Curriculum Committee on 9/24/2015)

ENGLISH (ENG)

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. (Per Departmental Standards Version of ENG 099, approved by Academic Affairs on 12/12/2012)

ENG 100 College Composition
English 100 is an introduction to academic writing. The course is designed to strengthen student skills in grammar, sentence structure, organization and development of college-level writing, 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 organize and develop thesis-driven essays directed to an academic audience. Prerequisite: Placed into ENG 100 or passed ENG 099. 3 cr. 3 Lec. (Per Departmental Standards Version of ENG 100, approved by Academic Affairs on 03/08/2012)

ENG 101 Research and Composition
English 101 students will employ strategies and techniques for successful academic essay and research writing. The course is designed for students who demonstrate skill in the process of developing essays. Students will use a variety of methods and sources documented in 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. At least one research essay 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. (Per Departmental Standards Version of ENG 101, approved by Academic Affairs on 03/08/12)

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. (Per Departmental Standards Version of ENG 102, approved by Academic Affairs on 4/20/06)

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. This course focuses on mastering grammar principles, 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/or ENG 100 and/or ENG 101 students. Prerequisite: None. 1 cr. 1 Lec. (Per Departmental Standards Version of ENG 107, approved by Academic Affairs on 3/08/2012)

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
ENG 114 Early Childhood Literature
Early Childhood Literature is a survey course in which the student investigates criteria for selection of readings for children up to age 12, learns strategies for teaching literature in that age group, and determines the values expressed and literary qualities of children's literature. The course is specifically designed for students in the Early Childhood curriculum. Pre-requisite: ENG 101. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Humanities. (Departmental Standards Version of ENG 114 - approved by Academic Affairs on 2/25/99)

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. (Per Departmental Standards Version of ENG 151, approved by Academic Affairs on 5/17/05)

ENG 152 Mystery: Introduction to Crime Culture
ENG 152 focuses on crime fiction. ENG 152 students will develop their critical thinking skills and hone their abilities in literary analysis by engaging with a variety of written and visual texts from around the globe. Additionally, the course will provide students with a history of the mystery/detective genre, exposure to a variety of media within which the mystery has successfully emerged and developed, and the vocabulary with which to intelligently discuss such media. Students will analyze connections between texts and the cultures and historical moments that produced those texts. Prerequisite: English 101. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Humanities. (Per Departmental Standards Version of ENG 152, approved by Academic Affairs on 12/08/2011)

ENG 166 Modern Drama
This literature course provides opportunities for students to read, analyze, interpret, and evaluate plays as a specialized literary form. Emphasis will be focused on the elements of drama that make it unique and different from other literary forms, including incident, action, dialogue, character, and plot. The course will discuss the role of the playwright in contemporary society as a whole. In addition to studying the content and forms of film, students will learn strategies for teaching literature in that age group, and determine the values expressed and literary qualities of children's literature. The course is specifically designed for students in the Early Childhood curriculum. Pre-requisite: ENG 101. 3 cr. 1 Lec. (Per Departmental Standards Version of ENG 111, approved by Academic Affairs on 09/30/2010)

ENG 173 Film Interpretation
This course provides opportunities for students to view, analyze, interpret, and evaluate film. In the process, students experience film conventions such as mise-en-scene, narrative, characterization, point of view, composition, sound, editing, and theme. Students will study and discuss major film movements. Students also explore film by viewing and analyzing specific examples from a variety of films. Students discuss the role film 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 film, students improve critical and creative thinking skills by writing film analyses. Pre/co-requisite: ENG 101. 3 cr. 3 Lec. (Per Departmental Standards Outline, approved Academic Affairs on 04/17/2008)

ENG 177 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. Prerequisite: ENG 101. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Humanities. (Per Departmental Standards Outline, approved Academic Affairs on 04/17/2008)

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, as well as analyze individual and collective cultural perspectives. Orally, and in writing, students will apply literary analysis to make informed judgments of texts. Prerequisite: ENG 101. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Humanities. (Per Departmental Standards Version of ENG 185 - approved by Academic Affairs 1/29/98)

ENG 193 Literature of the Other
ENG 193 is a literature elective which explores the writing of authors who have been Othered within their societies for reasons including, but not limited to, race, gender, sexuality, religion, national origin, political dissent, social class, cultural affiliation, or ethnic or gender identity. Students read diverse texts from various time periods and gain insight into their distinctive social, cultural, and historical/political development. The course may be organized by genre and/or theme 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 including 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. Prerequisite: ENG 101. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Humanities. (Per Departmental Standards Version of ENG 193, approved by Academic Affairs on 12/10/2013)

ENG 195 Introduction 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 hrs, 3 lec hrs. (Per Departmental Standards Version of ENG 195, approved by Academic Affairs on 02/19/2008)

ENG 201 Survey of British Literature 1
ENG 201 is a literature elective which provides a survey of British literature from its beginnings to the early 18th century. Students will engage in oral and written literary analysis of representative texts chosen to reflect cultural and literary characteristics of a succession of historical periods. 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. Prerequisite: ENG 102. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Humanities. (Per Departmental Standards Version of ENG 201, approved by Academic Affairs on 03/14/2013)

ENG 202 Survey of British Literature 2
ENG 202 is a literature elective which provides a survey of British literature from the 18th century to current day. Students will engage in oral and written literary analysis of representative texts chosen to reflect cultural and literary characteristics of a succession of historical periods. 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. Prerequisite: ENG 102. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Humanities. (Per Departmental Standards Version of ENG 202, approved by Academic Affairs on 03/14/2013)

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. (Per Departmental Standards Version of ENG 203, approved by Academic Affairs on 10/06/05)

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. (Per Departmental Standards Version of ENG 204, approved by Academic Affairs on 10/06/05)

ENG 209 Mythology
ENG 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 Civilization. (Departmental Standards Version of ENG 209 - approved by Academic Affairs on 2/11/99)

ENG 214 Survey of Children's Literature
Survey of Children's Literature is designed to acquaint students with the range and depth of literature written for children from birth through adolescence. Students study literary and critical approaches to books read by or 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. (Departmental Standards Version of ENG 214 - approved by Academic Affairs on 10/19/98)

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. (Per Departmental Standards Version of ENG 218, approved by Academic Affairs on 9/7/06)

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. (Departmental Standards Version of ENG 220 - approved by Academic Affairs 05/15/08)

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. This course fulfills the following SUNY General Education learning outcome: The Arts. (Per Departmental Standards Version of ENG 221, approved by Academic Affairs on 10/18/01)

ENG 222 Fiction Writing
This course is designed to give students the opportunity to read and practice writing literary fiction. Students will read a variety of selected literary fiction, paying particular attention to the major elements of this
ENG 223 Poetry Writing
This course is designed to give students the opportunity to understand, analyze, examine, read and practice writing scripts for film, television, stage and new media. Students will read scripts and view scenes from films, television and new media paying particular attention to the major elements of this genre: structure, inciting incident, characterization, back story, dialogue, stage and screen directions, setting, the importance of the central question, climax, denouement. The differences of the major genres will be explored; Television, Film, Theater and new media. As well, the different genres of story: Comedy, Drama, Dramedy, Farce, Satire, Thriller, Action, Horror, Romantic Comedy and Dramatic Biography. This is a writing course and the majority of the final grade will be based on the practice of writing and re-writing, either short pieces or full lengths. Prerequisite: ENG 100 or permission of the instructor. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: The Arts. (Per Departmental Standards for ENG 223, approved by AAC on 11/18/2010)

ENG 224 Dramatic Writing
This course is designed to give students the opportunity to understand, analyze, examine, read and practice writing scripts for film, television, stage and new media. Students will read scripts and view scenes from films, television and new media paying particular attention to the major elements of this genre: structure, inciting incident, characterization, back story, dialogue, stage and screen directions, setting, the importance of the central question, climax, denouement. The differences of the major genres will be explored; Television, Film, Theater and new media. As well, the different genres of story: Comedy, Drama, Dramedy, Farce, Satire, Thriller, Action, Horror, Romantic Comedy and Dramatic Biography. This is a writing course and the majority of the final grade will be based on the practice of writing and re-writing, either short pieces or full lengths. Prerequisite: ENG 100 or permission of the instructor. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: The Arts. (Per Departmental Standards for ENG 224, approved by Academic Affairs on 11/17/2011)

ENG 225 Shakespeare'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. (Per Departmental Standards Version of ENG 225 approved by Academic Affairs on 10/11/00)

ENG 226 Shakespeare's Comedies and Romances
English 226 is a survey of Shakespeare's comedies and romances, beginning with the playwright's early works, continuing through his development with the mature comedies, and including a consideration of Shakespeare's later creations, the romances. The course also examines Elizabethan staging and dramatic conventions and how they affected composition and performance. Plays will be discussed in the context of economic, political, and social developments which influenced Elizabethan drama. Students will engage in oral and written analyses of texts. Prerequisite: English 102. 3 cr. 3 Lec. (Per Departmental Standards Version for ENG 226, approved by Academic Affairs on 12/08/2011)

ENG 230 Writing Novels, Memoirs, and Other Long Narratives
This course is designed to give students the opportunity to read and practice writing long forms, including novels, memoirs, and other narratives. Students will read a variety of selected literary texts, paying particular attention to the major elements of genre: narration, description, techniques of organization, point of view, creation of scenes, dialogue, style, and theme. This course is designed for individuals interested in creating long narrative texts (of 50 or more pages), as well as those who wish to improve their creative writing skills. Prerequisite: 200 Level Creative Writing course or permission of instructor. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: The Arts. (Per Departmental Standards version of ENG 230 approved by Curriculum Committee 4/14/16)

ENG 243 Science Fiction and Fantasy
English 243 is a literature elective which provides a survey of major readings in science fiction and fantasy literature. Reading selections will reflect the major literary movements within these speculative fiction genres. 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. (Per Departmental Standards Version of ENG 243, approved by Academic Affairs on 3/13/2014)

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 145, Native American Literature. This course fulfills the following SUNY General Education learning outcome: Other World Civilization. (Departmental Standards Version of ENG 245 - approved by Academic Affairs on 5/14/99)

ENG 248 Reading Popular Culture as Text
This course will focus on Popular Cultural studies, the applying of literary and other theory to the analysis of popular texts, including film, music, television, popular literature, graphic novels and other texts. Students will explore various literary theories and practice the application of theory to their own textual readings and interpretations. Additionally, students will learn about the history and origin of popular cultural studies, discuss the ongoing debate over the differentiation between zopoplaraj and shighe culture, and demonstrate their knowledge of the material in their own applied readings of popular texts. Prerequisite: ENG 102. 3 cr. 3 Lec. (Per Departmental Standards Version of ENG 248, approved by Academic Affairs on 03/19/2012)

ENGINEERING SCIENCE (ENS)

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.
ENS 101 Engineering Graphics
This course is designed to give the student a basic knowledge of graphical concepts and relationships including orthographic projection, dimensioning, sectioning, tolerancing, spatial analysis, and two and three-dimensional relationships. These concepts are studied via the use of a Computer Aided Design (CAD) software package. Students will create detailed two-dimensional drawings and generate accurate three-dimensional wire frame models of objects. The course includes a project where the students will design and build an object and then present it to the class. 3 cr. 2 Lec. 2 Lab. (Departmental Standards Version of ENS 101 - approved by Academic Affairs on 11/2/98)

ENS 199 Introduction to Engineering Design and Build
This course is an introduction to the design process for an electrical or mechanical prototype, 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. Participation at a regional design and build competition is required. ENS 199 may be taken up to 3 semesters for credit. 1 Cr. 2 Lab. Pre-requisite: None. (per Departmental Standards for ENS 199 approved by Curriculum Committee 3/9/17)

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 (Per Departmental Standards Version of ENS 200, approved by Academic Affairs on 03/20/08)

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. (Departmental Standards Version of ENS 201 - approved by Academic Affairs on 5/14/99)

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. (Per Departmental Standards Version of ENS 204 - approved by Academic Affairs on 5/13/99)

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. (Per Departmental Standards Version of ENS 206 - approved by Academic Affairs on 11/2/98)

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/corequisite: Successful completion of MTH 242 - Differential Equations and PHY 145 - Science & Engineering Physics. 3 cr. 3 Lec. 2 Lab. (Per Departmental Standards Version of ENS 207 - approved by Curriculum Committee 2/8/18)

FIRE PROTECTION TECHNOLOGY (FPT)

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. (Per Departmental Standards Version of FPT 101, approved by Academic Affairs on 5/17/07)

FPT 102 Building Construction for Fire Protection
This course provides the components of 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 hrs, 3 lec hrs. Prerequisite: None. (Per Departmental Standards Version of FPT 102, approved by Academic Affairs on 12/18/2008)

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 hrs. 3 lec hrs. (Per Departmental Standards Version of FPT 103, approved by Academic Affairs on 12/18/09)

FPT 105 Firefighting I
New York State Firefighting 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. 6 cr. 4 Lec. 6 Lab. (Per Departmental Standards Version of FPT 105, approved by Academic Affairs on 02/14/2013)

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,
FPT 112 Principles of Fire and Emergency Services Safety and Survival
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. Prerequisite: None. 3 cr hrs. 3 lec hrs. (Per Departmental Standards Version of FPT 112, approved by Academic Affairs on 12/18/2008)

FPT 120 Introduction 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. (Per Departmental Standards Version of FPT 120, approved by Academic Affairs on 2/16/06)

FPT 121 Fire Instructor 1
This course will focus on information and skills necessary for fire service personnel to meet selected requirements of the National Fire Protection Association 1041 Professional Fire Instructor Qualifications Level 1. Topics include the challenges, safety issues and legal considerations that fire instructors face. Students will consider dimension of the learning process as well as strategies and approaches for planning, delivering, managing and evaluating training. Prerequisite: Completion of FPT 105 and FPT 205, with IFSAC Certification. Pre or Co-requisite: ENG 100 or placement into ENG 101. Other eligibility: Students who hold the prerequisite certifications and successfully complete the course will have the opportunity to sit for the IFSAC Accredited Fire Instructor Level-I, National Exam. 3 cr. 3 Lec. (Per Departmental Standards Version of FPT 121, approved by Academic Affairs on 03/14/2013)

FPT 205 Fire Fighting 2
New York State Firefighting 2 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 Firefighter Professional Qualifications and trains the Firefighter II as a team leader. This course will train the Firefighting 1 student to work and operate without direct supervision. Prerequisite: Must have completed and passed FPT 105- Firefighting 1 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. (Per Departmental Standards Version of FPT 205, approved by Academic Affairs on 03/14/2013)

FPT 206 Fire Officer 1
This course will focus on information and skills necessary for fire service personnel to meet selected requirements of the National Fire Protection Association 1021 Professional Fire Officer Qualifications Level 1. Topics include the roles, challenges, communications, leadership, group behavior, safety issues and legal considerations that fire officers face. This course provides compulsory foundation and theoretical knowledge necessary to understand the principles governing the successful conduct of the Fire Officer. Prerequisites: FPT 121, Fire Service Instructor 1. Pre or Co-requisite: ENG 100 or placement into ENG 101. Other eligibility: Students who hold the prerequisite certifications and successfully complete the course will have the opportunity to sit for the IFSAC Accredited Fire Officer Level 1, National Exam. 3 cr. 3 Lec. (Per Departmental Standards Version of FPT 206, approved by Academic Affairs on 03/14/2013)

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 field of Human Service, Chemical Dependency and Criminal Justice Programs. This course will use the standards of National Association of Social Workers, American Counseling Association, American Association of Marriage and Family Therapists, National Association of Human Service Education, CASAC Cannon of Ethics and American Psychological Association to build a theoretical framework for approaching ethical dilemmas in a systematic manner. This course discusses cultural competency and the skills needed to understand, communicate with and effectively interact with people across diverse cultures. Prerequisite: ENG 100 and HUS 101 (with a C or better) or CRJ 101 or FPT 101. 3 cr. 3 Lec. (Departmental Standards Version of FPT 210, approved by Curriculum Committee on 9/24/2015)

FPT 211 Practicum in Fire Protection Technology
This course is designed to provide students with first-hand experience working in a fire department. Each student will be required to spend a minimum of ninety hours with a fire department, observing and participating in various functions of the agency. Prerequisite: Complete 24 credit hours including FPT 101 and permission of instructor. Other eligibility required by NYS: Intern must be at least 18 years of age and a current member of a fire department; Intern must be physically able to perform the duties of a firefighter; Intern must not have any felony convictions. 3 cr. 1 Lec, 6 lab. (Per Departmental Standards Version of FPT 211, approved by Academic Affairs on 09/27/12)

FRENCH (FRE)

FRE 110 Elementary 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. This course is open to students who have completed FRE 111 or no more than three years of high school French. This course is not open to students who have completed more than three years of high school French, or FRE 122 or higher. Prerequisite: FRE 111, no more than three years of high school French, 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. (Per Departmental Standards Version of FRE 112, approved by Academic Affairs on 03/11/2010)

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 of student achievement for General Education. Pre-Requisite: None. 3 Lecture hours, 3 Credit hours. This course fulfills the following SUNY General Education learning outcome: Foreign Language. Approved by AAC 09/25/2008
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. (Per Departmental Standards Version of GEO 102 approved by Academic Affairs on 5/10/00)

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. (Per Departmental Standards Version of GEO 105, approved by Academic Affairs on 5/10/00)

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. (Per Departmental Standards Version of GEO 110, approved by Academic Affairs on 4/22/02)

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. Pre-requisites: Successful completion of MTH 098 or placement into MTH 125 or higher and ENG 099 or placement into ENG 100 or higher. 4 cr. 3 Lec. 3 Lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. (Per Departmental Standards Version of GEO 131, approved by Curriculum Committee on 12/8/2016)

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:
Successful completion of MTH 125 or MTH 133 or placement into MTH 125 or higher; ENG 100 or placement into ENG 101 and successful completion of one of the following: GEO 102, GEO 105, GEO 110 or GEO 131. 4 cr. 3 Lec. 3 Lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences. (Per Departmental Standards version of GEO 132 approved by Curriculum committee on 12/8/2016)

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. (Departmental Standards Version of GEO 141 - approved by Academic Affairs on 11/16/98)

GERMAN (GER)

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 Lecture hours, 3 Credit hours. Approved by AAC 09/25/2008. 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 preteter tense. 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. Three Lecture Hours, 3 Contact Hours. Approved by AAC 09/25/2008. 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. New students should have completed at least four years of high school German. This course is open to native speakers. Prerequisite: GER 122, 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. (Per Departmental Standards Version for GER 221, approved by AAC on 05/10/2012)

GER 222 Intermediate German 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 German. The course also introduces literary analysis of German literature. New students should have completed at least 4 years of high school German. This course is open to native speakers. Prerequisite: GER 221, 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. (Per Departmental Standards Version for GER 222, approved by AAC on 05/10/2012)

GEOGRAPHIC INFORMATION SYSTEMS (GIS)

GIS 150 Introduction to Geographic Information Systems
This is a non-programming course designed to familiarize the student with geographic information systems (GIS). Students will learn to use a GIS for storing, displaying, and analyzing spatially located information. Course topics will include GIS design, data formats, and data representation, and the use of global positioning systems (GPS) for spatially locating data. This course emphasizes the application of GIS as an analytical tool in natural resource management, population characteristics, and marketing. Basic computer experience is required (e.g. operating system usage, word processor usage). 3 cr. 2 Lec. 2 Lab. (Per Departmental Standards Version of GIS 150/CIS 150, approved by Academic Affairs on 5/2/03)

HEALTH (HEA)

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. (Departmental Standards Version of HEA 101)

HEA 102 Cardiopulmonary Resuscitation (CPR)
Cardiopulmonary Resuscitation (including, infants, children, adults) is designed to acquaint students with vital lifesaving information and skills in order to perform CPR/AED, rescue breathing, and emergency first aid. 1 cr. 1 Lec. 1 Activity (per Departmental Standards Version of HEA 102 - approved by Curriculum Committee on 3/9/17)

HEA 110 Responding to Emergencies
Responding to Emergencies is a course designed to familiarize students with the Emergency Medical System (EMS), and the proper and improper methods associated with emergency care. This class is designed to introduce students in the recognition and treatment of emergency situations. This course will acquaint students with vital lifesaving information and skills in order to perform Cardiopulmonary Resuscitation (CPR), rescue breathing, and emergency first-aid. Prerequisite: None. 3 cr. 3 Lec. (Per Departmental Standards Version of HEA 110, approved by Academic Affairs on 12/09/10)

HISTORY (HIS)

HIS 111 History of Western Civilization
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

Visit www.sunyjefferson.edu for the most current information.
HIS 110 American History to 1877
This course provides a survey of the major social, economic, political, cultural, and intellectual dynamics that have shaped the American experience through Reconstruction. It is recommended that students take this course only after completing any required noncredit coursework in reading (CLS). Prerequisite: CPT placement into ENG 100 or higher. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: American History. (Departmental Standards Version of HIS 110, approved by Academic Affairs on 5/13/00)

HIS 122 Introduction 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. (Per Departmental Standards Version of HIS 122, approved by Academic Affairs on 3/15/00)

HIS 150 American History to 1877
This course provides a survey of the major social, economic, political, cultural, and intellectual dynamics that have shaped the American experience through Reconstruction. It is recommended that students take this course only after completing any required noncredit coursework in reading (CLS). Prerequisite: CPT placement into ENG 100 or higher. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: American History. (Departmental Standards Version of HIS 150 - approved by Academic Affairs on 2/10/11)

HIS 151 American History 1877 to Present
This course provides a survey of the major social, economic, political, cultural, and intellectual dynamics that have shaped the American experience since Reconstruction. It is recommended that students take this course only after completing any required noncredit coursework in reading (CLS). Prerequisite: CPT Placement into ENG 100 or higher. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: American History. (Departmental Standards Version of HIS 151 - approved by Academic Affairs on 2/10/11)

HIS 210 The American Civilization War
This course presents a general survey of the major political, economic, social, and cultural influences as each has impacted the Civilization War. It will focus upon the period preceding the Civilization War, discuss the significant battles of the Civilization 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 Civilization War on the American political process, the military, social programs, and the economic system. Prerequisite: HIS 150. 3 cr. 3 Lec.

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. (Per Departmental Standards Version of HIS 217, approved by Academic Affairs on 4/26/2009)

HIS 232 Native American History
This course is a survey of the history of the Native peoples of the United States from pre-contact to the present. Emphasis will be placed on Indian-White relations and the continuing development of federal Indian policy and its impact. Attention will also be given to the persistence, change, and adaptation of Native cultures to historical and contemporary social conditions as well as individual and community efforts to maintain sovereignty and cultural identity. (Prerequisite: HIS 150 or HIS 151 or permission of instructor.) 3 cr. 3 Lec. (Departmental Standards Version of HIS 232 - approved by Academic Affairs on 10/9/14)

HIS 260 Topics in History
This course is designed to allow focused exploration about topics of interest to students and faculty in the Social Science Department, specifically in History. Through a variety of methods, students will examine prominent issues regarding the topic and will be engaged in critical thinking activities in order to develop their own points of view and/or applied knowledge of the topic. Students will be required to do some reading, writing, research, group, and project work with minimal instructor supervision. Specific information about the topic for a semester will be available from the Liberal Arts Division Office at the time of registration. Prerequisites: ENG 101 and HIS 150 or HIS 151; or permission of instructor. 1-3 Cr 1-3 LEC. (Per Departmental Standards version HIS 260, approved by Academic Affairs 2/24/2011)

HOMELAND SECURITY (HLS)

HLS 108 Introduction to Homeland Security
This course surveys the policies, practices, concepts and challenges confronting practitioners in Homeland Security. It provides an overview of threats to domestic security from terrorism, weapons of mass destruction, and other related risks and vulnerabilities. It examines the strategies and systems involved in protecting against and responding to threats. Discussion National Incident Management System impact on local practices, risk assessment and mitigation, communications and technology systems, medical and public health emergencies, and infrastructure protection (to include the managerial, political, legal and organizational issues related to crisis planning and response). 3 cr 3 lec Pre/co-requisite CRJ 101. (Per Departmental Standards approved by Curriculum Committee 9/21/18)

HLS 109 Domestic Terrorist and Extremist Groups
This course traces the emergence and growth of domestic terrorist and extremist groups within the United States. Students will assess various groups’ intentions, capabilities, and activities within contexts of and ramifications on national security paradigms. 3 cr. 3 lec Pre-requisite HLS 108. (Per Departmental Standards for HLS 109 approved by Curriculum Committee 9/21/18)

HLS 111 Mind of a Terrorist 1
This course examines and discusses areas such as: 1) the definition of terrorism; 2) the process of how does one become a terrorist; 3) the social and psychological impact of terrorism on both the individual and society and 4) the strategies that are successful in dealing with terrorism. 3 cr. 3 lec. Pre-requisite: HLS 108 (Per Departmental Standards for HLS 111 approved by Curriculum Committee 9/21/18)

HLS 114 Terrorism and Counter-Terrorism
This course examines the strategies, tactics, and techniques used to combat terrorism and will teach students to distinguish conceptually between defensive anti-terrorism approaches and offensive counterterrorism...
approaches. Students will also understand legal responses to terrorism, the organization of counterterrorist task forces and operational units, tactics and tools used by such forces, and ethical questions that arise with regard to counterterrorism policies. 3 cr. 3 lec. Pre-requisite HLS 108. (per Departmental Standards version of HLS 114 approved by curriculum committee 9/21/18)

HLS 117 Intelligence Analysis and Homeland Security

The purpose of this course is to provide students with an overview of Homeland Security policy and analysis and the United States intelligence community. The study of United States intelligence and Homeland Security operations is an analysis of how the various branches of government work together and, as a check upon each other, how they work to protect and promote American interests at home and abroad. As students progress through this course, they will learn about strategic thought and strategy formulation. They will develop the ability to assess Homeland Security issues and threats using intelligence. Students will cultivate an understanding of the political and military institutions involved in the formulation and execution of Homeland Security policy through diplomacy, intelligence operations, and military force. 3 cr. 3 lec. Pre/Co-requisite: CRJ 101. (per Departmental Standards version of HLS 117 approved by Curriculum Committee 9/21/18)

HLS 217 Mind of a Terrorist 2

This course looks at the challenging problem of terrorism from a psychological and social psychological perspective both in terms of how terrorism can be explained at the individual and group level and how psychological factors can interact with other factors to impact when terrorism starts and how terrorist campaigns might end. 3 cr. 3 lec. Pre-requisite: HLS 111. (per Departmental Standards version of HLS 217 approved by curriculum committee 9/21/18)

HLS 218 Homeland Security Laws and Ethics

This course is designed to give the student an overview of various statutes, regulations, constitutional law, and common law associated with Homeland Security. This course examines emergency response; weapons of mass destruction; local government powers; Federal Emergency Management Agency (FEMA); Department of Homeland Security (DHS); Civilizational rights; international anti-terrorism efforts; Homeland Security Act of 2002, and the US Patriot Act. Students will be introduced to the legalities and ethics relevant to organizing for counterterrorism, investigating terrorism and other national security threats, crisis and consequence management. 3 cr. 3 lec. Pre-requisite: HLS 108. (per Departmental Standards version of HLS 218 approved by Curriculum Committee 9/21/18)

HLS 219 Transportation and Border Security

This course is designed to provide an overview of modern border and transportation security challenges, as well as different methods employed to address these challenges. The course covers a time period from post September 11, 2001 to the present. The course explores topics associated with border security and security for transportation infrastructure, to include: seaports, ships, aircraft, airports, trains, train stations, trucks, highways, bridges, rail lines, pipelines, and buses. The course will include an exploration of technological solutions employed to enhance security of borders and transportation systems. Students will be required to discuss the legal, economic, political, and cultural concerns and impacts associated with transportation and border security. The course provides students with a knowledge level understanding of the variety of challenges inherent in transportation and border security. 3 cr. 3 lec. Pre-requisite: HLS 108. (per Departmental Standards version of HLS 219 approved by Curriculum Committee 9/21/18)

HLS 220 Homeland Security in the Private and Corporate Sectors

This course will address the expanding role of the private and corporate sectors in securing the homeland. Specifically, this course will examine the cross sections of government, private and corporate sectors. Further, reviewing their responsibilities and capabilities of this partnership in establishing security. Further, this course will examine measures taken by the private and corporate sectors to meet its evolving obligations to Homeland Security. 3 cr. 3 lec. Pre-requisite: HLS 108. (per Departmental Standards version HLS 220 approved by Curriculum Committee 9/21/18)

HOSPITALITY AND TOURISM (HOS)

HOS 101 Introduction 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. Prerequisites: None. 3 cr. 3 Lec. (Per Departmental Standards Version of HOS 101, approved by Academic Affairs on 09/26/2013)

HOS 111 Survey of Agri-Business Technologies

This course will introduce the student interested in agriculture to a variety of technologies that will assist in a successful career in agriculture. This course examines local agriculture technologies such as; dairy systems, tillage machinery, planting equipment, and agriculture hydraulic systems. 1 cr. 1 lec. (per Departmental Standards version of HOS 111 approved 12/10/2015)

HOS 157 Professional Development and Skills Seminar

This weekly business seminar is designed to provide students with the skills necessary to succeed in obtaining employment. This course focuses on preparing for the job search process, writing a resume, interviewing techniques, and developing the interpersonal relationship skills necessary for a positive job attitude. Students will also have the opportunity to learn about the best ways to change careers or gain work experience and to practice meeting with business people in various business career fields. This seminar is a required prerequisite to a business internship experience. Prerequisite: None. 1 cr. 1 Lec. (Per Departmental Standards Version of HOS 157, approved by Curriculum Committee on 12/10/15)

HOS 211 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. Prerequisites: None. 3 cr. 3 Lec. (Per Departmental Standards Version of HOS 251, approved by Academic Affairs on 09/26/2013)

HOS 251 Event Management

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 and CUL 130 both with a C or better. 2 credits, .5 Lec. 4.5 Lab. (Per Departmental Standards Version of HOS 275, approved by Curriculum Committee on 5/12/16)
HOS 276 Hospitality/Winery Marketing and Operations 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 and successful completion of CUL 130 or permission of instructor. 3 cr. 1 Lec./6 Lab. (Per Departmental Standards Version of HOS 276, approved by Curriculum Committee 9/24/2015)

HOTEL/RESTAURANT MANAGEMENT (HRM)

HRM 150 Introduction 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. Prerequisites: None. 3 cr. 3 Lec. (Departmental Standards Version of HRM 150, approved by Academic Affairs on 09/26/2013)

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. Prerequisites: None. 3 cr. 3 Lec. Equivalent to BUS 154. Minimum age of 18. (Departmental Standards Version for HRM 152, approved by Academic Affairs on 09/26/2013)

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: None. 3 cr. 3 Lec. (Departmental Standards Version of HRM 240, approved by Academic Affairs on 09/26/2013)

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. Prerequisites: None. 3 cr. 3 Lec. (Departmental Standards Version of HRM 274, approved by Academic Affairs on 09/26/2013)

HUMAN SERVICES (HUS)

HUS 101 Introduction to Human Services
This course is an introduction to the field of human services. This course will focus on the history, scope and current status of the helping professions. The students will explore the impact of personal/cultural values, technical vocabulary and techniques used in human services delivery systems. This course introduces students to cultural competency and the skills needed to understand, communicate with and effectively interact with people across diverse cultures. Co or Prerequisite: ENG 100 3 cr. 3 Lec. (Per Departmental Standards Version of HUS 101 approved by Curriculum Committee 9/24/2015)

HUS 103 Introduction to Alcohol and Nicotine Studies
An introductory course, this class will explore the dynamics of alcohol and nicotine use, abuse, and dependence. The impact of alcohol / nicotine abuse, and dependence on society will be studied. Family influence, addiction dynamics, and causation and treatment approaches will be examined. 3 cr. 3 Lec. (per Departmental standards version HUS 103 approved by Curriculum Committee 9/24/2015)

HUS 107 Introduction to Case Management Practice in Human Services
An introductory course, this class will explore professional issues in case management and skills needed to perform effective case management in the human service profession. Case management will be defined and the different models of case management will be presented. Because case management takes place in the context of an agency, organizational structure, agency resources, and requirements for delivering and improving services will be discussed. Activities of case management such as, assessment, interviewing, service delivery, referral and documentation will be explored. Special attention will be given to the unique characteristics of case management as it applies to substance abuse. The history of case management will be presented along with current issues in case management ethics and the law. This course discusses cultural competency and the skills needed to understand, communicate with and effectively interact with people across diverse cultures. Prerequisite: HUS 101 with a grade C or better. 3 cr. 3 Lec. (Per Departmental Standards Version for HUS 107, approved by Curriculum Committee 9/24/2015)

HUS 126 Introduction 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 war on drugs, legalization, mandated testing, preventions/treatment, and initiatives, and other relevant topics. Pre-Requisites: none. 3 Credit, 3 lecture. Equivalent to CRJ 126. (Per Departmental Standards Version of CRJ 126, approved by Curriculum Committee 9/24/2015)

HUS 201 Introduction to Helping Skills
In this course, students will be introduced to fundamental skills, techniques and strategies used in the helping professions. Students will develop and practice the skills needed to assist clients seeking help with personal problems. Methods for evaluating client success and helper effectiveness will be explored. Classic counseling theories will be presented. This course discusses cultural competency and the skills needed to understand, communicate with and effectively interact with people across diverse cultures. Prerequisite: HUS 101; HUS 102 or HUS 107 with a grade of C or better; concurrent registration in HUS 240. 3 cr. 3 Lec. (Per Departmental Standards Version of HUS 201, approved by Curriculum Committee 9/24/2015)

HUS 202 Introduction to Group Counseling
This course introduces students to group counseling and the group process. The course exposes students to the unique function and the dynamics that occur within a group counseling setting. Students study the theories of
HUS 203 Substance Abuse Counseling
This course discusses the nature of ATODG addiction and introduces students to substance abuse counseling. The course exposes students to the functions and the dynamics that occur within a substance abuse counseling setting. The course addresses the theories of substance abuse counseling, as well as the process of screening, assessment, treatment planning, and counseling techniques, with individuals and families. This course discusses cultural competency and the skills needed to understand, communicate with and effectively interact with people across diverse cultures. Prerequisite: Successful completion of HUS 201 with a grade of C or better. 3 cr. 3 Lec. (Per Departmental Standards Version for HUS 203, approved by Curriculum Committee on 9/24/2015)

HUS 204 Substance Abuse and Dual Diagnosis
This course examines the concepts of chemical dependency, co-occurring disorders, and their impact on the individual and family system functioning and community. Developmental models, theories, etiology of addictions/addictive behaviors and theory of dual diagnosis are explored. Students will examine different strategies and techniques on how to identify and assess persons with dual diagnosis. 3 cr 3 lec Prerequisites: HUS/CRJ 126 with a C or higher and PSY 133. (per Departmental Standards for HUS 204 approved by Curriculum Committee 3/9/17)

HUS 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 field of Human Service, Chemical Dependency and Criminal Justice Programs. This course will use the standards of National Association of Social Workers, American Counseling Association, American Association of Marriage and Family Therapists, National Association of Human Service Education, CASAC Cannon of Ethics and American Psychological Association to build a theoretical framework for approaching ethical dilemmas in a systematic manner. This course discusses cultural competency and the skills needed to understand, communicate with and effectively interact with people across diverse cultures. Prerequisite: ENG 100 and HUS 101 (with a C or better) or CRJ 101 or FPT 101. 3 cr. 3 Lec. (Per Departmental Standards Version of HUS 210, approved by Curriculum Committee on 9/24/2015)

HUS 214 Special Issues in Drugs and Crime
This class will explore the relationship and cultural impact of drugs and crime in our society today. The various models of addressing this relationship will be discussed including: drug classifications, Criminal justice classifications, prevention processes and drug in our society (war on drugs). An in-depth analysis of the theories of criminal behavior, family involvement, situational foundations of the drug/crime relationship and practical issues of drugs and crime will take place. This course discusses cultural competency and the skills needed to understand, communicate with and effectively interact with people across diverse cultures. Prerequisites: CRJ/HUS 126 with a C or better and Pre/Co-Requisite ENG 100. 3 cr. 3 Lec. (Per Departmental Standards Version of HUS 214, approved by Curriculum Committee on 9/24/2015)

HUS 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. This course discusses cultural competency and the skills needed to understand, communicate with and effectively interact with people across diverse cultures. 3 cr. 3 lec. Prerequisite: CRJ/HUS 126 with a C or better. (Per Departmental Standards Version of HUS 226, approved by Curriculum Committee on 9/24/2015)

HUS 235 Drug Investigation
Drug Investigation is a general survey of the drugs which are a part of the legal/illegal drug trade in the United States. It will also study the techniques used by investigative personnel in the investigation of the production, importation, distribution and use of these drugs at both the local and national level. This course discusses cultural competency and the skills needed to understand, communicate with and effectively interact with people across diverse culture. Prerequisite: CRJ/HUS 126 (with a C or better) or CRJ 101 and Pre/Co-Requisite ENG 100. 3 cr. 3 Lec. (Per Departmental Standards version of HUS 235 approved by Curriculum Committee on 9/24/2015)

HUS 240 Human Services Field Practicum 1
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 120 hours (approximately eight hours per week for a semester) working in a human services agency observing and participating in the work of the agency. Students also participate in a one hour weekly seminar class conducted by a human service faculty member to integrate course content and to address practicum progress and problems. Prerequisites: HUS 101 with a C or better and HUS 102 or HUS 107 with a C or better, Co-requisite HUS 201 and overall GPA of 2.0 or permission of instructor. 3 cr. 1 Lec. 6 Lab. (Per Departmental Standards Version of HUS 240, approved by Curriculum Committee on 9/28/17)

HUS 280 Human Services Field Practicum 2
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 the continued opportunity to integrate classroom learning with an on-the-job human services field experience. Students also participate in a one hour weekly seminar class conducted by a human services faculty member to facilitate the integration of 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. (Per Departmental Standards outline, approved Academic Affairs Committee 03/08/2012)

HUS 290 Human Services Degree Program Capstone
This course is the capstone to the human services degree. It is designed to provide human services students with a capstone experience in a community with the opportunity to expand and refine their soft skills and integrate previous learning in the human services degree program. Each enrolled student will complete a community assessment which will include but will not be limited to determining the strengths of the chosen community; the challenges of the community; government structure of the community; the power structures within the community; the economic health
of the community; and the well-being of the vulnerable populations in the community. Their assessment will be accomplished by research, interviews, and observations in the community. This course offers the students the continued opportunity to integrate classroom learning with hands-on experience. Students also participate in a one-hour weekly seminar class conducted by a human services faculty member to facilitate the integration of course content and to address capstone progress and problems. Prerequisite: Completion of HUS 201 and 240 all with grade C or better and completion of POL 122. 3 cr. 1 Lec. 6 Lab. (Per Departmental Standards Version of HUS 290, approved by Academic Affairs on 3/13/2014)

INTERDISCIPLINARY (INT)

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. (Per Departmental Standards Version of INT 102, approved by Academic Affairs on 4/22/02)

INT 104 Introduction to College
INT 104 introduction to college is a thematically constructed seminar. Through critical analysis of a theme and assignments related to the theme, students will develop application skills that will enable them to perform more effectively as student-citizens in their academic careers. Study and learning techniques, test-taking and cooperative learning strategies, critical thinking, decision-making, and basic educational technology proficiency are the specific application skills to be taught and assessed. The course promotes personal growth, encourages self-efficacy, and teaches students to use a variety of available resources so that they will be able to obtain and use information effectively as they pursue academic goals. 3 cr. 3 lec. Prerequisite: None. (Per Departmental Standards Version of INT 104, approved by Curriculum Committee on 9/14/17)

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. (Departmental Standards Version of INT 250)

ITALIAN (ITA)

ITA 111 Elementary Conversational Italian 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 Italian in a variety of realistic situations that the student may encounter. 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 Italian. Prerequisite: None. 3 cr. 3 lec. (Per Departmental Standards Version of ITA 111, approved by Academic Affairs on 10/14/2010). This course fulfills the following SUNY General Education learning outcome: Foreign Language.

JOURNALISM (JOU)

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.

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 algebraic expressions and basic linear equations. Contextual problems will be integrated. 0 cr. (4 cr. imputed) 4 Lec. (Per Departmental Standards Version of MTH 090 approved by Curriculum Committee on 3/7/19)

MATHEMATICS (MTH)

MTH 094 Fundamentals of Statistical Thinking
This is a noncredit corequisite course designed for students whose math skills are identified as pre-college and are simultaneously and continuously enrolled in MTH 144 Elementary Statistics. The course will focus on proportional reasoning, number sense, formulas, vocabulary, notation, graphs, tables, and reading comprehension needed in statistics. The course is designed to develop and enhance critical thinking, reading, and writing skills necessary to be successful in statistics coursework. 0 cr. (3 credits imputed) 3 lec. Prerequisite: MTH 090 or Math placement into MTH 094, Corequisite: MTH 144. (Per Departmental Standards version of MTH 094 approved by Curriculum Committee 3/7/19)

MTH 098 Fundamentals of Mathematical Literacy
This course is required of students whose math skills are identified as a pre-college by the college placement test. The course uses varying contexts, focusing on situations and techniques meaningful to college students, to promote mathematical problem solving, critical thinking, and writing skills. Topics include numeracy, proportional reasoning, algebraic reasoning, and modeling mathematical relationships. Prerequisite: None. 0 cr. 4 Lec. (Per Departmental Standards Version of MTH 098, approved by Academic Affairs on 09/27/2012)

MTH 118 Conquering Technology in Math Education
This course is designed to reinforce objectives taught in MTH 148 & MTH 149 (Mathematical Reasoning for Elementary Teachers I & II) through the use of current technology and web based applications. Topics will familiarize pre-service teachers with how to use current technology, create a screencast, and create a digital portfolio. This class will focus on utilizing the benefits of technology to enhance the learning experience in MTH 148 & MTH 149. Students will increase their ability to use technology related to the education field and enhance their ability to effectively communicate elementary school mathematics. Co/Prerequisite: MTH 148 or MTH 149 or permission of department chair. 1 cr. 1 Lec. (Per Departmental Standards version fo MTH 118, approved by Academic Affairs on 1/29/15)

MTH 125 Intermediate Algebra
This course is designed to provide students with the skills in algebra that are necessary to continue on with algebra-based coursework. Topics include algebraic and graphic solutions of linear, exponential and logarithmic equations and linear inequalities, systems of equations and inequalities, and operations with polynomials and factoring. The course will utilize a function and contextual problems approach. For students considering taking
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: Math placement (by CPT) into MTH 144 or successful completion of MTH 098 or higher and Pre/Co-Requisite: ENG 100 (College Composition) or English placement (by CPT) into ENG 101 (Research and Composition) OR Concurrent enrollment in MTH 094. Not open, without permission of the department chair, to students with a C or better in MTH 155 or higher. 3 cr. 3 Lec. (Per Departmental Standards Version of MTH 144, approved by Curriculum Committee 3/7/19). This course fulfills the following SUNY General Education learning outcome: Mathematics.

MTH 148 Mathematical Reasoning 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, integers, numeration systems, rational numbers, real numbers, proportional reasoning and number theory. A hands-on problem solving approach will be emphasized throughout this course. Prerequisite: Completion of MTH 125 (Intermediate Algebra) with a C or better or CPT placement into MTH 148. 4 cr. 4 Lec. (Per Departmental Standards Version of MTH 148, approved by Academic Affairs on 5/12/2011). This course fulfills the following SUNY General Education learning outcome: Mathematics.

MTH 149 Mathematical Reasoning 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: statistics, probability, 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 with a C or better or permission of the instructor. 4 cr. 4 Lec. (Per Departmental Standards Version of MTH 149, approved by Academic Affairs on 3/08/2012). This course fulfills the following SUNY General Education learning outcome: Mathematics.

MTH 150 Liberal Arts Mathematics
The course is designed to inspire students to be actively engaged in mathematical thought. Students will participate in problem solving through a variety of topical areas including: art, film, games, history, music, nature, and technology. Prerequisite: Math placement (by CPT) or successful completion of MTH 098 or higher. Pre/Co-requisite ENG 100 (College Composition) or English placement (by CPT) into ENG 101 (Research and Composition). 3 Lec. (Per Departmental Standards Version of MTH 150, approved by Curriculum Committee on 3/8/18). This course fulfills the following SUNY General Education learning outcome: Mathematics.

MTH 154 Quantitative Reasoning
This course uses mathematical and statistical reasoning important for decision-making in everyday life. The course integrates percentages, probability, mathematical modeling, and statistical thinking within quantitative literacy. Concepts are investigated with hands-on activities and examples that focus on medical, environmental, and citizenship decision making. Communicating mathematics and using appropriate technologies will also be developed. 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. 3 Lec. 3 cr.

MTH 165 College Algebra and Trigonometry
This course is designed to prepare students for success in the study of Precalculus. Topics include graphing, functions, exponential, logarithmic, polynomial and rational equations, absolute value, transformations, complex numbers, systems of linear equations, matrices, right triangles and functional trigonometry. Prerequisites: CPT placement or a grade of C or better in either MTH 125, Intermediate Algebra, or MTH 133, Technical Mathematics, 4 cr. 4 Lec. (per Departmental Standards version of MTH 165, approved by Academic Affairs on 1/29/15). This course fulfills the following SUNY General Education learning outcome: Mathematics.

MTH 174 Mathematical Probability and Statistics 1
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: Math placement (by CPT) or completion of MTH 144 with a C or better or successful completion of MTH 155 or higher. 3 cr. 3 Lec. (Per Departmental Standards Version of MTH 174 approved by Curriculum Committee on 10/8/2015). This course fulfills the following SUNY General Education learning outcome: Mathematics.

MTH 184 Mathematical 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, tests for normality, nonparametric statistics, Chi-Square tests and analysis of contingency tables, simple regression, multiple linear regression, nonlinear regression techniques, relative importance analysis, logistic regression, principal components analysis, and factor analysis. Students will further develop and demonstrate proficiency with graphing calculator/computer technology. Prerequisite: Successful completion of MTH 174 (Mathematical Probability and Statistics I) or permission of the instructor. 3 cr. 3 Lec. (Departmental Standards Version of MTH 184 - approved by Curriculum Committee on 10/8/2015). This course fulfills the following SUNY General Education learning outcome: Mathematics.

MTH 185 Precalculus
This course is designed to prepare students for success in the study of calculus. Concepts and functions will be represented graphically, numerically, symbolically and verbally. Linear, quadratic, exponential, and logarithmic functions are reviewed. Critical thinking is developed as instruction focuses on the study of trigonometric, power, polynomial
and rational functions and their operations. Students will be expected to demonstrate competence in the use of current technology as it applies to Precalculus topics. Prerequisites: Completion of MTH 165, College Algebra and Trigonometry with a grade of C or better or math placement by CPT. 4 cr. 4 Lec. (Departmental Standards Version of MTH 185 - approved by Academic Affairs on 1/29/15). This course fulfills the following SUNY General Education learning outcome: Mathematics.

MTH 221 Calculus 1

MTH 221 is the first course in the calculus sequence for students in mathematics, science, computer science, and engineering. Basic analytic geometry, functions, limits and continuity, derivatives of algebraic and trigonometric functions, chain rule, implicit differentiation, antiderivatives, definite integrals, Fundamental Theorem, and applications of derivatives and integrals form the core concepts. Students are required to develop and demonstrate literacy with current technology as it applies to the study of Calculus 1. Prerequisite: Completion of MTH 185 Precalculus with a C or better, placement by CPT or permission of the Mathematics Department Chair. 4 cr. 4 Lec. (Per Departmental Standards Version of MTH 221, approved by Academic Affairs on 09/13/2012). This course fulfills the following SUNY General Education learning outcome: Mathematics.

MTH 222 Calculus 2

MTH 222 is the second course in the calculus sequence for students in mathematics, science, computer science, and engineering. 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, power series, and Taylor and Maclaurin Series. Students are required to develop and demonstrate literacy with current technology as it applies to the study of Calculus 2. Prerequisite: Completion of MTH 221 (Calculus I) with a grade of C or better. 4 cr. 4 Lec. (Per Departmental Standards Version of MTH 222, approved by Academic Affairs on 09/13/2012). This course fulfills the following SUNY General Education learning outcome: Mathematics.

MTH 245 Linear Algebra

This course is a study of the theory of matrices and applications of systems of linear equations. Topics include systems of linear equations, matrices and matrix algebra, vectors and vector spaces, linear independence, span of a set of vectors, basis and dimension of a vector space, linear transformations of vector spaces, rank of a matrix and the Rank Theorem, determinants and their properties, eigenvalues and eigenvectors, diagonalization of matrices, inner products, orthogonal basis, Gram-Schmidt Orthogonalization, and orthogonal projection of a vector onto a subspace. Prerequisite: Successful completion of MTH 222 Calculus 2 or higher. 3 cr. 3 Lec. (Per Departmental Standards Version of MTH 245, approved by Curriculum Committee on 10/8/2015). This course fulfills the following SUNY General Education learning outcome: Mathematics.

MUSIC (MUS)

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. (Per Departmental Standards Version of MUS 100, approved by Academic Affairs on 10/28/99.) This course fulfills the following SUNY General Education learning outcome: The Arts.

MUS 101 Music Theory I

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. (Departmental Standards Version of MUS 101 - approved by Academic Affairs on 12/14/98.) This course fulfills the following SUNY General Education learning outcome: The Arts, 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. (Per Departmental Standards Version of MUS 115, approved by Academic Affairs on 10/9/03). This course fulfills the following SUNY General Education learning outcome: The Arts, Humanities.

MUS 121 Jefferson Singers

The Jefferson Singers is the college’s choral performing ensemble. This course provides singers the opportunity to rehearse and perform a wide variety of music literature from the classical and contemporary repertoires. Principles of group performance are presented with emphasis placed on the interpretation of choral music literature. The instructor may audition
students for voice types to achieve ensemble balance and determine vocal competence. Participation in ensemble performances is mandatory; unexcused absence from a required performance will result in a failing grade for the course. MUS 121 may be taken up to four semesters for credit; additional semesters may be audited. Prerequisites: Previous choral performance experience or permission of the instructor. 1.5 cr. 4 Lab., .5 Field Experience. (Per Departmental Standards Version of MUS 121, approved by Curriculum Committee 2/8/18). This course fulfills the following SUNY General Education learning outcome: The Arts.

MUS 122 SUNY Jefferson Jazz Ensemble
The SUNY Jefferson Jazz Ensemble is the college community jazz band. This course provides instrumentalists the opportunity to rehearse and perform a wide variety of music literature from jazz standards through contemporary repertoire. Principles of group performance are presented with emphasis placed on the interpretation of jazz styles, articulation, improvisation, and other factors significant to the development of jazz performance techniques. Students must supply their own musical instrument except for piano keyboards. The instructor may audition students for instrument selection to achieve ensemble balance and determine instrumental competence. Participation in performances is mandatory; unexcused absence from a required performance will result in a failing grade for the course. MUS 122 may be taken up to four semesters for credit; additional semesters may be audited. Prerequisites: Previous jazz ensemble performance experience or permission of the instructor. 1.5 cr. 4 Lab., .5 field experience. (Departmental Standards Version of MUS 122, approved by Curriculum Committee 2/8/18). This course fulfills the following SUNY General Education learning outcome: The Arts.

MUS 123 SUNY Jefferson Wind Ensemble
The SUNY Jefferson Wind Ensemble is the college community concert band. This course provides instrumentalists the opportunity to rehearse and perform a wide variety of music literature from classical and contemporary repertoires. Principles of group performance are presented with emphasis on the interpretation of concert band literature. Students must supply their own musical instrument except for piano keyboards and timpani drums. The instructor may audition students for instrument selection to achieve ensemble balance and determine instrumental competence. Participation in performances is mandatory; unexcused absence from a required performance will result in a failing grade for the course. MUS 123 may be taken up to four semesters for credit; additional semesters may be audited. Prerequisite: Previous wind ensemble performance experience or permission of the instructor. 1.5 cr. 4 Lab., .5 Field Experience. (Per Departmental Standards Version of MUS 123, approved by Curriculum Committee 2/8/18). This course fulfills the following SUNY General Education learning outcome: The Arts.

MUS 124 SUNY Jefferson Orchestra
The SUNY Jefferson Orchestra is the college community orchestra. This course provides instrumentalists the opportunity to rehearse and perform a wide variety of music literature from classical and contemporary repertoires. Principles of group performance are presented with emphasis on the interpretation of orchestral literature. Students must supply their own musical instrument except for piano keyboards and timpani drums. The instructor may audition students for instrument selection to achieve ensemble balance and determine instrumental competence. Participation in ensemble performances is mandatory; unexcused absence from a required performance will result in a failing grade for the course. MUS 124 may be taken up to four semesters for credit; additional semesters may be audited. Prerequisite: Previous orchestra performance experience or permission of the instructor. 1.5 cr. 4 Lab., .5 Field Experience. (Per Departmental Standards Version of MUS 124, approved by Curriculum Committee 2/8/18). This course fulfills the following SUNY General Education learning outcome: The Arts.

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 an 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. (Per Departmental Standards Version of MUS 150 - approved by Academic Affairs on 12/14/98.) This course fulfills the following SUNY General Education learning outcome: The Arts, or Humanities.

MUS 172 Piano Class 1
Piano Class I 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 I 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. (Per Departmental Standards Version of MUS 172, approved by Academic Affairs on 05/14/09.) This course fulfills the following SUNY General Education learning outcome: The Arts.

MUS 173 Voice Class 1
Voice Class I 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 I 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 hrs. 3 lec hrs. (Per Departmental Standards Version of MUS 173, approved Academic Affairs on 05/14/2009.) 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 hrs. 3 lec hrs. (Per Departmental Standards Version of MUS 174, approved by Academic Affairs on 05/14/2009). This course fulfills the following SUNY General Education learning outcome: The Arts.

MUS 180 Applied Music Instruction 1
Applied Music Instruction 1 is private study of a primary instrument/voice. Students advance their musicianship through the study of music literature from the standard repertoire of Western art music. Lessons are individually designed to meet unique needs, allowing students to attain their highest potential. Regular recital seminars and a final jury examination will be performed for music faculty. Depending on instructor availability, instruction is available on the following instruments: bassoon, cello, clarinet, double bass, euphonium/baritone, flute, French horn, guitar (classical), harp, harpsichord, oboe, organ, percussion, piano, saxophone, trombone, trumpet, tuba, voice, viola, and violin. Students must provide their own instrument except for keyboard instruments or percussion. MUS 180 may be taken up to four semesters for credit; each semester must be in a different primary instrument/voice. 2 cr. 2 lab .5 field exp. pre-requisite: Previous experience in the performance medium (primary
instrument/voice) is required or permission of the instructor. At the discretion of the instructor, a proficiency exam may be administered to assess the level of student competency. (Departmental Standards version of MUS 180 approved by Curriculum Committee 2/14/19). This course fulfills the following SUNY General Education learning outcome: The Arts.

MUS 201 Music Theory 1
Music Theory 1 is an introduction to tonal harmony as used in music literature from a variety of genres and historical periods. The course covers the essential principles of melody, rhythm, harmony, and style analysis. Topics include such melodic, rhythmic, and harmonic aspects as key centers, scales, intervals, rhythm, durations, meters, chords, counterpoint, and 4-part writing. A composition-based approach is utilized with emphasis on aural comprehension and sight-singing. This course is for students with a background in music and is recommended for students with prior knowledge of music theory.

MUS 202 Music Theory 2
Music Theory 2 is a continuation of MUS 201 Music Theory 1. The course focuses on more advanced aspects of tonal harmony via an in-depth study of melodic, rhythmic, harmonic, formal, and stylistic aspects of music literature from a variety of genres and historical periods. Topics include detailed analysis and composition, including the study of 4-part chorale writing, harmonic progression, counterpoint, seventh chords, secondary harmonies, modulation, cadences, and formal structures. The course follows a composition-based approach with emphasis on aural comprehension and sight-singing, and is recommended for music students.

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. (Per Departmental Standards for MUS 172, approved by Academic Affairs Committee on 05/17/2009) Successful completion of this course satisfies the Arts SUNY General Education learning outcome. 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.

MUS 280 Applied Music Instruction 2
Applied Music Instruction 2 is a continuation of MUS 180 with private study of the same primary instrument/voice. Students advance their musicianship through the study of progressively more difficult music literature from the standard repertoire of Western art music. Lessons are individually designed to meet unique needs, allowing students to attain their highest potential. Regular recital seminars and a final jury examination will be performed for music faculty. Depending on instructor availability, instruction is available on the following instruments: bassoon, cello, clarinet, double bass, euphonium/baritone, flute, French horn, guitar (classical), harp, harpsichord, oboe, organ, percussion, piano, saxophone, trombone, trumpet, tuba, voice, viola, and violin. Students must provide their own instrument except for keyboard instruments or percussion. MUS 280 may be taken up to four semesters for credit; each semester must be in a different primary instrument/voice. 2 cr. 2 lab .5 field Prerequisite: MUS 180. (Per Departmental Standards version of MUS 280 approved by Curriculum Committee 2/14/19)

NETWORKING (NET)

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. Hands-on experiences are included within this course. 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. 1 lab. Pre/co-requisite CIS 111. (Per Departmental Standards Version of NET 100, approved by Curriculum Committee on 2/11/16)

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, server-based networks, back-bone networks, and discover the functionality and uses of a router and switch. Commonly used network operating systems are introduced in this course. Various LAN technologies as well as wireless LAN technologies are explained. Network security topics are integrated throughout the course. Prerequisite: Successful completion of NET 100. 3 cr. 4 Lec./Lab. (Per Departmental Standards Version of NET 131, approved by Curriculum Committee on 2/11/16)

NURSING (NUR)

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 or Corequisites: BIO 203 and PSY 133. 7 cr. 4 Lec. 4 Lab. 5 Clinical. (Per Departmental Standards Version of NUR 111, approved by Academic Affairs on 10/08/09)

NUR 112A Maternal and Newborn Health
Nursing 112A builds upon the nursing theory and skills learned in Nursing 111. Performance improves after the novice has experience coping with real situations. More sophisticated rules guide the student as they focus on the childbearing family. The advanced beginner is encouraged to consider more objective facts as they concentrate on wellness in addition to psychosocial needs. The nursing process is used to assist families to an optimal level of wellness. Communication skills are demonstrated through purposeful interactions and 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. 1.0 Lab. 3.5 Clinical. (Per Departmental Standards Version of NUR 112A, approved by Academic Affairs on 5/13/2010)

NUR 112B Medical/Surgical 1
Nursing 112B builds on the nursing theory and skills learned in Nursing 111. Performance improves after the novice has experience coping with real situations. More sophisticated rules guide the student as they focus on clients undergoing surgery, clients with problems in mobility, as well as, multiple health concerns. The advanced beginner is encouraged to consider more objective facts as they focus on health restoration and promotion.
The nursing process is used to assist individuals and families to an optimal level of health. 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 Co-requisites: BIO 204 and PSY 233. Co-require: NUR 112A. 3.5 cr. 2 Lec. 1.0 Lab. 3.5 Clinical. (Per Departmental Standards Version of NUR 112B, approved by Academic Affairs on 12/11/14)

NUR 115 A,B 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 112 A&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.

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 and BIO 204. 3 cr. 3 Lec. (Per Departmental Standards Version of NUR 212, approved by Academic Affairs on 12/11/14)

NUR 231A Medical/Surgical II
NUR 231A builds on the nursing theory and skills previously learned. Performance improves after the advanced beginner has experience coping with more complex real situations. Previously learned concepts are expanded and guide the student as they focus on clients with endocrine, nutrition, elimination, and psychosocial responses leading to illness of an acute/chronic nature. The competent student begins to develop a plan of care based on the considerable conscious, abstract, analytic contemplations of the problem and begins to achieve efficiency and organization. The student develops long-term goals for clients expanding the attributes of current to future situations. Principles of health teaching are integrated and 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, NUR 212. Co-require: NUR 231B. 5 cr. 3 Lec. .75 Lab 5.25 Clinical. (Per Departmental Standards Version of NUR 231A, approved by Academic Affairs on 12/11/14)

NUR 231B Psychosocial Nursing
NUR 231B Psychosocial Nursing provides students expansion of application in the use of the nursing process to treat people with actual or potential mental health problems or psychiatric disorders. Students continue to promote and foster health and safety; assist people to regain or improve their coping abilities, maximize strengths, and prevent further disability. Focus on nursing care which promotes and supports the emotional, mental and social well-being of the client and family while experiencing stressful events as well as clients with acute or chronic mental illness. Nursing 231B builds on theory and skills previously learned. The performance of the competent nursing student is to establish a perspective and the plan of care is based on considerable conscious, abstract, analytical contemplation of the problem. 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, NUR 212. Co-require: NUR 231A. 5 cr. 3 Lec. 5.25 Clinical .75 Lab. (Per Departmental Standards Version of NUR 231B approved by Curriculum Committee on 9/14/17)

NUR 232 Medical/Surgical III
NUR 232, Medical/Surgical III provides the proficient nursing student with more complex patients. This allows the student to utilize previously learned aspects and apply those to more critically ill clients. NUR 232 focuses on nursing care requirements in response to clients with complex respiratory, cardiac, mobility, neurological, genitourinary, sensory perception and communication issues from infancy to senescence. The proficient student nurse learns from experience what typical events to expect in a given situation and how plans need to be modified in response to these events. Students are able to prioritize, analyze, plan and evaluate patient responses. The use of case studies enhances their ability to grasp situation and share situations where they felt successful and thought their interventions made a difference. Principles of rehabilitation and health teaching are integrated throughout the course. The student has the opportunity to function in a leadership role, collaborate with the health care team, and use the nursing process in providing care to individuals and groups of patients. Beginning management and organizational skills learned in Nursing 234 are applied in the management component of clinical.Prerequisite:NUR 231A, NUR 231B; Co-require:NUR 234;Prerequisite or Co-require: NUR 212. 10 cr. 6 Lec. 1.5 Lab. 10.5 Clinical. (Per Departmental Standards Version of NUR 232, approved by AAC on 10/11/12)

NUR 234 Nursing 5: Nursing Practice Seminar
Nursing 234, Seminar in Nursing, is a capstone course which allows nursing students to qualitatively explore issues related to morality, ethics, legal responsibilities, legislative concerns, nursing research, and educational development. Students write their own contracts which allow them to explore aspects of the profession. The expert student nurse no longer relies on concrete rules to complete his or her understanding of the situation to an appropriate action. Prerequisite:NUR 231A, NUR 231B, NUR 212, Co-require: NUR 232, Co-require://Prerequisite: NUR 212. 2 cr. 2 Lec. (Per Departmental Standards Version of NUR 234, approved by Academic Affairs on 10/11/12)

OFFICE TECHNOLOGY (OFC)

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. (Per Departmental Standards Version of OFC 121, approved by Academic Affairs on 3/14/01)

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. (Per Departmental Standards Version of OFC 122, approved by Academic Affairs on 3/14/01)
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: none. 3 cr. 3 Lec. (Departmental Standards Version of OFC 126, approved by Academic Aff airs on 2/24/2011)

OFC 157 Professional Development and Skills Seminar
This weekly business seminar is designed to provide students with the skills necessary to succeed in obtaining employment. This course focuses on preparing for the job search process, writing a resume, interviewing techniques, and developing the interpersonal relationship skills necessary for a positive job attitude. Students will also have the opportunity to learn about the best ways to change careers or gain work experience and to practice meeting with business people in various business career fields. This seminar is a required prerequisite to a business internship experience. Prerequisite: None. 1 cr. 1 Lec. (Per Departmental Standards Version of OFC 157, approved by Curriculum Committee on 12/10/15)

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: none. 3 cr. 4 Lec./Lab. (Departmental Standards Version of OFC 211, approved by Academic Affairs on 2/24/2011)

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. (Departmental Standards Version of OFC 222, approved by Academic Affairs on 4/8/04)

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. (Departmental Standards Version of OFC 225, approved by Academic Affairs on 09/25/2008)

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. 3 cr. 3 Lec. (Departmental Standards Version of OFC 226, approved by Curriculum Committee 11/29/18)

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. (Departmental Standards Version of OFC 245 - Approved by Academic Affairs on 11/20/97)

OFC 246 Medical Terminology and 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. (Departmental Standards Version of OFC 246 - Approved by Academic Affairs on 11/20/97)

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. (Departmental Standards Version of OFC 248 - Approved by Academic Affairs on 11/20/97)

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: Completion of the Professional Development and Skills Seminar (ACC 157/AGB 157/BUS 157/HOS 157/OF C 157/ or PLA 157 with a C or better) and successful completion of at least 24 credit hours in the curriculum including a program faculty letter of recommendation and consent of the Internship instructor, and completion of OFC 211 with at least a B average and approval from Office Technologies faculty. Medical option students must also have completed OFC 245 with at least a B average. 3 cr. 1 Lec./6 Lab. (Departmental Standards Version of OFC 275 - approved by Curriculum Committee on 2/25/16)

PARALEGALISM (PLA)

PLA 101 Introduction 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. (Departmental Standards Version of PLA 101, approved by Academic Affairs on 04/30/09)

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. (Per Departmental Standards Version of PLA 112, approved by Academic Affairs on 4/8/04)

PLA 157 Professional Development and Skills Seminar
This weekly business seminar is designed to provide students with the skills necessary to succeed in obtaining employment. This course focuses on preparing for the job search process, writing a resume, interviewing techniques, and developing the interpersonal relationship skills necessary for a positive job attitude. Students will also have the opportunity to learn about the best ways to change careers or gain work experience and to practice meeting with business people in various business career fields. This seminar is a required prerequisite to a business internship experience. Prerequisite: None. 1 cr. 1 Lec. (Per Departmental Standards Version of PLA 157, approved by Curriculum Committee on 12/10/15)

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. Prerequisites: None. 3 cr. 3 Lec. (Per Departmental Standards Version of PLA 211, approved by Academic Affairs on 09/25/2008)

PLA 213 Constitutional Law and American Society
This course will trace the American historical experience through an examination of major Supreme Court decisions. The course will focus on the impact of those decisions on political, economic, and cultural implications of American institutions and diversity groups by using a case study approach. The course examines Supreme Court decisions that affect America’s relationships with the rest of the world. Supreme Court decisions from key U.S. Constitutional provisions such as the 14th Amendment, Bill of Rights, Commerce Clause, and Articles 1, 2 and 3 will be the main focus of the course. Prerequisites: ENG 100 with C or better or CPT into ENG 101 or co-requisite of ENG 101. 3 cr. 3 Lec. (Departmental Standards Approved by Academic Affairs 10/30/14). This course fulfills the following SUNY General Education learning outcome: Humanities, or Western Civilization.

PLA 221 Family and 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. (Per Departmental Standards Version of PLA 221, approved by Academic Affairs on 09/25/2008)

PLA 222 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. (Per Departmental Standards Version of PLA 232, approved by Academic Affairs on 09/25/2008)

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. (Per Departmental Standards Version of PLA 242, approved by Academic Affairs on 09/25/2008)

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: Completion of the Professional Development and Skills Seminar (ACC 157/AGB 157/157/HOS 157/OFHC 157/ or PLA 157 with C or better) and successful completion of at least 24 credit hours in the curriculum including a program faculty letter of recommendation and consent of the Internship Instructor, and completion of PLA 101 and 112 with at least a B average in each course and permission from Paralegal faculty. 3 cr. 1 Lec. 6 Lab. (Departmental Standards Version of PLA 275 approved by Curriculum Committee on 2/25/16)

PHILOSOPHY (PHI)

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. (Departmental Standards Version of PHI 101) This course fulfills the following SUNY General Education learning outcome: Humanities, or Western Civilization.

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. (Per Departmental Standards Version of PHI 221, approved by Academic Affairs on 10/18/01). This course fulfills the following SUNY General Education learning outcome: Humanities.

PHYSICAL EDUCATION (PED)

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. (Departmental Standards Version of PED 109 - approved by Academic Affairs on 4/29/99)

PED 110 Archery
PED 110 is an activity class designed to teach students the fundamental knowledge and skills of the sport. 1 cr. 2 Activity. (Per Departmental Standards Version of PED 110 - approved by Curriculum Committee on 2/8/18)
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. (Departmental Standards Version of PED 171)

PED 174 Nordic Sports
Nordic Sports is an activity class designed to teach students the fundamental knowledge and basic skills of cross country skiing and snowshoeing. Equipment is provided (skis, poles, ski shoes and snowshoes). Prerequisites: None. 1 cr. 2 Activity. (Per Departmental Standards Version for PED 174, approved by Academic Affairs on 1/23/2014)

PED 175 Flat Water Sports - Stand Up Paddling (SUP) and Kayaking
This course is designed to introduce students to the fundamental skills necessary to navigate flat water while using a stand up board or kayak. This course allows both the novice and the experienced paddler a chance to learn and perfect the SUP and/or kayak paddling techniques. An appreciation for the natural environment and a lifetime of physical activity are stressed throughout the course. Water safety will also be emphasized. Equipment is provided. Prerequisites: none. 1 cr 2 activity. (Per Departmental Standards version of PED 175- approved by Academic Affairs 11/13/14)

PED 176 Winter Sports (Skiing and Snowboarding)
Winter Sports is an activity class designed to teach students the fundamental knowledge and basic skills of downhill skiing and snowboarding. Students will learn and develop sound skills of downhill skiing and snowboarding as lifetime leisure activities. Each class will consist of a specific lesson and an ample amount of practice time to work on skills and explore the many runs available. Equipment is provided (skis, boots, poles, and snowboards). 1 cr. 2 other (per Departmental Standards for PED 176 approved 12/10/15)

PED 177 Court Sports
Court sports is an activity class designed to teach students the fundamental knowledge and skills of racquetball and pickleball. 1 cr. 2 contact. Pre-requisite: none. (Per Departmental Standards version of PED 177 approved by Curriculum Committee 11/9/17)

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. 1 cr. 2 Lab. (Per Departmental Standards Version of PED 178, approved by Curriculum Committee 9/27/18)

PED 179 Advanced Dance
Advanced Dance will present an extended study of classical ballet, lyrical dance, traditional and modern jazz. Prerequisite: Introduction to Dance - PED 169 or permission of instructor. 1 cr. 2 Lab. (Per Departmental Standards Version of PED 179 - Approved by Curriculum Committee 9/27/18)

PED 180 Wellness
PED 180 is a lecture course designed to introduce basic concepts of wellness. Establishment of lifelong wellness behavior will be stressed based on the seven dimensions of wellness (Social, Physical, Intellectual, Emotional, Spiritual, Environmental and Occupational). 1 cr. 1 Lec. (per Departmental Standards Version of PED 180 approved 12/10/2016)

PED 182 Strength Training
Strength Training is an activity class designed to improve student knowledge and the skills needed for developing, implementing and evaluating a training program with the emphasis on increasing and
improving muscular strength and muscular endurance. This is an advanced strength training class. Not intended for a beginner. Prerequisite: Must have previous practical experience with strength training equipment. 1 cr. 2 lab. (per Departmental Standards version PED 182 approved by Curriculum Committee 9/27/18)

**PED 184 Power Walking**
Power Walking is a comprehensive fitness program utilizing a cardiorespiratory activity and emphasizing lifestyle fitness and wellness. 1 cr. 2 Lab. (Departmental Standards Version of PED 184 - approved by Academic Affairs on 11/2/98)

**PED 188 Team Sports**
Team sports is an activity class designed to teach students the fundamental knowledge and skills of basketball and volleyball. 1 Cr. 2 Activity Pre-requisite: none. (per Departmental Standards version of PED 188 approved by Curriculum Committee 2/8/18)

**PED 191 Adventure Activities**
Adventure Activities is an activity class designed to involve innovative warm-up and conditioning exercises, group cooperation, personal and group problem solving initiatives, spotting skills, trust activities, and skills associated with individual challenges in an adventure setting. These activities will enable students to learn trust, cooperation, and healthy risk-taking behaviors in a supportive and safe environment. 1 cr. 2 Lab. (Per Departmental Standards Version of PED 191, approved by Academic Affairs on 12/10/2015)

**PED 192 Physical Conditioning**
Physical Conditioning 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. (Per Departmental Standards Version of PED 192, approved by Academic Affairs on 12/10/2015)

**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. Strong emphasis will be placed on the appropriate relationship between people and the natural environment. Class will meet three times. The first class will be a four hour instruction/orientation to the class, review of all 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 195 Backpacking- Overnight Stay Required**
Backpacking is an activity class designed to involve students in the planning, resourcing, and conducting an overnight group trip. Participants will learn about technical equipment such as tents, packs, stoves, and sleeping bags. Skills in navigation, cooking, low impact camping and other techniques necessary to practice this outdoor activity safely and successfully will be covered. Prerequisite: PED 194 Hiking; or permission of instructor. For safety reasons, student to instructor ration must not exceed 7:1 (NYS DEC Guidelines). 1 cr. 2 contact hrs. (Per Departmental Standards Version of PED 195, approved by Academic Affairs on 03/15/2013). 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 backpacking days off campus.

**PED 196 Wilderness Camping**
Wilderness Camping is an activity class designed to provide basic fundamentals of camping. The class will involve students in the planning, resourcing, and safely conducting an overnight camping trip. 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. Class will meet three times. The first class will be a four hour instruction/orientation to the class, review of all course requirements and expectations, equipment needed, compass training, map reading, and class waivers. The two remaining classes will be specific camping days off campus. Pre-req: None. 1 Cr. 2 Contact. (per Departmental Standards version of PED 196 approved by Curriculum Committee 11/9/17)

**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. (Departmental Standards Version of PED 201 - approved by Academic Affairs on 2/11/99)

**PED 202 Sport in Society**
This course provides students with an in-depth study of the social dimensions of sport in a modern industrialized society. Substantive topics may include: sexism and racism in sport; sport and the mass media; deviance in sport; sport and social mobility; and the relationship of sport with religious, political and economic structures. The course is concerned with the application of the sociological perspective to a variety of contemporary issues and will enable the student to better understand how sport affects and reflects American culture. Prerequisites: None. 3 cr. 3 lec. (Per Departmental Standards Version of PED 202, approved by Academic Affairs on 12/9/2010)

**PHYSICS (PHY)**

**PHY 131 General Physics 1**
This course is the study of fundamental laws and principles underlying physical phenomena. Emphasis is placed on mechanics, heat, waves, and motion. A background including trigonometry and high school Physics experience is very helpful. Satisfies Math/Science curriculum laboratory science requirement. Prerequisite: College placement testing above, or successful completion of, MTH 166 or higher (excluding MTH 174 and MTH 184) or Precalculus secondary school math with permission of Department. 4 cr. 3 Lec. 3 Lab. (Per Departmental Standards Version of PHY 131, approved by Academic Affairs on 4/22/02). 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. (Departmental Standards Version of PHY 132 - approved by Academic Affairs on 5/14/99.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences.

**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 I), or the permission of the instructor. 4 cr. 3 Lec. 3 Lab. (Per Departmental Standards Version of PHY 143, approved by Academic Affairs on 5/10/07). 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, sound, AC circuits, optics, and relativity Prerequisite: Successful completion of PHY 143 - Science and Engineering Physics 1 or an introductory, calculus-based physics course and Pre or Co-requisite: MTH 241- Calculus 3 or MTH 242- Differential Equations. 4 cr. 3 Lec. 3 Lab. (per Departmental Standards Version of PHY 144 - approved by Curriculum Committee 3/8/18)

**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 143- Science and Engineering Physics 1 and Prerequisite/corequisite: MTH 241- Calculus 3 or MTH 242- Differential Equations. 4 cr. 3 Lec. 3 Lab. (Departmental Standards Version of PHY 145 - approved by Curriculum Committee 2/8/18). This course fulfills the following SUNY General Education learning outcome: Natural Sciences.

**POLITICAL SCIENCE     (POL)**

**POL 121 Introduction 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. (Per Departmental Standards Version of POL 121, approved by Academic Affairs on 10/28/99.) 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. (Per Departmental Standards Version of POL 122, approved by Academic Affairs on 10/28/99.) This course fulfills the following SUNY General Education learning outcome: Social Sciences.

**POL 126 World Affairs**
The course is an introduction to modern world affairs with 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 in Asia, Africa, and Latin America; tension areas and security issues; political economy; human rights; relationships among leading nations of the world; and a regional case study. This course satisfies SUNY General Education learning outcomes for Other World Civilization/postions. Prerequisite: CLS 099 or CPT Reading Test at 71 or >, and pre/co-requisite ENG 100 or CPT ENG 101. 3 cr. 3 Lec. (Per Departmental Standards Version of POL 126, approved by Academic Affairs on 4/23/15). This course fulfills the following SUNY General Education learning outcome: Other World Civilization.

**POL 205 Power in the U.S.**
An examination of the structure of power in American society and its relations to political ideas and institutions, the economy and foreign policy. Attention is focused on the viability of present political processes, the gains and costs of the American political economy and the role of citizens and non-governmental institutions in contemporary American life. Where possible, a seminar approach will be used. Prerequisite: 3 credits in Political Science or permission of instructor. 3 cr. 3 Lec.

**PSYCHOLOGY     (PSY)**

**PSY 120 Creating Success in Life and College**
This interdisciplinary course is designed to help students develop essential skills to successfully become active, responsible learners. The course embraces a humanistic approach to success, which will assist participants in becoming actively involved in the direction of their lives through understanding the role of communication competences and personal self growth when making purposeful decisions. Topics will focus on life skills such as self-management and self-actualization, interdependence, clear self expression, role definition, personal responsibility, and self-motivation strategies. Prerequisite: none. 3 cr. 3 lec. (Per Departmental Standards Version of PSY 120, approved by Academic Affairs on 2/24/2011)

**PSY 130 Psychology for Life: Personal Growth and Development**
This applied psychology course is designed to help you gain self-awareness and understanding 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 interpersonal problems, and develop effective strategies for changing your behavior. This course is suitable for students enrolled in CLS 099 and/or ENG 099. Pre-requisite: none. 3 Cr. 3 Lec. (per Departmental Standards version of PSY 130 approved by Curriculum Committee 2/23/17)

**PSY 133 Introduction 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- Completed CLS 099 or CPT Reading Test Score of 71 or above AND Co-requisite ENG 100 or CPT into ENG 101. 3 cr. 3 Lec. (Per Departmental Standards Version of PSY 133, approved by Academic Affairs on 02/14/2013). 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; psychological, social, and emotional development; schooling and development; adult/child interaction; methods of research and assessment; and multicultural and current issues in child and adolescent development. (Not open to students with credit in PSY 233.) Prerequisite: PSY 133. 3 cr. 3 Lec. (Per Departmental Standards Version of PSY 220, approved by Academic Affairs on 10/9/14). 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. (Departmental Standards Version of PSY 232 - approved by Academic Affairs on 5/13/99.) 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. (Per Departmental Standards Version of PSY 233, approved by Academic Affairs on 10/14/99.) This course fulfills the following SUNY General Education learning outcome: Social Sciences.

**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. (Departmental Standards Version of PSY 235 - approved by Academic Affairs on 2/11/99.) This course fulfills the following SUNY General Education learning outcome: Social Sciences.

**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, the processes of dying and grieving, end-of-life care, and legal issues surrounding death and dying. Death is examined as a part of life, with the idea that learning to communicate about death will improve the quality of life and our relationships. Prerequisite: PSY 133 or SOC 144. 3 cr. 3 Lec. (Per Departmental Standards Version of PSY 239, approved by Curriculum Committee 3/7/19.) This course fulfills the following SUNY General Education learning outcome: Social Sciences.

**PSY 252 Behavioral Statistics & Research Methods in Psychology**

This course examines scientific research methodology as it is applied to psychological 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. Statistical methods of central tendency, dispersion, correlation, regression, and ANOVA will be included. Lectures in this course will alternate with laboratory activities in which students will gain hands-on experience with different aspects of the research process. Students will complete an original research project. Prerequisite: PSY 133 and ENG 101, Pre/Co-requisite: MTH 174. 3 cr. 2 Lec. 2 Lab. (Per Departmental Standards Version for PSY 252, approved by Curriculum Committee on 11/29/18)

**SCIENCE (SCI)**

**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. (Per Departmental Standards Version of SCI 107, approved by Academic Affairs on 4/22/02.) 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. MTH 133 is preferred as a prerequisite as opposed to MTH 125. Prerequisites: ENG 100 or placement into ENG 101. Pre or Co-Requisites: MTH 125, MTH 133, or placement into MTH 155 or higher. 3 cr. 3 Lec. (Per Departmental Standards Version of SCI 110, approved by Academic Affairs on 03/14/2013.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences.

**SCI 199 Interdisciplinary Science and Mathematics**

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. (Per Departmental Standards Version of SCI 199, approved by Academic Affairs on 10/11/00.) This course fulfills the following SUNY General Education learning outcome: Mathematics, or Natural Sciences.

**SOCIOLGY (SOC)**

**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: ENG 100 or CPT into ENG 101. 3 cr. 3 Lec. (Per Departmental Standards Version of SOC 144, approved by Academic Affairs on 09/27/2012.) 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 for studying marriage and family; gender, mate selection, love and sex, marriage, divorce and remarriage, parenting; the political economy of family; abuse and violence, family diversity, and social change. This course satisfies SUNY General Education learning outcomes for Social Science. Prerequisite: ENG 100 or placement testing into ENG 101. 3 cr. 3 Lec. (Departmental Standards Version of SOC 241 - approved by Academic Affairs on 10/9/14.) This course fulfills the following SUNY General Education learning outcome: Social Sciences.
SOC 243 Race, Ethnicity, and Cultural Minorities
Employing the sociological method and the sociological imagination, this course will examine the realities and intersections of race, ethnicity, class, gender, and other minority groups in social life. Particular attention will be paid to how these social categories are structured by, and in turn contribute to the structuring of, social reality, and how these phenomena shape the identities and life experiences of individuals and social groups. Critical thinking will be strongly emphasized throughout the course. Prerequisite: SOC 144 and pre or corequisite ENG 101. 3 cr. 3 Lec. (Departmental Standards Version of SOC 243- approved by Academic Affairs 4/13/17). This course fulfills the following SUNY General Education learning outcome: Other World Civilization.

SOC 244 Social Problems
Social Problems provides a sociological perspective concerning major problems at the local, national, and global levels. This course examines both the objective and subjective sources of knowledge about social problems. Topics to be covered include, but are not be limited to: processes of social problem construction; the role of the media and other social actors; public reactions to social problems; potential solutions for problems. This sociological approach to the study of social problems and solutions reveals the social structure rather than the individual sources of problems in society. Prerequisite: SOC 144; Pre or Co-requisite ENG 101. 3 cr. 3 Lec. (Departmental Standards Version of SOC 244 - approved by Curriculum Committee on 9/15/16). This course fulfills the following SUNY General Education learning outcome: Social Sciences.

SOC 245 Criminology
This course entails an in-depth study of crime beginning with the demonological theory proceeding through classical biological, psychological and sociological explanations. Philosophical and historical comparisons of criminalological explanations are included. Major different types of crime and major social responses to crime are presented and analyzed. Prerequisite: SOC 144 and pre or co-requisite ENG 101. 3 cr. 3 Lec. (Departmental Standards for SOC 245- approved by Academic Affairs 4/13/17.) This course fulfills the following SUNY General Education learning outcome: Social Sciences.

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. Historical and contemporary juvenile justice systems and strategies for working with troubled youths will be examined. Prerequisite: SOC 144 and pre or co-requisite ENG 101. 3 cr. 3 Lec. (Departmental Standards Version of SOC 246 - approved by Academic Affairs on 4/13/17). This course fulfills the following SUNY General Education learning outcome: Social Sciences.

SPANISH (SPA)

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. Prerequisite: None. 3 cr. 3 lec. (Per Departmental Standards Version of SPA 111, approved by Academic Affairs on 03/11/2010). This course fulfills the following SUNY General Education learning outcome: Foreign Language.

SPA 112 Elementary 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. This course is open to students who have completed more than three years of high school Spanish, or SPA 122 or higher. Prerequisite: SPA 111, no more than three years of high school Spanish, 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. (Per Departmental Standards Version of SPA 112, approved by Academic Affairs on 03/11/2010). 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. The course is designed for students who have no background in Spanish. It is not open to native speakers or to students with more than two years of high school Spanish. This course 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. Approved AAC 9/25/2008. 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 pre-requisite (with a grade of C or better being strongly recommended) for successful completion of this course. This course is open to native speakers or to students with four years or more 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. Three Credit hours, 3 lecture hours. Approved by AAC 09/25/2008. 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 for this course. New
students should have completed at least four years of high school Spanish. This course is open to native speakers. Prerequisite: SPA 122, 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. (Per Departmental Standards Version, approved by Academic Affairs on 05/10/2012). 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 prerequisite for this course. New students should have completed at least four years of high school Spanish. This course is open to native speakers. Prerequisite: SPA 221, 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. (Per Departmental Standard Version, approved by Academic Affairs on 05/10/2012). This course fulfills the following SUNY General Education learning outcome: Foreign Language.

SPEECH/THEATER ARTS (STA)

STA 101 Fundamentals of Oral Communication
This is an introductory course designed to focus on the development of the responsible and proficient skills needed to succeed in formal and informal group, interpersonal, and life situations. The content of the course includes a study and practice of the oral communication process. This is a skills oriented course with a variety of activities emphasizing performance, observation, and evaluation of self and others. This course is not open to students who have completed STA 151 Public Speaking or BUS 127 Management Communication. 3 cr. 3 Lec. (Per Departmental Standards Version of STA 101,approved by Academic Affairs on 4/5/00.) This course fulfills the following SUNY General Education learning outcome: Humanities.

STA 120 Creating Success in Life and College
This interdisciplinary course is designed to help students develop essential skills to successfully become active, responsible learners. The course embraces a humanistic approach to success, which will assist participants in becoming actively involved in the direction of their lives through understanding the role of communication competences and personal self growth when making purposeful decisions. Topics will focus on life skills such as self-management and self-actualization, interdependence, clear self expression, role definition, personal responsibility, and self-motivation strategies. Prerequisite: none. 3 cr. 3 l.ec. (per Departmental Standards Version of STA 120,approved by Academic Affairs on 2/24/2011)

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. (Departmental Standards Version of STA 151.) This course fulfills the following SUNY General Education learning outcome: Humanities.

STA 161 Interpersonal Communication
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. (Per Departmental Standards Version of STA 161, approved by Academic Affairs on 5/14/98.) This course fulfills the following SUNY General Education learning outcome: Humanities.

STA 183 Introduction to Acting
This course is an introduction to drama as a performing art, with emphasis upon physical movement and the use of voice in the development of characterization. The student will have time to explore the craft using improvisation activities, voice, body movements, warm up and acting scenes. It is a functional approach to the basic techniques of acting with an in-class performance final. Prerequisite: None. 3 cr. 4 Studio. (Per Departmental Standards Version of STA 183, approved by Academic Affairs on 04/15/2010)

STA 211 Managing Conflict
This course is an initiation to the study of conflict management and resolution. It is designed to familiarize students with the theory of conflict as well as a wide range of problem/solving techniques for practical application. Topics include the role of power, goals, perception, listening, negotiation, compromise, mediation, and communication skills in conflict. This course satisfies a SUNY General Education learning outcome and is so doing the instructor may require that some student work be retained by Jefferson Community College to demonstrate student achievement in the designated outcome. 3 Cr 3 Lec. Prerequisite: STA 101, STA 151, STA 161, SOC 144, PSY 133, or BUS 131. (per Departmental Standards version STA 211 approved by Curriculum Committee on 3/9/17). This course fulfills the following SUNY General Education learning outcome: Humanities.

WINERY (WIN)

WIN 100 Northern New York Agriculture
This course introduces the diversity of Agriculture in Northern New York, and its economic impact in the region. Topics include; agriculture technology, agronomy, environmental issues, animal care systems, public perception of the industry, production agriculture, food security and safety, value added agriculture, biofuels, agro-tourism, and the economics of agriculture. Prerequisites: None. 3 cr. 3 Lec. (Per Departmental Standards Version of WIN 100, approved by Academic Affairs on 12/10/2013)

WIN 155 Enology
This course explores the art and science of wine making. Topics include each aspect of wine making from grape selection and harvesting through pressing, aging, temperature stabilization, and bottling. The health, environmental and regulatory issues related to production of wine will be included. Prerequisite: None. 3 cr. 3 Lec. (Per Departmental Standards Version of WIN 155, approved by Curriculum Committee on 3/8/18)

WIN 276 Hospitality/Winery Marketing and Operations 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 and successful completion of CUL 130 or permission of instructor.
ZOO TECHNOLOGY (ZOO)

ZOO 114 Domestic Animal Industries
This Zoo Technology class 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 zoo technology 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 ZOO 114. 1 cr hr. 1 Lec. 3 Lab. (Per Departmental Standards Version of ZOO 114, approved by Academic Affairs on 05/15/2014)

ZOO 115 Evolution of Zoos
This Zoo Technology 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 examine problems relating to private exotic animal ownership. Pre-req/ Co-Req: BIO 111 or higher and ZOO 114. 1 cr hr. 1 Lec. (Per Departmental Standards Version of ZOO 115, approved by Academic Affairs on 05/15/2014)

ZOO 116 Zoo Clinical 1
This course will complement material covered in ZOO 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 zoo technology 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 ZOO 114. 1 cr hr. 1 Cln. (Per Departmental Standards Version of ZOO 116, approved by Academic Affairs on 05/15/2014)

ZOO 117 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/zoo, 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- ZOO 114. 1 cr hr. 1 lec. (Per Departmental Standards Version of ZOO 117, approved by Academic Affairs on 05/15/2014)

ZOO 125 Zoo 2- Record Keeping and Regulations
This course will provide students with further study of zoo 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- ZOO 114, ZOO 115, ZOO 116 and BIO 111 or higher, Pre/Co Requisite-ZOO 126 and BIO 217 or BIO 218. 1 cr hr. 1 lec. (Per Departmental Standards Version of ZOO 125, approved by Academic Affairs on 05/15/2014)

ZOO 126 Zoo Clinical 2
This course will provide students with novel zoo workplace experience and practice of principles covered in other zoo technology courses. Students will adhere to AZA and USDA standards, practice oral and written communication skills and participate in a JCC zoo technology 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 hr. 6 cln. (Per Departmental Standards Version of AMG 126, approved by Academic Affairs on 05/15/2014)

ZOO 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 Program's SPIDER framework, students will practice developing and implementing animal enrichment activities. Pre-Requisites- ZOO 114, ZOO 115, and BIO 111 or higher. 1 cr hr. 1 lec. (Per Departmental Standards Version of ZOO 205, approved by Academic Affairs on 05/15/2014)

ZOO 215 Zoo 3: Exhibit Design and Maintenance
This course will reinforce principles covered in previous zoo technology 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 ZOO 126. Pre or Co-requisites: BIO 217 or BIO 218. Concurrent enrollment: ZOO 216. 1 cr hr. 1 lec. (Per Departmental Standards Version of ZOO 215, approved by Academic Affairs on 05/15/2014)

ZOO 216 Zoo Clinical 3
This course will provide students with novel zoo workplace experience and further practice of principles covered in other zoo technology courses. Students will adhere to AZA and USDA standards, practice oral and written communication skills and participate in a JCC zoo technology 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 ZOO 125 and ZOO 126. Pre or Co-requisites: BIO 217 or BIO 218. Concurrent enrollment in ZOO 215 is required. 2 cr hr. 6 cln. (Per Departmental Standards Version of ZOO 216, approved by Academic Affairs on 05/15/2014)

ZOO 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. (Per Departmental Standards Version of ZOO 220, approved by Academic Affairs on 05/15/2014)

**ZOO 225 Zoo 4: Action Project Experience**
This capstone course will reinforce principles covered in previous zoo technology courses. Class topics will include chemical immobilization of zoo animals, use of darts and remote immobilization equipment, contemporary zoo issues and zoo/workplace skills. Students will draw upon their cumulative zoo technology 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. Workshops and a field trip will provide further opportunity to compare the facilities and practices of different zoos. Prerequisites: ZOO 215, ZOO 216 and BIO 217 or BIO 218. 1 cr. 3 lab. (Per Departmental Standards Version of ZOO 225, approved by Academic Affairs on 9/25/2014)

**ZOO 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 zoo technology 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: ZOO 215, ZOO 216, ZOO 220 and BIO 217 or BIO 218. Pre or Co-requisites: ZOO 250 and ZOO 225. 2 cr. 6 cln. (Per Departmental Standards Version of ZOO 226, approved by Academic Affairs on 05/15/2014)

**ZOO 250 Introduction 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: ZOO 215 and ZOO 216, or BIO 131 or higher. Co-requisite: ZOO 226. 2 cr. 2 lec. (Per Departmental Standards Version of ZOO 250, approved by Academic Affairs on 05/15/2014)

**ZOO 275 Zoo Technology Internship 1**
The Zoo Technology 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 zoo technology. Placements will provide students with novel experiences and reinforce the principles taught in other Zoo Technology Program courses. The internship site is not required to be in the Watertown area. Prerequisites: ZOO 125 & ZOO 126 or ZOO 215 & ZOO 216 and successful application to an animal internship position. 3 cr. 1 Lec. 6 lab. (Per Departmental Standards Version of ZOO 275, approved by Academic Affairs on 05/15/2014)

**ZOO 276 Zoo Technology Internship 2**
Zoo Technology 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 zoo technology. ZOO 276 is a continuation of ZOO 275. However, with instructor approval, the student may choose a different internship host from ZOO 275. The internship site must provide novel work experience and is not required to be in the Watertown area. Prerequisite: ZOO 125 & ZOO 126 or ZOO 215 & 216. Prerequisite or Co-requisite: ZOO 275 and Successful application to an animal internship position is required. 3 cr. 1 Lec. 6 Lab. (Per Departmental Standards Version of ZOO 276, approved by Academic Affairs on 05/15/2014)
Every Journey requires a map whether it’s a Google electronic map or a piece of paper. Your college journey is no different. Educational Planning and Academic Advisement is the process of setting your educational goals and determining the best path to the end of your educational journey. It is critical that you play an active role in this process from start to finish.

Student in their first academic year, or first 30 credits, are assigned both an Educational Planner and a Faculty Advisor in their curriculum. Educational Planners are experts in their assigned degree programs and maintain close ties with faculty, department, and division leadership.

The Educational Planner will:
• Assist in ensuring a smooth and successful transition to the rigors of the academic environment
• Provide occupational and career assessment to assist students in selecting the correct program
• Advise students on their degree program and alternatives
• Begin the college transfer or job search discussions and decision making process

Accommodative Services Office (ASO)
Deans Collaborative Learning Center, 1st Floor / 315-786-2288 / accessibility@sunyjefferson.edu

The ASO 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 members of the ASO staff. The result of such cooperation is a supportive environment that promotes equal access for all students. Exams and quizzes for students with approved accommodative needs are coordinated through the Testing Center.

Definition and Overview
JCC provides equal 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 Amendments Act of 2008 as “having a physical or mental impairment that substantially limits one or more major life activities; having a record of such an impairment; or being regarded as having such an impairment.”

It is the student’s responsibility to initiate a request for eligibility review by contacting the Disability Specialist (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 -
• Apply and be accepted to Jefferson Community College through the regular admissions or continuing education processes.
• Submit current and comprehensive documentation of the specific disability or disabilities along with a completed confidential registration form to the ASO on the first floor of the Deans Collaborative Learning Center. 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.
• Make an appointment to meet with the Disability Specialist to discuss reasonable accommodations and complete the intake process.

Residence Hall/Dining Accommodations
Reasonable housing/dining accommodation requests are reviewed on a case-by-case basis, and are determined upon the supporting documentation that is provided. All requests must go through the Accommodative Services Office located on the first floor of the Deans Collaborative Learning Center. Students must complete and submit a Request for Housing/Dining Accommodation form. Once the Housing/Dining Accommodation form has been received the student will receive a packet of information to fill out and return to the disability specialist.
General Services for Students with Disabilities
The ASO regularly offers the following services for students with disabilities:
- Admissions placement testing
- Accommodations process orientation
- Campus faculty and staff liaison
- Classroom accommodations
- Note taking coordination
- Supplemental tutoring referral
- Advocacy
- Local, state, and federal agencies liaison
- High school resource
- Residence Hall and dining accommodations

Assistive Technology
JCC provides accessible computer technology and assistive equipment. The disability specialist 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 assistive technology is available at Jefferson Community College to assist students with documented disabilities. Students who wish to access accommodations are required to document disabilities with the ASO.
- 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
- Digital Voice Recorders
- Trackballs
- Microsoft Windows Accessibility
- VERA
- Voice Recorders
- Word Prediction
- Dragon Naturally Speaking
- Academic Testing Services/Exam Accommodations
- Approval of Service/Therapy Animals per Jefferson procedures
- Talking Calculator

Affirmative Action / Diversity Office / Student Compliance Office
Affirmative Action/Diversity Office: Lansing Administration Building, Room 1-108 / 315-786-2279
Student Compliance: Lansing Administration Building, Room 1-102 / 315-786-2237

Jefferson Community College provides support for students with concerns regarding discrimination based on race, color, national origin, religion, creed, age, disability, sex, gender identity, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction, or other civil rights issues. The Affirmative Action/Diversity and Student Compliance Offices are responsible for the College’s compliance with the Civil Rights Acts of 1964 and 1991, Title IX of the Education Amendments Act of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Students may seek counseling or advocacy by consulting directly with the College Affirmative Action Office or one of the Student Compliance Offices.

Career Services
Deans Collaborative Learning Center, 1st Floor / 315-786-2288 / mgefell@sunyjefferson.edu

Career Services at JCC are designed to meet the vocational and educational needs of incoming and current students. Career Services also supports the academic and student support initiatives of the Jefferson faculty and staff. All Career Services programming is supported through the American Counseling Association, the National Association of Colleges and Employers, and the State University of New York Career Development Organization. We subscribe to their respective Code of Ethics and Standards of Practice. Confidentiality is maintained in all career counseling sessions unless waived for the purpose of student advocacy.

Career Counseling is provided to students throughout various points in their college careers as they plan, or change their academic majors and explore their career pathways. Through personalized career counseling sessions, students discuss their personal, educational, and career-related thoughts in a supportive environment. A professional Career Counselor holistically explores with them various career fields and the prospective occupations that are related to their respective interests, education, personality, values, skills, and lifestyles, thus helping to confirm which academic program of study is the most appropriate to pursue to eventually meet their personal and professional goals.

To supplement the career counseling process, there are a variety of Personality and Career Inventories which can be administered and interpreted. Career Coach, the Strong Interest Inventory, the Holland Self-Directed Search, the System of Interactive Guidance and Information (SIGI), the Personality Preference Exercise, and the Myers-Briggs Personality Inventory may be recommended to help students optimize academic and career choices.

We also network with campus and community professionals who mentor our students in our Job Shadowing and Informational Interviewing program, “Sharing Knowledge, Shaping Futures.” This relationship further strengthens the career exploration process and gives students the chance to observe, and interview working professionals as they compare their occupations of interest.

Visit www.sunyjefferson.edu for the most current information.
Career workshops, fairs, and presentations are also brought into JCC classrooms and club meetings, as well as other campus, and external venues such as local high schools, businesses, and social agencies.

**Career Readiness and Job Placement Services**  
Deans Collaborative Learning Center, 1st Floor / 315-786-2288 / hbartlett@sunyjefferson.edu

College readiness counseling and related job placement activities offer practical assistance to students seeking employment. We work collaboratively to assist students seeking campus employment in the federally-based work study, and campus-based student aid employment programs. Career Readiness and Job Placement Services assists students with their employability prospects in the local, regional, and national labor market as well. Support is provided in the coordination of student employment credentials with ongoing resume and cover letter development and critiques, and mock interviewing sessions.

We host individual campus visitations for employer and military recruiters, and also bring them together with students during career, and employment fair programming. Employers are assisted in posting their employment opportunities for students through the employment network, CANNONlink and assistance is provided for all employers; screening job postings, networking with staff, faculty and students, and referring candidates to meet the needs of the employers.

Job Placement Services present targeted workshops on cover letter and resume writing development, professional interviewing techniques, and labor market trends and job searching, and various other employment topics of interest.

An annual Graduate Survey is administered to Jefferson graduates by the Office of Institutional Research and reports information about the employment plans of our graduates upon their graduation.

**Collegiate Science & Technology Entry Program (CSTEP)**  
Deans Collaborative Learning Center, 1st Floor / 315-786-2396 / CSTEP@sunyjefferson.edu

CSTEP is a New York State Department of Education grant funded program that provides support services to promote students’ academic success in preparation for majors leading to careers in mathematics, science, technology and health-related fields and/or licensed professions. CSTEP program benefits include:

- Supplemental instruction in chemistry, biology, physics, engineering, human services and math “gateway courses”
- Paid Internship and research opportunities
- Increased access to professional development opportunities
- Trips/Tours and conference opportunities
- Academic, career and personal counseling
- Social activities
- Winter and Summer Programs
- Financial assistance with college applications
- Academic enrichment activities
- Meet new people and become a part of the CSTEP family

To be eligible for CSTEP, candidates must be a New York State resident, attending Jefferson full-time (taking a minimum of 12 credit hours), pursuing licensure in a professional field and identify as a member of a historically disadvantaged ethnicity.

All CSTEP applicants must complete the Jefferson Community College application and CSTEP application, both available online at www.sunyjefferson.edu.

**New Student Services: Orientation Leaders/Peer Mentors**  
McVean Student Center, Room 4-104 / 315-786-6597 / newstudentservices@sunyjefferson.edu

New Student Services offers a variety of programming to assist students as they begin their journey at Jefferson. These various programs are designed to help students smoothly transition to campus by connecting the students with their peers and offering opportunities to get engaged and involved on campus. New Student Services events include:

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<tr>
<th>New Student Orientation</th>
<th>Welcome Week</th>
<th>Midterm Check In Event</th>
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<td>Campus tours</td>
<td>Chaos Patrol</td>
<td>Peer Mentor Engagement Programming</td>
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If you are interested in becoming a member of our student leadership team, stop in McVean Student Center, Room 4-104.
Educational Opportunity Program (EOP)
Deans Collaborative Learning Center, 1st Floor / 315-786-2288 / EOP@sunyjefferson.edu

EOP is a state-funded initiative that provides support services to students who despite being economically and academically disadvantaged, demonstrate the potential to successfully complete college. EOP services include but are not limited to:

- individual and academic counseling
- educational and career planning
- financial advisement
- limited financial assistance
- and a pre-freshman summer extended orientation program.

Eligibility criteria is as follows:

- First-time college students who meet academic and financial guidelines
- Transfer students who reside in New York State and were enrolled in a similar post-secondary opportunity program such as EOP, HEOP, SEEK, or College Discovery at a previous institution. Verification of previous status is required. An EOP Transfer Applicant Information Sheet is available at www.sunyjefferson.edu.
- Current students and re-entering students who were previously admitted to Jefferson as EOP students

Academic eligibility is determined by JCC and is based on the applicant’s high school records, and the college’s placement test scores. First-time college students must meet both academic and income guidelines. Priority is given to applicants from historically disadvantaged backgrounds.

All EOP applicants should complete the Jefferson Community College application online and answer the appropriate question to indicate their interest in EOP. This will begin the process for program consideration.

Athletics
McVean Center, Room 4-110 / 315-786-2232 / athletics@sunyjefferson.edu

As a member of the Mid-State Athletic Conference, Region III of the National Junior College Athletic Association, Jefferson Community College fields six varsity teams for men: basketball, baseball, golf, soccer, lacrosse, and cross country; and seven varsity teams for women: basketball, golf, softball, volleyball, soccer, lacrosse, and cross country. Students are admitted free to regularly scheduled home games and are encouraged to support the College teams.

Intramural Sports
The Athletic Department offers intramural programs and daily competitions throughout the year. Participants may choose to form their own team or join individually. Intramural sports are a great way to meet new people and add a level of enjoyment to your college experience without the time commitment intercollegiate athletics requires.

Fitness Center
Jefferson has a state-of-the-art Fitness Center on campus with fifteen strength training stations, seventeen cardio stations, free weights and a dance/aerobic room. The Fitness Center has personal trainers and 2 CrossFit certified staff members for expert advice and accurate fitness testing. Currently the Fitness Center offers Spinning, MixedFit, Yoga and Crossfit classes. Schedules of JCC’s athletic games, intramural schedule and fitness classes are listed online at www.cannoneerathletics.com.

Faculty Student Association
Guthrie Building, Room 2-014 / 315-786-2354 / fsa@sunyjefferson.edu

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 and has since seen tremendous growth as the needs of the College and the mission of the Association have evolved. Today, FSA manages the contracts for the bookstore, dining services including the Courtyard, Stone Wall Market, the Smooth Brew Cafe featuring Starbucks in the CLC building, vending, cleaning services, and Jefferson Campus Care. In addition, the FSA-LLC owns East Hall, the College’s on-campus student housing, which is operated in partnership with Jefferson Community College. FSA also provides accounting services to student organizations and other groups on campus. FSA 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 Bookstore
The Bookstore carries a large variety of school supplies, required course materials, uniforms, and JCC clothing and general merchandise. We offer used textbooks, textbook buyback, and have recently implemented an all-new digital textbook includED / access program. For more information, please visit the Bookstore in Building 6 or call us at (315) 786-2260. You can also check out our website at www.shopjcc.com for more information or to order books and supplies without waiting in line!

Dining Services
FSA offers a variety of services to meet the dining needs of the campus community.
The Courtyard Cafe, located in the McVean Center (Building 4), is the main dining venue on campus that offers meal plans and take-out. Hours of operation are posted online at www.jccdining.com.

The Stonewall Market, located on the ground level of Jules Center (Building 6), offers local products, artisan sandwiches, expanded grab & go items, seasonal items and more.

The Smooth Brew Cafe, located in the Collaborative Learning Center (Building 15), features fresh brew Starbucks coffee and handcrafted espresso drinks complimented by a full line of healthy fruit smoothies and cold beverages. The Smooth Brew Cafe also offers a full menu of specialty sandwiches, hot melts, wraps, salads, bagels, and a robust selection of sweet treats.

Cannon Cash
The FSA offers students the opportunity to establish a prepaid debit account on their SUNYCard. These accounts, known as Cannon Cash, offers JCC students, faculty and staff a convenient method for making purchases in the Bookstore, the Courtyard Cafe, the Stonewall Market, the Smooth Brew Cafe, via campus vending machines and in the Student Activities office.

At the beginning of each semester, for two weeks (only), students receiving financial aid may designate a portion of that aid to be added to their Cannon Cash account by making arrangements with Enrollment Services, Suite 6-010, Jules Center. For more information, call (315) 786-2437.

Cannon Cash can be added to a SUNYCard with cash, check, or credit card in the FSA office, Suite 2-014, Guthrie Building. To add Cannon Cash by phone with a credit card, call the FSA office at (315) 786-2354.

Funds may be added at any time; normally the account is debited at the time of purchase. Please note that it may take up to 24 hours for Cannon Cash to be activated.

SUNYCARD
All JCC students, faculty, and staff can go to Campus Safety and Security in the Deans Collaborative Learning Center (15-140B) to pick up their SUNYCard (new or replacement), which acts as a JCC photo identification card.

The SUNYCard can be used for meal plans and Cannon Cash; a convenient debit account accepted at locations across campus. It also provided access to the library, computer lab, fitness center, vending machines, East Hall, and students’ financial aid/student loan accounts. All cards will be issued Monday through Friday from 8 AM until 5 PM and by appointment only after hours. Please call (315) 786-2222 with any questions or to get entrance access during non-business hours. The cost of a student’s initial SUNYCard is included in their tuition. Replacements are available for a fee which needs to be paid for in the FSA office, Guthrie Building, Suite 2-014 prior to being issued.

Child Care
Jefferson Campus Care is a New York State licensed childcare facility on the campus of Jefferson Community College. The Center is accredited 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.

Health and Wellness Center
Building 17 / 315-786-2376 / jcs@sunyjefferson.edu

The Health and Wellness Center is staffed by a registered nurse, licensed clinical social workers and secretary, and is the location of the Jefferson Community School. The office is open Monday through Friday from 9:00 a.m. to 5:00 p.m. Summer hours may vary. A health care provider is available to see students during Fall and Spring semesters on Monday and Thursday from 12:00 p.m. to 1:30 p.m. There is no charge for office visits, but students are responsible for off-campus costs including laboratory work, pharmaceuticals, x-rays, supplies, injections and other off campus care. In addition to the health services listed below, other services available include a food pantry, and temporary/emergency transportation and childcare assistance.

Health Services:
- Basic care for illness and injuries and First Aid
- Health Guidance and health information
- Health and Accident insurance information and claim assistance
- Immunization Compliance oversight
- Influenza (Flu) and PPD (tuberculosis testing) clinics
- Personal counseling and veterans counseling
- Physician Assistant (no charge)
- Physicals required by program (on site or by arrangement)
- Referrals to specialists
- Lactation Room for breastfeeding or breast pump use
- Over-the-counter medications and limited health care items

Personal counseling services include short-term mental health/personal counseling, community referrals and student food pantry.
Retention Services
Deans Collaborative Learning Center, 1st Floor / 315-786-2288 / studentsuccess@sunyjefferson.edu

Retention Services assist students with navigating through the challenges of higher education. Students and coaches work together to develop proactive strategies to address academic concerns and life challenges. Academic success coaching services are available at no charge to JCC students. A comfortable area for individual and small-group study is available within the first floor suites and lounge.

Every student shares one commonality – goal completion. Retention Services support students who are interested in improving their academic performance, reaching their potential, and achieving completion of their goals. Whether that goal completion consists of a degree, certificate, or a single class your academic success coach will help you identify and move beyond obstacles that may hinder success.

Academic Success Coaches:
• Work with the student to successfully complete coursework, persist to a degree/certificate and graduate in a timely manner
• Provide workshops, tabling events, and programs on a wide variety of topics with special emphasis on the first year experience
• Offer assistance and crisis management to students in academic or life distress
• Assist students with specific test-taking strategies, test anxiety, project planning, study skills, note taking, time management, referrals and semester planning

Student Activities & Inclusion Office
Jules Center, Room 4-100 / 315-786-2431 / studentactivities@sunyjefferson.edu

The mission and philosophy of Student Activities & Inclusion Office is to contribute to a supportive, invigorating, and growth producing learning community for all students. Student Activities provides a variety of co-curricular opportunities for students to develop leadership skills; to take responsibility for their ideas, values and actions; to cultivate civic responsibility and effective interpersonal and self-management skills; and to experience connections with peers and others that will inspire self-confidence and provide support in completing their education. This is accomplished through readily available and varied activities and programming, including social, physical and educational activities. The Student Activities & Inclusion Office provides direction and assistance to clubs and organizations, and the Campus Activities Board. Additionally, students can find information about campus and area activities.

Clubs
Students have the opportunity to join established clubs or to form new clubs that are chartered and funded through Student Government. 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, just come to the Student Activities Center.

Judicial Board of Review (JBR)
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 Chief Judicial Officer.

Chaplain
A chaplain is available in the Gregor Buliding, Room 5-112, 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.

Campus Activities Board (CAB)
CAB at SUNY Jefferson is a student-run organization that provides a variety of quality entertainment and leadership opportunities for all students, allowing them to get involved on campus in a unique way. Not only do students gain incredible life skills through planning and running events, but they also enjoy experiences that they will remember for a lifetime with friends they’ll never forget. Students can join to plan exciting events for all students at JCC like Fall Fest, Spring Fest, live concerts, coffee houses, entertainers including comedians, hypnotists and magicians and many more. CAB’s events not only help student relax and enjoy their time on campus - they also often provide students with a much-needed break from studying. CAB provides students with experiences in planning, publicizing, budgeting and implementing programs that help them develop lifelong skills to complement their academic experiences at JCC. Any student at Jefferson is welcome and encouraged to get involved with CAB.

Student Government
McVean Student Center, Room 4-105 / 315-786-2374

Student Government is a unified body of dedicated students who work together to address the needs and concerns of JCC students to better serve both the students and campus community. Student Government is comprised of the Executive Board, the Student Assembly and committees. Student Government provides the following services for students:
• Serve as the student body’s liaison to campus committees and JCC administration
• Assist in the management of student fees
• Provide open forums for student voices
• Respond to students’ needs by creating innovative ideas that reflect the concerns of the campus community
Participation in Student Government is an effective way to share concerns and ideas and to learn about the various student activities that help support student learning outside the classroom. To meet your Student Government staff or to get involved stop in the Student Government Office in the McVean Student Center, Room 4-105.

**Testing Center**

*Deans Collaborative Learning Center, 1st Floor / 315-786-2288 / thetestingcenter@sunyjefferson.edu*

The Testing Center, located in the John W. Deans Collaborative Learning Center, 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.

Testing services include college placement testing, ability-to-benefit tests, College-Level Examinations (CLEP), DANTES Subject Standardized Test (DSST), other credit by exams testing and accommodative service exams and quizzes.

**Credit by Exam**

College-Level Examinations (CLEP) and DANTES Subject Standardized Test (DSST) exams are also administered by the Testing Center located in the John W. Deans Collaborative Learning.

CLEP offers you the opportunity to receive college credit for what you already know by earning qualifying scores on any of the 33 CLEP examinations. DSST also offers you college credit and are more career-oriented exams, compared with the CLEP, which are more academic subject-based. The DSST is offered in 38 subjects and administered through computer-based exams.

**TRIO Student Support Services / STAR**

*Deans Collaborative Learning Center, 1st Floor / 315-786-2288 / gthompson@sunyjefferson.edu*

STAR (Strategies to Achieve Results) 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 literacy 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; & 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 on file with the college, or meet the income guidelines. In addition, students must 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 student support services project, sponsored by a U.S. Department of Education Student Support Services grant in partnership with JCC's Enrollment Management & Student Life and Academic Divisions.

**Veterans Services**

*Collaborative Learning Center, 1st Floor / 315-786-2288 / cmcanamara@sunyjefferson.edu or sschulz@sunyjefferson.edu*

Jefferson Community College offers numerous Veterans services aimed at supporting our Veterans as they attain their educational goals. Services include, but are not limited to:

- Veterans only initial developmental Math and English courses
- Veteran professional tutoring services for math, English and writing
- Veterans book loan program
- Academic coaching and advising
- Veterans lounge with computers and printers
- VA outreach and workshops conducted on campus
- Veterans counseling through the VA on campus
Library and Tutoring Center
Deans Collaborative Learning Center, 2nd Floor / 315-786-2225 / library@sunyjefferson.edu

Located on the second floor of the John W. Deans Collaborative Learning Center (Building 15), the library and tutoring center supports students to succeed with resources and tutoring for the courses and curricula of Jefferson Community College.

General Collections - The Library contains approximately 38,000 book volumes and 2,269 microfilm reels, and currently subscribes to 90 periodicals and newspapers. Library databases provide access to over 82,000 full text periodical titles. Library users also have access to more than 366,000 electronic books. The Media Center owns 3,000 DVDs and other audio visual materials and 433 music CDs that support classroom instruction. Additionally online databases provide access to more than 45,500 streaming video titles.

JCC Library’s discovery service, known as Primo, provides single search access to the vast majority of the library’s resources both online and in the library, including articles, videos, print and electronic books. CannonCat, the library’s online catalog, provides access to JCC’s print collection, periodicals, and media holdings. The library is able to request research material (e.g. books and periodical articles, etc.) from other libraries via interlibrary loan. The library participates in the IDS project and interlibrary loan materials are delivered daily electronically or via courier.

Local History Room - The Local History Room contains a special collection of books, periodicals, manuscripts, pamphlets, and clippings about Watertown, Jefferson County, Fort Drum, 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.

Tutoring Center - The Library is also home to the Tutoring Center. Professional and peer tutors provide free one-on-one and group tutoring sessions in a variety of subjects. Drop-in group tutoring sessions for different courses are scheduled throughout the week. Students may make appointments for individual tutoring sessions with a professional tutor for writing. A drop-in math lab runs most of the day from 9 a.m. to 4 p.m. For more tutoring information, call 315-786-2321.
Non-Discrimination Policies

Affirmative Consent Policy
Affirmative consent is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant’s sex, sexual orientation, gender identity, or gender expression.

Seeking and having consent accepted is the responsibility of the person(s) initiating each specific sexual act regardless of whether the person initiating the act is under the influence of drugs and/or alcohol. Consent to any sexual act or prior consensual sexual activity between or with any party does not constitute consent to any other sexual act.

Consent may be initially given but withdrawn at any time. Consent cannot be given when a person is incapacitated. Incapacitation occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by the lack of consciousness, being asleep, being involuntarily restrained, or otherwise unable to consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent.

Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm. Persons under the age of 17 cannot consent. When consent is withdrawn or cannot be given, sexual activity must stop.

Consensual Relationship Policy
Jefferson Community College fully recognizes the power imbalance that may occur with any sexual or romantic relationship between faculty or staff and undergraduate students in the educational and working environments and fully supports SUNY’s efforts in combating the issue.

This policy applies to all faculty, staff and students. Failure to follow the terms of this policy will result in disciplinary action up to and including termination of employment.

Jefferson Community College strongly discourages any sexual or romantic relationship between faculty/staff members and students.

Sexual or romantic relationships between faculty/staff members and students are prohibited if there is a current supervisory relationship or if the student's course of study requires the academic or professional supervision of the faculty member, unless the relationship is disclosed and supervision is terminated in accordance with the policy.

Sexual or romantic relationships between faculty or staff, where this is a supervisory or reporting relationship between the participants, requires that each employee inform the Executive Director of Finance & Human Resources, Title IX Coordinator for Employees and their direct supervisor of the relationship.

Employees may not directly supervise their spouses, domestic partners, or other family members (related parties). In addition, employees should neither initiate nor participate in institutional decisions concerning related parties.

In the instance of a sexual or romantic relationship in the workforce, alternative supervisory roles are required to ensure that supervisors in a consensual sexual or romantic relationship with an employee are removed from any evaluation of the employee, and from any activity or decision that may appear to reward, penalize, or otherwise affect the employment status of the employee.

In the case of a pre-existing relationship or marriage, the relationship must be reported as required in this policy and alternative supervisory relationships will be established.

Alcohol and Drug Use Amnesty Policy
Policy Summary:
The health and safety of every student at Jefferson Community College is of utmost importance. Jefferson Community College recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) may be hesitant to report sexual violence, excessive intoxication, or substance abuse incidents due to fear of potential consequences for their own conduct.

Jefferson Community College strongly encourages students to contact campus officials or local law enforcement when they believe a person may be in need of assistance for intoxication, substance abuse or sexual violence. A bystander reporting in good faith or a victim/survivor reporting to Jefferson Community College officials or law enforcement will not be subject to campus conduct action for violations of alcohol and/or drug use policies occurring at or near the time of the incident. This policy applies to emergencies both on and off campus.
Provisions for Alcohol and Drug Incidents Only
A student who receives medical assistance for alcohol or drug use under this policy (not sexual violence) will be referred by the Dean of Students (or their representative) to a mandatory intervention and prevention program. Additionally, a student who calls for medical assistance for another student may be referred to this program at the discretion of the Dean of Students. This is not a Code of Conduct sanction or violation; however, failure to complete the intervention program may result in a violation of the Code of Conduct.

Repeated use of the amnesty provided by the policy is cause for a higher level of concern for the well-being of the student and amnesty in these cases will be individually reviewed in cases of alcohol and substance abuse, not sexual violence.

Non-Discrimination Policy
Jefferson Community College is committed to fostering a diverse community of outstanding faculty, staff, and students, as well as ensuring equal educational opportunity, employment, and access to services, programs, and activities, without regard to an individual’s race, color, national origin, religion, creed, age, disability, sex, gender identity, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction. Employees, students, applicants or other members of the College community (including but not limited to vendors, visitors, and guests) may not be subjected to harassment that is prohibited by law, or treated adversely or retaliated against based upon a protected characteristic.

All employees, students, visitors and vendors share in the responsibility for ensuring a work and educational environment free from prohibited discrimination and harassment. Individuals responsible for, or participating in, campus activities will refrain from, and are encouraged to report, any inappropriate conduct that may give rise to a claim of harassment or discrimination.

The College’s policy is in accordance with federal and state laws and regulations prohibiting discrimination and harassment. These laws include the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972, and the New York State Human Rights Law. These laws prohibit discrimination and harassment, including sexual harassment and sexual violence.

Inquiries regarding the application of Title IX and other laws, regulations and policies prohibiting discrimination may be directed to the College’s Affirmative Action Officer, (315) 786-2401. Inquiries may also be directed to the United States Department of Education’s Office for Civil Rights, 32 Old Slip 26th Floor, New York, NY 10005-2500; Tel. (646) 428-3900; TDD: 800-877-8339, Email OCR.NewYork@ed.gov.

Options for Confidentially Disclosing Sexual Violence
The State University of New York and Jefferson Community College want you to get the information and support you need regardless of whether you would like to move forward with a report of sexual violence to campus officials or to police. You may want to talk with someone about something you observed or experienced, even if you are not sure that the behavior constitutes sexual violence. A conversation where questions can be answered is far superior to keeping something to yourself. Confidentiality varies, and this document is aimed at helping you understand how confidentiality applies to different resources that may be available to you.

Privileged and Confidential Resources
Individuals who are confidential resources will not report crimes to law enforcement or college officials without your permission, except for extreme circumstances, such as a health and/or safety emergency. At Jefferson Community College, this includes:

- Personal Counselor in the Health and Wellness Center (Building 17), or at 315-786-2367;
- College Nurse in the Health and Wellness Center at 315-786-2376.

Off-campus options to disclose sexual violence confidentially include (note that these outside options do not provide any information to the campus):

- Off-campus counselors and advocates. Crisis services offices will generally maintain confidentiality unless you request disclosure and sign a consent or waiver form. More information on an agency’s policies on confidentiality may be obtained directly from the agency.
  - Jill Parker, Executive Director
    Victims Assistance Center of Jefferson County, Inc.
    120 Arcade Street
    Watertown, NY 13601
    315-782-1823 Office
    315-782-3760 Fax
    315-782-1855 (24-Hour Hot Line)
    jillp@vajc.com
    http://www.vajc.com/

  - Off-campus healthcare providers
    Note that medical office and insurance billing practices may reveal information to the insurance policyholder, including medication and/or examinations paid for or administered. The New York State Office of Victim Services may be able to assist in compensating
victims/survivors for health care and counseling services, including emergency compensation. More information may be found online, or by calling 1-800-247-8035. Options are explained here: https://ovs.ny.gov/help-crime-victims.

Note that even individuals who can typically maintain confidentiality are subject to exceptions under the law, including when an individual is a threat to him or herself or others and the mandatory reporting of child abuse.

Privacy versus Confidentiality
Even Jefferson Community College offices and employees who cannot guarantee confidentiality will maintain your privacy to the greatest extent possible. The information you provide to a non-confidential resource will be relayed only as necessary to investigate and/or seek a resolution and to notify the Title IX Coordinator or designee, who is responsible under the law for tracking patterns and spotting systemic issues. Jefferson Community College will limit the disclosure as much as possible, even if the Title IX Coordinator determines that the request for confidentiality cannot be honored.

Requesting Confidentiality

How Jefferson Community College Will Weigh the Request and Respond:
If you disclose an incident to a Jefferson Community College employee who is responsible for responding to or reporting sexual violence or sexual harassment, but wish to maintain confidentiality or do not consent to the institution's request to initiate an investigation, the Title IX Coordinator must weigh your request against our obligation to provide a safe, non-discriminatory environment for all members of our community, including you.

We will assist you with academic, housing, transportation, employment, and other reasonable and available accommodations regardless of your reporting choices. While reporting individuals may request accommodations through several college offices, the following office can serve as a primary point of contact to assist with these measures Dean of Students at 786-6561, East Hall. We also may take proactive steps, such as training or awareness efforts, to combat sexual violence in a general way that does not identify you or the situation you disclosed.

We may seek consent from you prior to conducting an investigation. You may decline to consent to an investigation, and that determination will be honored unless Jefferson Community College's failure to act does not adequately mitigate the risk of harm to you or other members of College community. Honoring your request may limit our ability to meaningfully investigate and pursue conduct action against an accused individual. If we determine that an investigation is required, we will notify you and take immediate action as necessary to protect and assist you.

When you disclose an incident to someone who is responsible for responding to or reporting sexual violence or sexual harassment, but wish to maintain confidentiality, Jefferson Community College will consider many factors to determine whether to proceed despite that request. These factors include, but are not limited to:
• Whether the accused has a history of violent behavior or is a repeat offender;
• Whether the incident represents escalation, such as a situation that previously involved sustained stalking,
• the increased risk that the accused will commit additional acts of violence;
• Whether the accused used a weapon or force;
• Whether the reporting individual is a minor; and
• Whether we possess other means to obtain evidence such as security footage, and whether the report reveals a pattern of perpetration at a given location or by a particular group.

If the College determines that it must move forward with an investigation, the reporting individual or victim/survivor will be notified and the College will take immediate action as necessary to protect and assist them.

Public Awareness/Advocacy Events
If you disclose a situation through a public awareness event such as “Take Back the Night,” candlelight vigils, protests, or other public event, Jefferson Community College is not obligated to begin an investigation. Jefferson Community College may use the information you provide to inform the need for additional education and prevention efforts.

Anonymous Disclosure
Anonymous disclosure can be made online at https://cm.maxient.com/reportingform.php?SUNYJefferson. The New York State Hotline for Sexual Assault and Domestic Violence (1-800-942-6906) is for crisis intervention, resources and referrals and is not a reporting mechanism.

Institutional Crime Reporting
Reports of certain crimes occurring in certain geographic locations will be included in Jefferson Community College Clery Act Annual Security Report in an anonymized manner that neither identifies the specifics of the crime or the identity of the reporting individual or victim/survivor. Title IX Coordinator for Students, Corey Campbell, located in McVean Center, 4-100, or at 315-786-6561. Title IX Coordinator for Employees Kerry Young at 315-786-2279, located in the Lansing Administration Building Human Resource Office.

Visit www.sunyjefferson.edu for the most current information.
Jefferson Community College is obligated to issue timely warnings of Clery Act crimes occurring within relevant geography that represent a serious or continuing threat to students and employees (subject to exceptions when potentially compromising law enforcement efforts and when the warning itself could potentially identify the reporting individual or victim/survivor). A reporting individual will never be identified in a timely warning.

The Family Educational Rights and Privacy Act allows institutions to share information with parents when (1) there is a health or safety emergency, or (2) when the student is a dependent on either parents’ prior year federal income tax return. Generally, Jefferson Community College will not share information about a report of sexual violence with parents without the permission of the reporting individual.

**Sexual Misconduct Prevention and Prohibition Policy**

Employees, students, applicants or other members of the College community (including but not limited to vendors, visitors, and guests) may not be subjected to sexual assault, sexual harassment, relationship violence, stalking, or gender based violence and/or discrimination that is prohibited by law, or treated adversely or retaliated against. The College is committed to fostering a community that promotes prompt reporting of all types of sexual misconduct including sexual violence, sexual harassment, relationship violence, stalking, or gender based violence and/or discrimination, and ensures timely and fair resolution of sexual misconduct and harassment complaints in accordance with the Sexual and Interpersonal Violence Response Procedures. It is the intention of the College to take appropriate action to end the misconduct, prevent its reoccurrence and address its effect.

**RESPONSIBILITY TO REPORT**

All members of the College Community are required to report, at the time they become aware of, concerns expressed to them by an alleged victim of sexual assault, sexual harassment, relationship violence, stalking, or gender based violence and/or discrimination, whether direct or third party, to the Affirmative Action Officer or Title IX Coordinator.

**CONFIDENTIALITY**

Certain college employees, such as the Affirmative Action Officer, Title IX Coordinator, managers, supervisors, and other designated employees have an obligation to respond to reports of sexual misconduct, including sexual assault, sexual harassment, relationship violence, stalking, and gender based violence and/or discrimination even if the individual making the report requests that no action be taken. An individual's request regarding the confidentiality of reports of sexual misconduct will be considered in determining an appropriate response; however, such requests will be considered in the dual contexts of the College's legal obligation to ensure a working and learning environment free from violence and harassment and the due process rights of the accused to be informed of the allegations and their source. Some level of disclosure may be necessary to ensure a complete and fair investigation, although the College will comply with requests for confidentiality to the extent possible.

**SEXUAL AND INTERPERSONAL VIOLENCE RESPONSE PROCEDURES**

In accordance with the Students' Bill of Rights, the College has developed Sexual and Interpersonal Violence Response Procedures published in the College Catalog and on the website in accordance with federal and state laws.

**COMPLAINT, INVESTIGATION, AND DISCIPLINARY PROCEDURES**

Student conduct issues will be resolved under the procedures described in the JCC Student Code of Conduct and referenced in the Sexual and Interpersonal Violence Response Procedures handbook. College employee issues will be resolved under the procedures outlined in the applicable collective bargaining agreement or management/confidential employment policy.

**RETIATION**

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 this policy, and constitute grounds for disciplinary action.

Retaliation is unlawful and will not be tolerated. Jefferson Community College will protect students from retaliation by the College, any student, the accused and/or the respondent, and/or their friends, family, acquaintances within Jefferson Community College’s jurisdiction. Any individual found to have engaged in retaliation will be subject to disciplinary action, up to and including, termination of employment and/or dismissal from Jefferson Community College.

An employee or student who feels as though someone has subjected him or her to retaliation as a result of a report or participation into the investigation of a report should contact one of the Title IX Coordinators or other senior officer immediately.

**FALSE STATEMENT**

Complaints of sexual misconduct including but not limited to sexual violence, sexual assault, sexual harassment, relationship violence, stalking, and other forms of gender based violence and/or 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.
PREVENTION THROUGH EDUCATION AND INFORMATION

In accordance with New York State Education Law section 129-b, the College offers to employees and new students, student leaders and officers of registered/recognized student organization, and student athletes, prior to participation in intercollegiate athletics, educational programs to promote the awareness of sexual misconduct and sexual violence, rape, acquaintance rape, domestic violence, dating violence, sexual assault, and stalking, which shall include primary prevention and awareness programs for incoming students and new employees, as well as ongoing prevention and awareness programs for students and employees.

Specifically, these education and informational programs include, but are not be limited to, the following subjects:

• the definition of domestic violence, dating violence, sexual assault, and stalking in its jurisdiction;
• a statement that the institution prohibits these offenses;
• the applicable state laws, ordinances, and regulations regarding sex offenses;
• the penalties under state law for commission of sex offenses as well as on-campus disciplinary sanctions for the same;
• the procedures in effect at the College for dealing with sex offenses;
• the definition of consent in reference to sexual activity;
• information on risk reduction to recognize warning signs of abusive behavior;
• strategies intended to stop domestic violence, dating violence, sexual assault, or stalking before it occurs through the changing of social norms and other approaches;
• safe and positive options for bystander intervention;
• the availability of counseling and other support services for the victims of sex offenses on campus and off-campus;
• the nature of and common circumstances relating to sex offenses on campuses; and
• the methods the College employs to advise and to update the campus about security procedures;
• the role of the Title IX Coordinator, Campus Security and other offices that address sex offenses.

The College has developed a Student Onboarding and Ongoing Education Guide for student training.

DEFINITIONS

Sexual Assault:
Any type of sexual contact or behavior that occurs without the explicit consent of the recipient. Sexual assault may involve individuals who are known to one another or have an intimate and/or sexual relationship, or may involve individuals not known to one another. Sexual assault includes, but is not limited to, sexual activities such as: forced sexual intercourse, forcible sodomy, fondling, oral sexual contact, attempted rape, and/or a sexual act where the individual is incapacitated.

Sexual Harassment:
Sexually harassing behavior includes unwelcome verbal or physical conduct, which is sexually offensive. Sexually offensive conduct may include sexual flirtations or touching, verbal abuse of a suggestive nature, graphic or suggestive comments about an individual’s dress or body, use of sexually degrading words to describe an individual, the display in the work place of sexually suggestive objects or pictures. According to current federal, state and SUNY guidelines, sexual harassment is a form of unlawful discrimination.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

• Submission to such conduct is made explicitly or implicitly a term or condition of an individual’s employment or of a student’s evaluation;
• 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
• 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.

Sexually-based harassment can include interactions in person, by phone, electronic messages and photos, written words or images such as graffiti and social media postings.

A single isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe. The more severe the conduct, the less need there is to show a pattern of incidents for a hostile environment, particularly if the harassment is physical.

Sexual harassment will be distinguished from behavior which, even though unpleasant or disconcerting, is appropriate to the carrying out of instructional, advisory, or supervisory responsibilities. Instructional responsibilities, in particular, require appropriate latitude for pedagogical decisions concerning the topics discussed and methods used to draw students into discussion and full participation.

Sexual Exploitation:
When an individual takes non-consensual or abusive sexual advantage of another, for his/her own benefit; or to benefit anyone other than the one being exploited; and that behavior does not otherwise constitute one of the other sexual misconduct offenses.
Gender Based Violence and/or Discrimination-Based Harassment:
Sexual harassment also includes gender based violence and/or discrimination-based harassment including harassment based upon an individual’s perceived or actual gender based violence and/or discrimination identity or sexual orientation, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

College personnel shall not on the basis of a person’s gender based violence and/or discrimination, sexual orientation or gender based violence and/or discrimination identity:

- Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;
- Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;
- Subject any person to separate or different rules or behavior, sanctions, or other treatment;
- Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

Relationship Violence:
Relationship violence is a pattern of coercive behaviors that serve to exercise control and power in an intimate relationship. The coercive and abusive behaviors can be physical, sexual, psychological, verbal and/or emotional in nature. Intimate partner abuse can occur in relationships of the same or different gender based violence and/or discriminations; between current or former intimate partners who have dated, lived together, or been married. Relationship violence includes both domestic violence and dating violence. Sanctions range from warning through expulsion/termination.

Domestic Violence:
Domestic violence is defined as felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or New York family violence laws, or by any other person against an adult or youth victim who is protected from that person’s acts under New York domestic or family violence laws.

Dating Violence:
Dating violence is defined as violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship is determined based on the reporting party’s statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition, dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.

Stalking:
Stalking is the unwanted pursuit of another person. It includes repeated harassing or threatening behavior toward another person, whether that person is a total stranger, slight acquaintance, current or former intimate partner, or anyone else.

Affirmative Consent:
Affirmative consent is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant’s sex, sexual orientation, gender based violence and/or discrimination identity:

Affirmative Consent:
- Treated differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;
- Provided different aid, benefits, or services or provided aid, benefits, or services in a different manner;
- Subjected any person to separate or different rules or behavior, sanctions, or other treatment;
- Otherwise limited any person in the enjoyment of any right, privilege, advantage, or opportunity.

Visit www.sunyjefferson.edu for the most current information.
Sexual Violence Response Procedures
In accordance with the Victim/Survivor Bill of Rights, victims/survivors shall have the right to pursue more than one of the options below at the same time, or to choose not to participate in any of the options below:

I. Reporting

• To report confidentially the incident to one of the following college officials, who by law may maintain confidentiality, and can assist in obtaining services (more information on confidential report is available in the Options for Confidentially Disclosing Sexual Violence Policy at www.sunyjefferson.edu/confidentialdisclosure).
  * Anonymously via an internet at www.sunyjefferson.edu/incidentreport or anonymous telephone reporting at (315) 786-2359
  * College Counselor Ms. Katy Troester-Trate at (315) 786-2450
  * College Nurse in the Health and Wellness Center at (315) 786-2376

• To disclose confidentially the incident and obtain services from the New York State, New York City or county hotlines: http://www.opdv.ny.gov/help/dvhotlines.html. Additional disclosure and assistance options are catalogued by the Office for the Prevention of Domestic Violence and presented in several languages: http://www.opdv.ny.gov/help/index.html (or by calling 1-800-942-6906), and assistance can also be obtained through:
  * SurvJustice: http://survjustice.org/our-services/civil-rights-complaints/
  * Legal Momentum: https://www.legalmomentum.org/
  * NYSCASA: http://nyscasa.org/responding
  * NYSCADV: http://www.nyscadv.org/
  * Pandora’s Project: http://www.pandys.org/lgbtsurvivors.html
  * GLBTQ Domestic Violence Project: http://www.glbtqdv.org/
  * RAINN: https://www.rainn.org/get-help
  * (note that these hotlines are for crisis intervention, resources, and referrals, and are not reporting mechanisms, meaning that disclosure on a call to a hotline does not provide any information to the campus. Victims/survivors are encouraged to additionally contact a campus confidential or private resource so that the campus can take appropriate action in these cases).

• To report the incident to one of the following college officials who can offer privacy and can assist in obtaining resources (note that an official who can offer privacy may still be required by law and college policy to inform one or more college officials about the incident, including but not limited to the Title IX Coordinator):
  * Resident Directors at (315) 755-0411, (315) 755-0412 or (315) 755-0413, offices located in East Hall
  * Dean of Students at (315) 786-6561, office located in McVean Student Center 4-100C
  * Title IX Coordinator for College employees Kerry Young at (315) 786-2279, located in Lansing 1-108
  * Title IX Coordinator for Students Corey Campbell at (315) 786-6561, located in McVean Center, Room 4-100

• To file a criminal complaint with Campus Security and/or with local law enforcement:
  * Campus Security at (315) 786-2222, office located in the Deans Collaborative Learning Center, First Floor
  * Watertown Police Department at 911
  * The NYS Police dedicated hotline for reporting sexual assaults on college and university campuses at 1-844-845-7269

• To file a report of sexual assault, domestic violence, dating violence, and/or stalking, and/or talk to the Title IX Coordinator for information and assistance. Reports will be investigated in accordance with Jefferson Community College policy. If a victim/survivor wishes to keep his/her identity private, he or she may call (315) 786-2279 anonymously to discuss the situation and available options (www.sunyjefferson.edu/confidentialdisclosure);
  * Title IX Coordinator for College employees Kerry Young at (315) 786-2279, located in Lansing 1-108
  * Title IX Coordinator for Students Corey Campbell at (315) 786-6561, located in McVean Center, Room 4-100

• When the accused is an employee, a victim/survivor may also report the incident to Human Resources or may request that one of the above referenced confidential or private employees assist in reporting to Employee Relations or Human Resources. Disciplinary proceedings will be conducted in accordance with applicable collective bargaining agreements. When the accused is an employee of an affiliated entity or vendor of the college, college officials will, at the request of the victim/survivor, assist in reporting to the appropriate office of the vendor or affiliated entity and, if the response of the vendor or affiliated entity is not sufficient, assist in obtaining a persona non grata letter, subject to legal requirements and college policy.
  * Kerry Young, Executive Director for Finance and Human Resources, (315) 786-2279, kyoung@sunyjefferson.edu

• You may withdraw your complaint or involvement at any time.

II. Resources

• To obtain effective intervention services.
  * College Counselor Ms. Katy Troester-Trate at (315) 786-2450. Short term counseling services are free for students.
  * Health and Wellness Center, Building 17 at (315) 786-2376. Limited services are available free of charge to students; referrals are made to the community. Sexual contact can transmit Sexually Transmitted Infections (STI) and may result in pregnancy. Testing for STIs and emergency contraception is available.
  * Victims’ Assistance Center may be reach through a 24 hour Hotline: (315) 782-1855, Office: (315) 782-1823, Toll Free: 866-782-1855. Jill Parker, Executive Director, 120 Arcade Street, Watertown. jillp@vajc.com, http://www.vajc.com/
  * Within 96 hours of an assault, you can get a Sexual Assault Forensic Examination (commonly referred to as a rape kit) at a hospital, including Samaritan Medical Center in Watertown. While there should be no charge for a rape kit, there may be a charge for
medical or counseling services off campus and, in some cases, insurance may be billed for services. You are encouraged to let hospital personnel know if you do not want your insurance policyholder to be notified about your access to these services. The New York State Office of Victim Services may be able to assist in compensating victims/survivors for health care and counseling services, including emergency funds. More information may be found here: http://www_ovs.ny.gov/files/ovs_rights_of_cv_booklet.pdf, or by calling 1-800-247-8035. Options are explained here: http://www.ovs.ny.gov/helpforcrimevictims.html.

III. Protection and Accommodations

- When the accused is a student, to have the college issue a “No Contact Order,” meaning that continuing to contact the protected individual is a violation of college policy subject to additional conduct charges; if the accused and a protected person observe each other in a public place, it is the responsibility of the accused to leave the area immediately and without directly contacting the protected person.
- To have assistance from campus security or other college officials in obtaining an Order of Protection or, if outside of New York State, an equivalent protective or restraining order.
- To receive a copy of the Order of Protection or equivalent and have an opportunity to meet or speak with a college official who can explain the order and answer questions about it, including information from the Order about the accused’s responsibility to stay away from the protected person(s); that burden does not rest on the protected person(s).
- To an explanation of the consequences for violating these orders, including but not limited to arrest, additional conduct charges, and interim suspension.
- To have assistance from Campus Security to call on and assist local law enforcement in effecting an arrest for violating an Order of Protection.
- When the accused is a student and presents a continuing threat to the health and safety of the community, to have the accused subject to interim suspension pending the outcome of a conduct process.
- When the accused is not a member of the college community, to have assistance from Campus Security or other college officials in obtaining a persona non grata letter, subject to legal requirements and college policy.
- To obtain reasonable and available interim measures and accommodations that effect a change in academic, housing, employment, transportation, or other applicable arrangements in order to ensure safety, prevent retaliation, and avoid an ongoing hostile environment. While victims/survivors may request accommodations through any of the offices referenced in this policy, the following office can serve as a point to assist with these measures:
  * Dean of Students, (315) 786-6561

IV. Student Conduct Process

- To file student conduct charges against the accused. Conduct proceedings are governed by the procedures set forth in Jefferson Community College handbook (www.sunyjefferson.edu/studenthandbook) as well as federal and New York State law, including the due process provisions of the United States and New York State Constitutions.
- Throughout conduct proceedings, the accused and the victim/survivor will have:
  * The same opportunity to have access to an advisor of their choice. Participation of the advisor in any proceeding is governed by federal law and the Student Code of Conduct.
  * The right to a prompt response to any complaint and to have their complaint investigated and adjudicated in an impartial and thorough manner by individuals who receive annual training in conducting investigations of sexual violence, the effects of trauma, and other issues related to sexual assault, domestic violence, dating violence, and stalking.
  * The right to an investigation and process conducted in a manner that recognizes the legal and policy requirements of due process and is not conducted by individuals with a conflict of interest.
  * The right to receive written or electronic notice of any meeting or hearing they are required to or are eligible to attend.
  * The right to have a conduct process run concurrently with a criminal justice investigation and proceeding, except for temporary delays as requested by external municipal entities while law enforcement gathers evidence. Temporary delays should not last more than 10 days except when law enforcement specifically requests and justifies a longer delay.
  * The right to review available evidence in the case file.
  * The right to a range of options for providing testimony via alternative arrangements, including telephone/videoconferencing or testifying with a room partition.
  * The right to exclude prior sexual history or past mental health history from admittance in college disciplinary stage that determines responsibility. Past sexual violence findings may be admissible in the disciplinary stage that determines sanction.
  * The right to ask questions of the decision maker and via the decision maker indirectly request responses from other parties and any other witnesses present.
  * The right to make an impact statement during the point of the proceeding where the decision maker is deliberating on appropriate sanctions.
  * The right to simultaneous (among the parties) written or electronic notification of the outcome of a conduct proceeding, including the sanction(s).
  * The right to know the sanction(s) that may be imposed on the accused based upon the outcome of the conduct proceeding and the reason for the actual sanction imposed. For students found responsible for sexual assault, the available sanctions are suspension with additional requirements and expulsion/dismissal.
  * Dean of Students, (315) 786-6561
- The right to choose whether to disclose or discuss the outcome of a conduct hearing.
Sexual Violence Victim/Survivor Bill of Rights

The State University of New York and Jefferson Community College are committed to providing options, support and assistance to victims/survivors of sexual assault, domestic violence, dating violence, and/or stalking to ensure that they can continue to participate in College/University-wide and campus programs, activities, and employment. All victims/survivors of these crimes and violations, regardless of race, color, national origin, religion, creed, age, disability, sex, gender identity or expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction, have the following rights, regardless of whether the crime or violation occurs on campus, off campus, or while studying abroad:

The RIGHT to:

• Have disclosures of sexual violence treated seriously.
• Make a decision about whether not to disclose a crime or incident and participate in the conduct or criminal justice process free from outside pressures from college officials.
• Be treated with dignity and to receive from college officials courteous, fair, and respectful health care and counseling services.
• Be free from any suggestion that the victim/survivor is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such a crime.
• Describe the incident to as few individuals as practicable and not to be required to unnecessarily repeat a description of the incident.
• Be free from retaliation by the College, the accused, and/or their friends, family and acquaintances.
• Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or conduct process of the College.

Options In Brief

Victims/survivors have many options that can be pursued simultaneously, including one or more of the following:

• Receive resources, such as counseling and medical attention;
• Anonymously disclose a crime or violation at www.sunyjefferson.edu/incidentreport.
• Confidently disclose a crime or violation to the College Counselor or Nurse in the Health and Wellness Center, Building 17 at (315) 786-2376.

• Make a report to:
  * Title IX Coordinator for College employees Kerry Young at (315) 786-2279, located in Lansing 1-108
  * Title IX Coordinator for Students Corey Campbell (315) 786-6561, located in McVean Center, Room 4-100
  * Campus Security at (315) 786-2222, office located in the Deans Collaborative Learning Center, First Floor
  * Watertown Police Department at 911
  * NYS dedicated hotline for reporting sexual assaults on college and university campuses at 1-844-845-7269
  * Family Court or Civil Court

Title IX Coordinator

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance...”  20 U.S.C. § 1681

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on gender in educational programs which receive federal financial assistance. Programs and activities which may be included are: admissions, recruitment, financial aid, academic programs, athletics, housing and employment. Title IX also protects male and female students from unlawful sexual harassment in college programs and activities. Individuals with questions, concerns or a complaint related to Title IX may contact:

Title IX Coordinator for Employees: Kerry Young
Jefferson Community College
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Jefferson Community College Annual Security Report

The information in the college’s Annual Security 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, the Annual Security Report is intended to help members of the community to understand and take appropriate measures to promote a safe learning community at SUNY Jefferson; it also details the history of criminal activity on campus or in adjacent public areas. The full report is available on SUNY Jefferson’s website at www.sunyjefferson.edu/annualsecurityreport.

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. SUNY Jefferson strongly urges students and employees to report all crime incidents as soon as possible either to the Office of Campus Safety & Security 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 Security Report, available online at www.sunyjefferson.edu/annualsecurityreport and in the Office of Campus Safety and Security
- Informs prospective students and employees about the Annual Security Report via College publications and website
- Notifies the campus community in a timely way of any crime that threatens safety
- Keeps an up-to-date daily log of all reported crimes available in the Office of Campus Safety and Security

Crime Reporting Policy Statement

The Office of Campus Safety & Security prepares an Annual Security Report to comply with the Clery Act. The report can be viewed on our website at www.sunyjefferson.edu/annualsecurityreport and is also available in the Office of Campus Safety and Security.

The Annual 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.

Campus Facilities Access Policy

Buildings are secured by Campus Security by 11:00 PM when classes and/or scheduled events are not in session. Individuals needing access to campus buildings after hours should call the Office of Campus Safety & Security at 315-786-2222 to request access or to report their presence on campus.

Security Considerations Used in Maintenance

The Office of Campus Safety & Security regularly tests the emergency phones and submits work orders for repairs. Campus Security personnel conduct periodic lighting surveys and report the need for replacement and any other physical hazards they notice.

Enforcement and Arrest Authority of Campus Security Personnel

The Office of Campus Safety & Security for Jefferson Community College is located in the Deans Collaborative Learning Center, Room 15-140 and is comprised of seven full time persons and one part time person. Campus Security personnel are registered and certified by the State of New York and undergo continued training. The staff is contracted through a private security company. Their arrest powers are the same as an ordinary citizen. The Office of Campus Safety & Security is empowered by the College to enforce traffic regulations, the Student Code of Conduct, as well as local, state and federal laws. The office maintains a close working relationship with all emergency services in order to provide a safe environment for the campus community. All Campus Security personnel are trained in first aid, CPR, AED, pepper spray, restraints and have access to a Naloxone Rescue kit.

Working Relationships with State and Local Police

A strong working relationship is maintained with all neighboring police agencies. Office of Campus Safety & Security works very closely with the Watertown Police Department, Jefferson County Sheriff’s Department and New York State Police.

Visit www.sunyjefferson.edu for the most current information.
Prompt Reporting of Concerns or Incidents

Members of the campus community are urged to promptly report all criminal incidents and medical emergencies to the Office of Campus Safety & Security. Potential criminal actions and any emergency on campus can be reported by dialing 9-1-1 or by calling the Office of Campus Safety & Security at 2222 from a campus phone or 315-786-2222 from a mobile or off-campus phone. In non-emergency situations, Campus Security may also be accessed 24-hours a day by dialing 2222 from a campus phone or 315-786-2222 from a mobile or off-campus phone. Upon receipt of the call, Campus Security personnel will respond to the location immediately. Concerns and incidents may also be reported online at www.sunyjefferson.edu/incidentreport.

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 include, but are not 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 New York law are available from the Student Activities Center.

Hate crimes are criminal activity motivated by the perpetrator’s bias or attitude against an individual victim or group based on perceived or actual personal characteristics, 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 crime incidents 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 she/he has been a target of a bias-related crime is encouraged to immediately report an incident to the Office of Campus Safety & Security, the Vice President for Student Affairs, or the Affirmative Action Officer. The incident will be reviewed and investigated, and a determination will be made as to how the allegation will be handled.

Visit www.sunyjefferson.edu for the most current information.
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, Health and Wellness Center, STAR Program, New Student Services and the Office of Campus Safety & Security. Information regarding these programs is posted widely on campus and students are encouraged to attend.

Availability of counseling and other support services: Counseling and personal support is available to victims of hate/bias-related crime at the College’s Health & Wellness Center located in Building 17. Another source of assistance is through the Jefferson County Victim’s Assistance Center, 120 Arcade Street, Watertown, New York 13601 or the Victim Assistance Hotline at 315-782-1855.

Statement on Order of Protection
If a student holds a valid Order of Protection, the student should immediately notify the Office of Campus Safety & Security. If there is reason to believe that a person named in the Order of Protection has violated the court order while on the campus of Jefferson Community College, the Office of Campus Safety & Security will assist the student in reporting the incident to the appropriate police department.

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 Violent Felony Crime
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 Office of Campus Safety & Security, the Affirmative Action Officer, or the Vice President for Student Affairs are prepared to receive such reports.

The President of the College or designee 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 persons 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 Student Code of 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. Please see the related Missing Student Notification Policy.

Missing Student Notification Policy
This policy contains the official notification procedures for Jefferson Community College concerning missing students who reside in on-campus housing, in accordance with the requirements of the Higher Education Opportunity Act of 2008 (HEOA). The purpose of this policy is to promote the safety and welfare of members of the college community through compliance with HEOA requirements. This policy should be adhered to by all faculty, staff, and students.

If a member of the College community has reason to believe that a student who resides on-campus is missing, he or she should immediately notify the Jefferson Community College Office of Campus Safety & Security. Campus Safety and Security staff will generate a missing person report and initiate an investigation.

In addition to registering a general emergency contact, students residing in on-campus housing have the option to identify confidentially an individual to be contacted by the Office of Campus Safety & Security in the event the student is determined to be missing for more than 24 hours. If a student has identified such an individual, Campus Safety and Security staff will attempt to notify that individual no later than 24 hours after the student is determined to be missing. A student who wishes to identify a
confidential contact can do so through the Jefferson Community College Office of Campus Safety & Security website. A student's confidential contact information will be accessible only by authorized campus officials and law enforcement in the course of the investigation.

After investigating a missing person report, should the Office of Campus Safety & Security determine that the student has been missing for 24 hours, Campus Safety and Security will notify the Watertown Police Department and the student’s emergency contact no later than 24 hours after the student is determined to be missing. If the missing student is under the age of 18 and is not an emancipated individual, Campus Safety and Security will notify the student’s parent or legal guardian immediately after Campus Safety and Security has determined that the student has been missing for 24 hours.
Technology and Computer Use Policies

Acceptable Use Policy

Teaching and learning are the focus of Jefferson Community College and access to enhanced technologies is central to educational excellence and community strength. Through its policies, facilities, and services, the College supports broad access to diverse technology for formal coursework, non-credit workshops, administrative operations, partnership building, experimentation, and innovation.

The College recognizes that the learning process, academic freedom, and community growth are all served best when restrictions are minimized; however, it has a responsibility to provide and ensure the maintenance, support, efficiency and security of campus technology and the information sent across and stored on these technologies.

Statement of Policy

1. Access to computer and electronic resources include, but are not limited to, office computers, computer classrooms, smart classrooms, the campus-wide network, email and the Internet is provided at the discretion of the College and as such may be revoked.

   It may, at times, be necessary for authorized systems administrators to suspend someone’s access to College computing resources immediately for violations of this policy pending interim resolution of the situation. For example by securing a possibly compromised account and/or making the owner of an account aware in person that an activity constitutes a violation; virus-infected equipment transmitting across the network. In the case of egregious and continuing violations suspension of access may be extended until final resolution by the appropriate disciplinary authority.

2. This policy applies to Jefferson Community College students, workshop participants, faculty, staff, alumni, trustees, consultants, contractors, organizational parties, and any prospective member or former member of the aforementioned constituencies.

   The facilities, equipment, and resources relevant to this policy include, but are not limited to, computer systems, peripheral devices, dial-up lines, communication devices, network hardware, operating systems, language processors, application software, stored information, audio/video images, audio/video storage devices, affiliated networks and systems, and other electronic resources, as well as the following: remote connectivity, event recording, media transfer, mobile device, hardware, guest accounts, equipment loan, software, adware/spyware/malware, account creation/termination, desk phone, and network.

3. All members of the College community have a responsibility to respect the privacy and rights of others.

4. Each person with access to the College’s technology resources is responsible for their appropriate use and by their use agrees to comply with all applicable policies, regulations, and laws, as well as the acceptable use policies of affiliated networks and systems.

5. This policy recognizes and supplements all applicable local, state, and federal laws and all applicable policies of the College and the State University of New York, including, but not limited to, laws and policies pertaining to sexual harassment, intellectual property, confidential information, employee conduct, the student code of conduct, and the security of buildings, grounds, and College property.

6. College data are vital assets and should be used and released in accordance with applicable laws and for the legitimate purposes of the College. Access to data and information by faculty, staff, students, and others who have a “need to know” or “right to know” is essential to the fulfillment of the College’s mission and critical to the conduct of College business.

7. Certain data, by law, are protected and may not be freely released. Other data, by College policy, are considered confidential and, likewise, may not be freely released. Further, in order to assure the integrity of College data, it must be guarded from unauthorized modification, destruction, or disclosure, whether accidental or intentional. This applies to all institutional data regardless of where it resides or in what format.

8. The College does not routinely monitor individual computer, Internet or network activities or content but users should not assume or expect any right of privacy with respect to the College’s IT resources. There is an acknowledged trade-off between the right of privacy of a user and the need of system administrators to gather necessary information to ensure the continued functioning of these resources.

9. The use of College computer resources for private business or commercial activities (except where such activities are otherwise permitted or authorized under applicable College policies), fundraising, or advertising on behalf of non-College organizations, or reselling the College’s name, are prohibited.

10. Each member of the campus community is responsible for the security and protection of electronic information resources over which he or she has control. Resources to be protected include networks, computers, software, and data. The physical and logical integrity of these resources must be protected against threats such as unauthorized intrusions, malicious misuse, or inadvertent compromise. Activities outsourced to off-campus entities must comply with the same security requirements as in-house activities.

11. Except as provided by applicable laws, regulations or other College policies, the content of electronic communications is not by itself a basis for disciplinary action.

12. All login accounts are for the exclusive use of the person for which the account was created. That person is responsible for all use and misuse of each account assigned to him/her.

13. All email messages are the property of Jefferson Community College.

14. Neither the faculty/staff nor student email system is a secure system. Users should reconsider when including confidential or sensitive information in an email.

15. All uses of technology which harass, annoy, intimidate or otherwise inconvenience users are prohibited.

Visit www.sunyjefferson.edu for the most current information.
Account Policy
State and federal regulations require the security of specific personal data used and stored by applications at Jefferson. In addition, Institutional Technology is responsible for ensuring that the network and standard campus applications are secure, stable and useable by the campus community. To ensure the appropriate use and security of Jefferson Community College information, equipment and applications, all Jefferson Community College faculty, staff and students shall be provided accounts to appropriate technology as determined by their job and role on campus.

Statement of Policy
1. Access to computer and electronic resources including, but not limited to, office computers, computer classrooms, smart classrooms, the campus-wide network, email and the Internet is a privilege provided at the discretion of the College and as such may be revoked.
2. At no time will generic guest accounts be created that cannot be linked back to a specific individual.
3. Accounts will be removed (or disabled) when the individual has been separated from the College.
4. All login accounts are for the exclusive use of the person for which the account was created. That person is responsible for all use and misuse of each account assigned to him/her.
5. The College provides separate access to the Internet through a wireless network. Access to this network requires a valid Jefferson Community College account. Users of the wireless network are responsible for their appropriate use and by their use agree to comply with all applicable policies, regulations and laws, as well as the acceptable use policies of affiliated networks and systems.

Information Security Policy
Jefferson Community College is required to comply with the Gramm-Leach-Bliley Act and the rules promulgated hereunder by the Federal Trade Commission. These requirements have been established to:
• Ensure the security and confidentiality of customer records and information.
• Protect against anticipated threats to the security and/or integrity of such customer records and information.
• Guard against unauthorized access to or use of customer records or information that could result in substantial harm or inconvenience to any customer.

Statement of Policy:
1. Program Coordination
   a. Institutional Technology and the Vice President for Administration shall coordinate the Information Security Program (“the Program”).
   b. The Program includes input from other JCC divisions, including Institutional Technology, Students and the Academic Affairs divisions.
   c. The Program will be reviewed and evaluated annually, during the month of May. Selected aspects will be tested. Adjustments to the Program will be made as needed.
2. Risk Assessment and Safeguards
   There is inherent risk in handling and storing any information that must be protected. Identifying areas of risk and maintaining appropriate safeguards can reduce risk. Safeguards are designed to reduce the risk inherent in handling customer information. The Federal Trade Commission has identified four areas to address:
   - Employee Management & Training
   - Information Systems
   - Managing System Failures
   - Service Providers
3. Appendix
   a. Legal References – Appendix A
   c. All Jefferson Community College Institutional Technology policies, including the Acceptable Use, Internet/Email, and Network Policies incorporated by reference
   d. Jefferson Community College Student Code of Conduct incorporated by reference

Program Details
1. Designated Information Security Program Coordinators
   a. Representatives
      i. Institutional Technology
      ii. Vice President for Administration
   b. Offices Possessing Customer Information: All Campus offices have some level of access to customer information
   c. Offices Having Responsibility in Safeguarding Customer Information: Admissions, Administrative Services (including Financial Services, Human Resources, Facilities and Records), Institutional Technology, Student Records (Registrar), Counseling Services,
2. Risk Assessment and Safeguards

   a. Definitions

      i. Covered data and information for the purpose of this policy includes student and other customer financial information required to be protected under the Gramm-Leach-Bliley Act (GLB). Covered data and information includes both paper and electronic records.

      ii. Customer financial information is that information the Campus has obtained from a student or other customer in the process of offering a financial product or service, or such information provided to the university by another financial institution. Offering a financial product or service includes offering the student loans to students, receiving income tax information from a student’s parent when offering a financial aid package and other miscellaneous financial services as defined in 12 CFR.225.28. Examples of customer financial information include addresses, phone numbers, bank and credit card account numbers, income and credit histories and social security numbers, in both paper and electronic format.

   b. Employee Management & Training

      i. Employees handle and have access to customer information in order to perform their job duties. This includes permanent and temporary employees and Work-Study/Student Aid students, whose job duties require them to access customer information or work in a location where there is access to customer information.

      ii. Hiring Employees

         JCC exercises great care in its efforts to select qualified employees. Search committees carefully review applications, interview and check references before making final selections. This process is part of all hiring and is incorporated within Jefferson County procedures for hiring civil service/support staff and the college’s Search Guide for Professional Positions.

      iii. Work-Study/Student Aid Students (& Temporary Employees)

         a. Temporary employees are hired following the same process as full-time employees stated above.

         b. Work-Study/Student Aid students are referred to departments by Financial Aid and Career Planning and Job Placement Services. In addition, departments actively recruit students on campus through posters, etc.

         c. Each individual department is responsible for interviewing and checking references. Training, including confidentiality and safeguarding, is provided by the hiring office.

         d. All applications and forms are completed with Personnel and kept on file with Personnel. Timesheets are monitored and signed by the individual office designee and filed with Payroll.

      iv. Permanent Employees

         a. Before receiving access to the Student Information System all employees take part in training which includes information about confidentiality, safe-guarding and FERPA. This training is provided by the Student Records Office and Institutional Technology.

         b. All employees receive a copy of the Employee Handbook which includes pertinent policies and procedures. FERPA information is also included on the College website.

   v. Ongoing Training

      Periodically, employees with access to protected customer information will take part in FERPA and safeguards training, as a refresher.

   vi. Access to Customer Information

   vii. Only employees whose job duties require it shall have access to customer information.

   viii. Disciplinary Measures for Breaches

      ix. Breaches of information security may result in appropriate disciplinary action, depending upon the nature and severity of the breach. All accidental breaches should be reported and rectified as soon as possible. Employees and work-study/student aid students are encouraged to report any suspected intentional and/or malicious breaches.

     x. A copy of the Institutional Technology Acceptable Use policy and excerpts from the Student Code of Conduct can be found online at www.sunyjefferson.edu.

   c. Information Systems

      Information systems include network and software design, information processing, storage, transmission, retrieval, backup and disposal.

      i. Paper Storage and Systems

         a. Storage and work areas are protected and secured. Admittance is limited to approved personnel.

         b. Critical customer documents are stored in fireproof file cabinets.
c. Files are stored so as to minimize damage in the case of flooding.

ii. Computer Information Systems
Institutional Technology provides the infrastructure for central electronic information systems. The following information security policies and practices that protect against unanticipated threats to the security or integrity of electronic customer information and guard against the unauthorized use of such information apply
a. Acceptable Use Policy
b. Internet/email Policy
c. Network Policy
d. Disaster Recovery Plan including individual departmental plans is in place
e. Institutional Technology maintains an inventory of all computer equipment including those connecting to the campus network
f. A yearly review of employee access to electronic systems is conducted
g. A firewall is in place to provide protection from outside attacks
h. Virus protection is in place for email services, network servers and individual desktops
i. Backup procedures are in place
j. The use of Social Security Numbers is in accordance with New York State bill A09965

iii. Customer Information Disposal
a. JCC provides for confidential disposal of documents through its Office of Administrative Services.
b. JCC contracts with an outside agency to perform the above service. The outside contractor does provide statement of certification with regards to the confidentiality of records disposal.
c. JCC erases all data when disposing of computers, magnetic tapes, hard drives or any other electronic media that contains customer information. All computer hard drives are reformatted and/or wiped and magnetic tapes are shredded before disposal.
d. The Student Records Office archives customer transaction information as necessary.
e. JCC disposes of obsolete customer information in accordance with applicable records retention policies.

iv. Managing System Failures
a. Written Contingency Plans
Disaster Recovery Plan including individual departmental plans is in place.
b. Centralized Protection from E-Invasion
JCC utilizes several resources to protect internal systems from outside attacks. A firewall is installed at the front of the network, which intercepts all incoming (and outgoing) network traffic and makes decisions about allowing the traffic to enter the local network. Logs are retained that show all traffic, allowed or disallowed. In addition to the firewall, several virus protection systems are installed. Systems protected by virus protection include servers, network hardware and workstations. Lastly, all operating systems and application are protected by their internal security systems.
c. System Backup
All servers housed in the centralized Computer Center are backed up on a regular schedule. Three weeks of backups are kept on separate media with a copy of the most current full backup stored off-site. Other “non-centralized” equipment is backed up by persons responsible for the equipment.
d. Security Breaches
The handling of security breaches will be determined by the nature and scope of the breach.
e.

3. Service Providers
a. Contracts
All contracts with service providers are reviewed by the Institutional Technology to ensure that external service providers agree to observe the College’s standards of information security. Contracts will not be approved with providers that cannot maintain appropriate safeguards.
b. Relevant Current Contracts
   i. Contracts with vendors for shredding, recycling services, etc.
   ii. Contracts with collection agencies
   iii. Contracts with software vendor having access to financial transactions and related information
   iv. Contracts with campus-related entities, such as Campus Foundations, Alumni Associations, Security, FSA
c. **Monitoring**

JCC will periodically evaluate providers to ensure that they have complied with the information security requirements of the contract.

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**Internet Privacy Policy**

The New York State Internet Security and Privacy Act requires all state agencies which provide a public website to have an Internet Privacy Policy.

**Statement of Policy:**

1. All members of the College community have a responsibility to respect the privacy and rights of others.
2. Jefferson Community College does not collect any personal information about users unless the user provides the information voluntarily by sending email, completing an online information request form, completing the online application or completing online registration.
3. Information collected automatically when you visit sunyjefferson.edu
   a. While visiting sunyjefferson.edu, JCC automatically collects and anonymously stores the following information about the visit:
      - The Internet protocol address of the computer that accessed the JCC website
      - The type of Internet browser, its version and the operating system on which that browser is running
      - The webpage from which the user accessed the current web page
      - The date and time of the user’s request
      - The pages that were visited and the amount of time spent on those pages
      - The size of the content, in bytes, of any file or document sent to the user’s computer
      - The country where the computer resides
      - Search engines that brought users to the official JCC website and the text search strings that allowed users to find a page on the official JCC website
      - Downloads the user requested (PDF, DOC, MOV, etc) from the official JCC website
      - None of the above-mentioned information is deemed to constitute personal information by the Internet Privacy and Security Act. The information that is collected automatically is used to improve Jefferson’s web content and to help understand how users are interacting with the website. This information is collected for statistical analysis and to determine what information is of most and least interest to our users.
4. **Cookies**
   a. A cookie is a unique text file stored on a user’s computer by an Internet browser. These text files are used as a means of distinguishing among users of a website. A cookie will not include personal information, unless the user has volunteered that information.
   b. Cookies are not currently stored from sunyjefferson.edu web pages.
   c. Cookies are stored from certain areas of other JCC web applications, such as Blackboard and Banner (SOAR) as well as linked third party applications such as the application for requesting transcripts.
   d. Cookies stored from JCC web applications are not used by the College to gather personal information but to assist with the appropriate functioning of the application.
5. **Information collected when you email sunyjefferson.edu or complete a transaction.**
   a. During a visit to sunyjefferson.edu, a user may send an email to a JCC office through an email link or an information request form. The user’s email address and the contents of the message will be collected. The information collected is not limited to text characters and may include audio, video and graphic information formats included in the message. The user’s email address and the information included in the message will be used to:
      - Respond to the user
      - Address issues identified by the user
      - Improve the website
      - Notify the user about updates, services, special events or activities offered by JCC
      - Ask the user to participate in surveys
      - Forward to appropriate JCC offices for action
   b. If a user chooses not to receive email or other means of communication from JCC, and would prefer not to in the future, the user may request to not receive communications by contacting the JCC webmaster, webmaster@sunyjefferson.edu.
   c. During a visit to sunyjefferson.edu, a user may also complete a transaction such as an online application, online registration from other JCC web applications. The information collected by JCC, including personal information volunteered by the user in completing the transaction, is used by JCC and may be disclosed by JCC for those purposes that may be reasonable ascertained from the nature and terms of the transaction in which the information was submitted.
   d. JCC does not knowingly collect personal information from children under the age of 13 or create profiles of children under the age of 13. Users are cautioned, however, that the collection of personal information submitted in an email will be treated as though it was submitted by an adult, and may, unless exempted from access by federal or State law, be subject to public access.
6. Retention of information collected through sunyjefferson.edu
In general, the Internet services logs of JCC, comprising electronic files or automated logs created to monitor access and use of College services provided through sunyjefferson.edu are archived kept indefinitely. Information concerning these records retention and disposition schedules may be obtained through the Internet privacy policy contact listed in this policy.

7. Access to and correction of personal information collected through sunyjefferson.edu
a. Any user may submit a request to JCC's Chief Information Officer to determine whether personal information pertaining to that user has been collected through sunyjefferson.edu. Any such request shall be made in writing and must be accompanied by reasonable proof of identity of the user. Reasonable proof of identity may include verification of a signature, inclusion of an identifier generally known only to the user, or similar appropriate identification. The address of the Chief Information Officer is:
Chief Information Officer
Jefferson Community College
1220 Coffeen Street
Watertown, New York 13601

b. The Chief Information Officer (or designee) shall, within five (5) business days of the receipt of a proper request, provide access to the personal information; deny access in writing, explaining the reasons therefore; or, acknowledge the receipt of the request in writing, stating the approximate date when the request will be granted or denied, which date shall not be more than thirty (30) days from the date of the acknowledgement.

c. In the event that JCC has collected personal information pertaining to a user through sunyjefferson.edu and that information is to be provided to the user pursuant to the user’s request, the Chief Information Officer shall inform the user of his or her right to request that the personal information be amended or corrected under the procedures set forth in section 95 of the Public Officers Law.

8. Confidentiality and integrity of personal information collected through sunyjefferson.edu
a. Jefferson Community College is committed to protecting personal information collected through College web applications against unauthorized access, use or disclosure.

b. The College limits employee access to personal information collected through the College web applications to only those employees who need access to the information in the performance of their official duties.

c. Employees who have access to personal information follow appropriate procedures in connection with any disclosures of personal information.

d. Visitors can travel through most of the College’s official website without offering any information about themselves.

e. The College has implemented procedures to safeguard the integrity of its information technology assets including, but not limited to, authentication, authorization, and monitoring. These security procedures have been integrated into the design, implementation and day-to-day operations of Jefferson’s web applications as part of the continuing commitment to the security of electronic content as well as the electronic transmission of information.

f. For web site security purposes and to maintain the availability of sunyjefferson.edu for all users, Jefferson employs software to monitor traffic to identify unauthorized attempts to upload or change information or otherwise damage the website.

9. Disclosure of information collected through sunyjefferson.edu
a. The collection of information through sunyjefferson.edu and the disclosure of that information are subject to the provisions of the Internet Security and Privacy Act. JCC will only collect personal information through sunyjefferson.edu or disclose personal information collected through sunyjefferson.edu if the user has consented to the collection or disclosure of that personal information.

b. JCC may collect or disclose personal information without consent if the collection or disclosure is necessary to perform the statutory duties of JCC or necessary for JCC to operate a program authorized by law, or authorized by state or federal statutes or regulation
Made pursuant to a court order or by law
For the purpose of validating the identity of the user
Of information to be used solely for statistical purposes that is in a form that cannot be used to identify a particular person

c. The disclosure of information, including personal information, collected through sunyjefferson.edu is subject to the provision of the Freedom of Information Law and the Personal Privacy Protection Law

d. JCC may disclose personal information to federal or state law enforcement authorities to enforce its rights against unauthorized access or attempted unauthorized access to JCC’s information technology assets

10. External websites
a. Users should be aware that links to web sites not controlled by Jefferson are not subject to this notice. Users should check the privacy policy of these individual sites to see what data is collected and how these sites will be used.

b. If the URL does not contain sunyjefferson.edu, then you are visiting a site that is not subject to this policy. One exception is Microsoft Live which is used for student and retiree email.

11. Links within sunyjefferson.edu
Visit www.sunyjefferson.edu for the most current information.
12. Disclaimer
The information provided in this policy should not be construed as giving business, legal or other advice or warranting as fails proof, the security of information provided through sunyjefferson.edu.

13. Definitions
Personal information: for purposes of this policy, “personal information” means any information concerning a natural person which, because of name, number, symbol, mark or other identifier, can be used to identify that natural person.

User: shall have the meaning set forth in subdivision 8 of section 202 of the state technology law.

Internet Email Policy
Jefferson Community College acts as a service provider to supply access to the Internet, including electronic mail. In support of the College mission, this access is provided to the College community to:

• Support instruction
• Provide access to information resources for students, faculty and staff research
• Enhance the ability of faculty and staff to maintain contact with colleagues and information resources in their fields
• Support various administrative functions of the College
• Provide electronic communications

In accordance with campus and SUNY security practices, the New York State Information Security Breach and Notification Act, and commitment to protect user privacy and to maintain machines in optimal working order, measures to prevent adware/spyware/malware on campus-owned computers will be taken according to this policy.

Statement of Policy:
1. Email provided by Jefferson Community College for faculty and staff is for College business only.
2. Access to email and the Internet is a privilege provided at the discretion of the College and as such may be revoked.
3. All messages are the property of Jefferson Community College.
4. Except as provided by applicable laws, regulations or other College policies, the content of electronic communications is not by itself a basis for disciplinary action.
5. Unlawful communications, as defined by law, are prohibited.
6. Student email is provided through a contract with an outside vendor. Students are expected to use this email responsibly and in accordance with all applicable JCC and SUNY policies; policies of the contracted vendor; as well as local, state, and federal laws.
7. Students are responsible for information forwarded to them by the College through the College provided student email.
8. Access to and use of student email is considered a privilege accorded at the discretion of Jefferson Community College. The College maintains the right to immediately withdraw the access and use of student email when there is reason to believe that violations of law or College policies have occurred.
9. Students of student email are strictly prohibited from accessing files and information other than their own.
10. Anyone accessing the Internet and Electronic Mail through the College’s services shall be expected to act in accordance with College policies, contracts and rules of conduct as well as federal, state and local laws and regulations.
11. The College requires virus protection for all devices attached to the college network.
12. The College shall provide a list of usage rules to assist users in understanding the purpose of Internet and Email.
13. The Board of Trustees hereby authorizes the President, or his/her designee, to develop and establish appropriate standards and procedures to implement and enforce this policy.

Student Email Acceptable Use Policy
1. Philosophy
Jefferson Community College encourages the use of student email as an effective and efficient way to improve communication between students, faculty members and administrative staff. The primary purpose of student email is to meet the academic, student life, administrative, and business needs of the College.

While the College will continue to communicate through printed publications and written correspondence, it is expected that the College will increasingly use student email as an official means of communication with JCC students. Students are responsible for information forwarded to them by the College through Cannon Mail. It is expected that students will check their email account regularly.

2. Official Email Address
All students who are registered for credit-bearing courses will be assigned a JCC student email account. This account will be considered the student's official Jefferson email address until such time as the student is no longer enrolled in a credit bearing course(s).
Faculty members and administrative offices will address email messages to the student’s assigned email account. A student may choose to redirect their email, but are held accountable for the content of any College email message sent to them.

3. **Prohibited Conduct**

   Student email may not be used in the following ways:
   - Unlawful activities
   - Commercial purposes
   - Personal financial gain
   - False identity in email communications
   - Misrepresentation of Jefferson Community College
   - Interference with JCC technology operations through
     a. electronic chain letters
     b. unsolicited electronic communications
     c. disruption of electronic communications
     d. corruption of electronic communications systems and services
     e. obstruction of electronic communications system and services

4. **Access Restriction**

   Access to and use of student email is considered a privilege accorded at the discretion of Jefferson Community College. The College maintains the right to immediately withdraw the access and use of student email when there is reason to believe that violations of law or College policies have occurred. In such cases, the alleged violation will be referred to the Chief Judicial Officer for further investigation and adjudication under the Code of Student Conduct. The range of sanctions for unacceptable use of student email includes expulsion from the College.

5. **Security**

   Jefferson Community College cannot and does not guarantee the security of electronic files on its computer systems. While steps have been taken to provide security, it is possible that the College’s technology systems may be breached. Because it is impossible to filter all materials transmitted or received via electronic means, the College cannot assure that users will not be exposed to unsolicited information.

6. **Privacy**

   The general right of privacy should be extended to the extent possible in the electronic environment. Jefferson Community College and all electronic users should treat electronically stored information in individuals’ files as confidential and private.

   There is an acknowledged trade-off between the right of privacy of a user and the need of system administrators to gather necessary information to ensure the continued functioning of these resources. In the normal course of system administration, system administrators may have to examine activities, files, electronic mail, and printer listings to gather sufficient information to diagnose and correct problems with system software or hardware. Whenever possible, prior notification will be provided; however, the system’s administrators will subsequently notify faculty, staff, or students if it was necessary to enter or view their files, electronic mail, printer listings, or to examine activities. System administrators at all times have an obligation to maintain the confidentiality of a user’s files, electronic mail, and activity logs.

   Users of student email are strictly prohibited from accessing files and information other than their own. The College reserves the right to access its computer and network systems, including current and archival files of user accounts when there is reasonable suspicion that unacceptable use has occurred.

**Network Policy**

Users of the Jefferson Community College network have a responsibility to properly use and protect the information resources and to follow all federal, state and local and other applicable law as well as all generally applicable College rules and policies and all applicable contracts and licenses including the policies of networks contracted for College use, such as Internet and distance learning networks. This policy provides guidelines for the appropriate use of the networks provided by and contracted with the College both on- and off-campus.

**Statement of Policy:**

1. Access to the campus-wide, wireless and contracted networks, is a privilege provided at the discretion of the College and as such may be revoked.

2. The general right of privacy should be extended to the extent possible in the electronic environment. Jefferson Community College and all electronic users should treat electronically stored information in individual files as confidential and private.

3. The College does not routinely monitor computer, Internet or network activities or content but users should not assume or expect any right of privacy with respect to the College’s IT resources. There is an acknowledged trade-off between the right of privacy of a user and the need of system administrators to gather necessary information to ensure the continued functioning of these resources.

4. The use of college computer resources for private business or commercial activities (except where such activities are otherwise permitted or
authorized under applicable college policies), fundraising, or advertising on behalf of non-college organizations, or reselling the College’s name, are prohibited.

5. Unlawful communications, as defined by law, are prohibited.

6. The campus network is a shared resource; therefore, excessive non-academic use of network resources which inhibit usage by another person is prohibited.

7. At no time shall anyone attach an unauthorized device to the campus network. These include, but are not limited to, unauthorized access points, wireless routers, and network detection appliances. Any unauthorized equipment will be considered rogue and will be shut down immediately and removed from the network.

8. The College provides separate access to the Internet through a wireless network and users of the wireless network are responsible for their appropriate use and by their use agree to comply with all applicable policies, regulations, and laws, as well as the acceptable use policies of affiliated networks and systems.

9. Any use of the campus-wide network which results in plagiarism, copyright infringement or any other violation of academic regulations is prohibited.

10. All uses of the campus-wide network which harass, annoy, intimidate or otherwise inconvenience users are prohibited.

11. Use of the network to misrepresent or conceal one’s identity is prohibited.

12. Attempts to circumvent network access restrictions are prohibited.

13. Attempts to gain unauthorized access or to circumvent network security are prohibited.

14. The Federal Digital Millennium Copyright Act will be strictly enforced.

15. Attempts to operate any type of unauthorized servers (e.g., DHCP, web, mail, Quake, etc.) is prohibited.

Definitions

Infrastructure: The hardware and supporting software, such as cabling, routers, servers, and other equipment that makes up the physical aspect of the campus-wide network.

Campus-wide network: The interconnecting of computers and the infrastructure to provide resources such as software applications, email, Internet access, phones, shared disk space, cable television, etc. to the users.

Telecommunications: The exchange of information by electronic means.

Network Security: Protection of the network infrastructure, equipment, software and information that is sent and stored on the network, through the use of technology, procedures, and training.

Personally Identifiable Information Security Policy

Jefferson Community College will adhere to the New York State Chapter 279 of the Laws of 2008 Program Bill which restricts the use of social security numbers by State agencies and other governmental entities, effective January 1, 2010 as well as the Federal Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) requires protection of personally identifiable information (PII).

Statement of Policy:

1. Personally identifiable information (PII) is described as any data that can be used to disclose the identity of an individual. This includes but is not limited to social security number, address, phone number, College ID number, email address or name.

2. In an effort to maintain data security in all realms of data collection, JCC requires that all online data collection programs conform to the following information security regulations:
   a. Personally identifiable information will not be stored on any server accessible by the public. This includes but is not limited to web servers and email servers.
   b. Campus-wide network traffic is not secure. No guarantee of security or even arrival of transmission is made. Internet and Electronic Mail should not be used for the transmission of confidential or sensitive data.
   c. All personally identifiable information will be stored on securely controlled central database servers that conform to all access control and authentication regulations set forth by IT.
   d. All online data collection, data retrieval and application requests involving personally identifiable information will be reviewed to ensure that all security principles, programming standards, data storage, and that all data elements are being collected securely and appropriately.
   e. When programs and methods are found that do not conform to information collection and security policies, they will be removed and taken out of production until security violations are corrected.

3. Phone conversations should not include any personally identifiable information.

4. Printouts with personally identifiable information should be kept secure and disposed using the appropriate procedures for disposing of secure documents.
Digital Download, Peer-to-Peer File Sharing and Copyright Policy

This refers specifically to the copying, distribution, downloading, and uploading of copyrighted materials by student, faculty, staff or guest, on any device attached to the College infrastructure, including but not limited to, personal or College computers/netbooks, smartphones and personal digital assistants (PDA), in accordance with the Digital Millennium Copyright Act (DMCA). These materials include, but are not limited to, text (including e-mails and web information), graphics, art, photographs, music, film, and software.

Some examples of copyright infringement per the DMCA are:

- Downloading copyrighted music and films from the Internet or another person’s computer without having paid for it (unless it has explicitly been listed as free), even for your own personal use
- Making copies of a CD or DVD without copyright permission or purchase
- Creating a document using the words from an Internet site
- Downloading images, photographs, music, films or art without purchasing or permission
- File sharing of copyrighted files (i.e. using peer to peer software such as Kazaa, Napster, LimeWire or any social media that allows file sharing and not turning file sharing off)

Downloading or distributing unauthorized copies of copyrighted music recordings and movies is breaking the law. Violators may be held legally liable for thousands of dollars in damages. Federal law provides severe penalties for the unauthorized reproduction, distribution or digital transmission of copyrighted materials.

Statement of Policy:

1. Procedure for Processing Infringements

   a. If there is suspicion of copyright infringement, please contact Institutional Technology (IT), as soon as possible. IT will conduct an investigation into the allegations.
b. In the event of a notice of suspicion of copyright from off-campus, for example, an RIAA notice, the College will be notified
and IT will take the appropriate steps.

c. In the case of an allegation, the DMCA requires that all claims of infringement be in writing and include:
   i. A physical or electronic signature of the copyright owner or person designated to act on his/her behalf
   ii. Identification of the allegedly infringed copyrighted work, including:
      a. 1. identity of the copyright owner, if not the complainant
      b. 2. citation of the copyrighted works (author/creator, title/description, copyright date)
      c. 3. statement of copyright ownership
      d. 4. evidence of copyright registration
   iii. Identification of the host web site and sufficient information to locate it including:
      a. 1. URL (web address)
      b. 2. date time and time zone the web site was observed
      c. 3. contact information for the complainant or person designated to act on his/her behalf, including address,
         telephone number, and if available, email address
      d. A statement that the complainant has a good faith belief that the use of the material is not authorized by the
         copyright owner or the law
      e. A statement that the information in the notification is accurate and , under penalty of perjury, that the complainant is
         authorized to act on behalf of the copyright owner

2. As a part of its compliance with federal copyright law and the DMCA, Jefferson Community College will deploy the following procedure
   to respond to bona fide notices of copyright violation by copyright holders:
   a. The DMCA agenda for the College requests that IT block the Internet Protocol (IP) address alleged by the notice to be
      in violation of federal law and provide the agent with the identity of the user or party responsible for the computer
      (responsible party).
   b. The agent then notifies the user or responsible party of the notice by sending a copy of the Standard Notice via e-mail and
      requests a cease and desist statement by return e-mail.
   c. Upon receipt of that statement, the agent then requests that IT unblock the IP address.
   d. If the identified individual cited is certain that s/he is legally using the allegedly infringing material or that the copyright
      owner has misidentified the material, s/he may file a counter notice.
   e. In order to maintain safe harbor under the DMCA, it is necessary that the College terminate the Internet services of students,
      faculty, or staff who receive three DMCA notices that (a) conform to statutory requirements and (b) where not counter
      notification has been filed.

3. JCC will distribute information on copyright law and related campus policies to the campus community as required by the Higher
   Education Act of 2008 (HEOA 4137.)

4. Reporting a Copyright Violation
   To report alleged copyright infringements, please contact:
   Help Desk
   Room 5-004
   1220 Coffeen Street
   Watertown, New York 13601
   Phone: 315-786-6511
   Fax: 315-786-2511

Software Policy
Use of software on computers is protected under United States and New York State copyright laws from the time of its creation. Institutional
Technology (IT) maintains all College software and computer/AV equipment licensing and the “library” of licenses and media on which the
software is stored. Unless otherwise provided in the software license, duplication of copyrighted software is a violation of the local, state and
federal laws and this policy.

Statement of Policy:
1. Computer software is protected by the copyright laws of the United States. The owner of a copyright holds the exclusive rights to the
   reproduction and distribution of his or her work. Therefore, it is illegal to duplicate software or its documentation without the express
   written permission of the copyright holder.
2. It is illegal for a user of the College’s computers to make a copy of any software purchased by the College for his or her personal use.
3. All software installed on Jefferson Community College computers/equipment will be licensed to Jefferson Community College (Institutional
   Technology).
4. The College explicitly prohibits the illegal copying of copyrighted computer software. Violators will be held personally liable.
5. The College assumes no responsibility for software that has not been approved and inventoried.
6. The Board of Trustees hereby authorizes the President, or his/her designee, to develop and establish appropriate standards and procedures to implement and enforce this policy.

Definitions:
1. **Software** is defined as any computer application that requires installation onto a computer and/or any application that runs on a computer and that requires purchasing. Examples of software include, but are not limited to, applications such as Microsoft Office, CD-ROM and DVD that run from a computer whether they are purchased by the College or come with a textbook, Internet based textbook supplements; Internet based applications subscribed to by the College, etc. NOTE: Although the Library databases are considered Internet-based applications, the Library maintains these licenses and contracts separately.

2. **Media** is defined as the physical product used to provide the software to the College.

**Wireless Computer Access Agreement**

**Privacy:**
Users of JCC Wireless resources should be aware that the College cannot guarantee security and privacy in all cases, especially for personal or unlawful use of these resources. For the purpose of satisfying any law, regulation or government request, Jefferson Community College reserves the right to monitor the use of JCC Wireless resources and disclose any information necessary and appropriate.

**Troubleshooting Wireless Connections:**
Jefferson Community College has implemented wireless technology in response to the overwhelming demand of students, faculty and staff members. Jefferson Community College's technical staff are responsible for maintaining the systems required to provide wireless access. During normal operating hours technical staff are available in the IT department to provide assistance in connecting to the JCC wireless networks. 'Best Effort' will be provided to assist users connecting to the wireless network. Please be aware, some equipment (older, miss-configured, viruses, bad software installation) will not be capable of connecting.

**User Responsibilities:**
In consideration of the privilege of accessing and using JCC Wireless resources, all persons are expected to comply fully with the standards and responsibilities of acceptable use as outlined in:
- All applicable provisions of the JCC ELECTRONIC COMMUNICATIONS POLICIES, employee handbooks and agreements, student handbooks and other policies and procedures established by Jefferson Community College.
- All local, state, federal, and international laws, including but not limited to, copyright and intellectual property.
- All software license agreements acquired by the College and its authorized units.
- All applicable College policies and procedures, including but not limited to, sexual harassment, academic dishonesty, scientific misconduct, non-discrimination, copyright, intellectual property, and internet usage.
- The legal and educational standards of software use as published in the EDUCOM Code.

**Other individual responsibilities include:**
- Self-policing of passwords and access codes.
- Changing passwords and access codes on an as-needed basis.
- Respecting authorial integrity and the intellectual property rights of others.
- Preventing and reporting viruses that infect computer systems.
- Properly backing up appropriate systems, software and data.

**Statement of Prohibited Uses:**
- Initiating or participating in unauthorized or personal mass mailings to news groups, mailing lists, or individuals (including but not limited to chain letters, spam, floods and bombs).
- Giving others by password or other means unauthorized access to any user or network account.
- Using or attempting to use an unauthorized user or network account.
- Disguising or attempting to disguise the identity of the account or machine being used. This includes but is not limited to spoofing IP addresses, impersonating any other person or entity, or misrepresenting affiliation with any other person or entity.
- Using the College network to gain or attempt to gain unauthorized access to remote networks, including remote computer systems.
- Conduct constituting wasteful use of IT (Information Technology), resources or which unfairly monopolizes them to the exclusion of others.
- Interference or degradation of controls and system security.
- Engaging in computer crimes or other prohibited acts.
- Knowingly or negligently running or installing or giving to another user, a program which damages, exposes to unauthorized access, or places excessive load on any computer system, network, or other IT resource. These programs include, but are not limited to, computer viruses, Trojan Horses, and worms.
- Using any IT resource or communication services, including e-mail or other means to intimidate, insult, embarrass and harass others; to interfere unreasonably with an individual’s work, research or educational performance; or to create a hostile or offensive working or learning environment.

Jefferson Community College has installed wireless Internet throughout the campus. Currently, there is wireless access in every building on campus. There is limited access outside the buildings. The college is continuing expansion of wireless services for faculty, staff, and students. If you find an area on campus that does not have access where it is needed please report this to the IT Department.

Visit www.sunyjefferson.edu for the most current information.
Rights, Freedoms and Responsibilities

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 conduct, 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.

I. Freedom of Access to Higher Education
The admission policies of colleges and universities are a matter of institutional choice, provided that each college and university makes clear the characteristics and expectations of students which it considers relevant to success in the institution’s program. Under no circumstances will a student be barred from JCC on the basis of race, color, religion, national origin, sex, age, handicap or any other basis prohibited by law.

Thus, within the limits of its facilities, JCC is open to all students who are qualified according to its admission standards. The facilities and services of JCC are open to all of its enrolled students, and the College will use its influence to secure equal access for all students to public facilities in the local community.

II. In the Classroom
At Jefferson Community College, the instructor encourages free discussion, inquiry, and expression both in the classroom and in conference. Student performance is evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

A. Protection of Freedom of Expression
Students are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion. They are, however, responsible for learning the content of any course of study in which they are enrolled.

B. Protection Against Improper Academic Evaluation
Students at Jefferson Community College are protected against prejudiced and capricious academic evaluation. Any student who feels unjustly evaluated or unfairly penalized by an instructor with regard to the College’s Academic Honesty Policy may follow the steps outlined below within four months after the incident in question.

Step 1. The student will present any grievance to the instructor involved and ask for a complete review of the evaluation procedures under question. The instructor will explain to the student the procedures used for evaluation of the student’s performance.
Step II. If the student is not satisfied with the explanation given by the instructor, a review and determination of the grievance by the appropriate AVP may be requested. The AVP will hold a hearing after receiving the request. The student may elect to have a student advocate appear and present oral statements. The AVP will make a decision after hearing all of the evidence and communicate it to the student and the instructor involved.

Step III. The student may appeal the decision of the AVP and request a review and determination of the grievance by the Vice President for Academic Affairs. The Vice President for Academic Affairs will take such steps as deemed appropriate to gather all of the evidence pertaining to the grievance and render a decision. This decision will be communicated to the student, the instructor involved, and the AVP. The decision of the Vice President for Academic Affairs will be final and binding.

All teaching faculty are required to submit the objectives of the course and an outline of the material to be covered to the Vice President for Academic Affairs’s Office. This document will also be distributed to each student enrolled in the course.

C. Protection Against Improper Disclosure

The student-faculty relationship is a private one. Information about student views, beliefs, and political associations acquired in the course of an instructor’s work as teacher or advisor will be considered private. Judgments of a student’s ability and character may be provided when required by law or authorized by the student.

A student who feels that the private teacher-student relationship has been violated may present a grievance to the Judicial Board of Review as outlined in Section VI, Paragraph D, of this Statement.

III. Out of the Classroom

Jefferson Community College provides a process to deal with student concerns regarding non-academic complaints. This process allows for both informal and formal resolution in addressing actions and decisions made from an administrative policy perspective. Students are encouraged to resolve complaints informally and to use the formal procedure only when an informal resolution is not possible.

Informal Complaint

- The goal of the informal complaint process is to come to an understanding between the student and the College regarding the reason(s) why a particular action was taken.
- The student is encouraged to first discuss their complaint with the particular staff or faculty member directly involved before taking the matter to the next administrative level.
- If resolution cannot be reached, the student may raise the issue with an immediate supervisor or department head, who will listen to the concern and confer with the appropriate parties involved. If a satisfactory resolution does not result, the student may file a formal written complaint with the appropriate Vice President.

Formal Complaint

- The goal of the formal complaint process is to reach a decision regarding a student’s complaint that is based on the facts of the case and the application of College policies and practices.

The formal written complaint must contain the following information:

1. Name of the student filing the formal complaint.
2. Date(s) of the incident(s).
3. Nature of the complaint and statement of the facts in support of the complaint.
4. Resolution being sought by the student(s).
5. Student’s signature.
6. Date complaint is submitted

- The student will submit the written complaint to the appropriate Associate Vice President (AVP) for review and consideration.
- The Vice President will investigate the student’s complaint, confer with other parties involved, and reach a decision regarding an appropriate course of action.
- The Vice President will notify the student in writing of the decision relative to the student’s complaint.

Appeal

- A student may submit a written appeal to the President for the following reasons:
  - Procedural error or irregularity regarding interpretation of College policy.
  - New information not previously considered.
  - Bias that may have affected the decision.

IV. Student Records

At Jefferson Community College, transcripts of education records contain only information about academic status. They also include any disciplinary action which affects the student’s eligibility to re-register. JCC will make every endeavor to keep the student’s record confidential and out of the hands of those who would use it for other than legitimate purposes. All members of the faculty, administration, and clerical staff will respect confidential information about students which they acquire in the course of their work. The College adheres to the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended by Public Law No. 107-56, section 507 of the USA Patriot Act (H.R. 3162), which provides for disclosure of educational records to the Attorney General in a terrorism investigation or prosecution.
A. General Provisions
1. Students are notified that the following categories of data about them have been designated by the College as public directory information.

Directory Information
a. student’s name
b. parents’ names
c. addresses
d. date and place of birth
e. telephone number
f. dates of enrollment
g. enrollment status
h. degree(s) and honors earned
i. major field(s) of study
j. previous educational agency or institution attended
k. participation in officially recognized activities and sports
l. weight and height of athletic team members
m. election district

2. A student may direct that any or all of the directory information listed above be released only with his/her prior consent, by completing the appropriate form at the time of registration for each semester.

3. Official permanent student records containing all pertinent information related to student achievement and progress are maintained by the College Registrar. These are available to the College’s teachers, administrators, and support staff who have legitimate educational interests in them. These records are reviewed and periodically expunged as provided by the State University of New York policies. Records of financial transactions between students and Financial Services in support of financial aid applications are maintained in the Financial Aid Office.

4. A student will be provided an opportunity for a hearing with the College, through the Student Records Office, to challenge the content of his/her records, in order to insure that these records are accurate, and are not in violation of the student’s privacy or other rights. Correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data contained there in is possible at this time. A written explanation by the student (parents) respecting the content of such records is added to the file.

B. Disclosure to Students
1. Students are entitled to a transcript of their academic record, labeled “Student Copy.” With limited exceptions, students are also entitled to inspect, review, and copy the education records which are maintained about them by the College. Copies of these records will be provided at a fee of 25 cents per page.

2. Requests by students for access to their education records will be granted within forty-five days after a written request has been submitted to the College Registrar.

3. Original documents submitted in support of an application for admission or for transfer credit will not be returned to the student, nor will they be sent else where, even at the student’s request. For example, a transcript from another post-secondary institution or a high school record will not be sent to a third institution. The student must request another transcript from the original institution. In exceptional cases where another transcript is unobtainable or can be secured only with the greatest difficulty, copies may be prepared and released to prevent hardship to the student. The student should present a signed request, and the copy will be marked as a certified copy of what is in the student’s file.

C. Disclosure to Faculty & Administrative Officers
1. Faculty and administrative officers of the institution, who have a legitimate interest in the material and demonstrate a need to know, are permitted to review the academic records of any student.

2. The contents of the official folder of a student will not be allowed outside the Student Records Office or the Admissions Office except in circumstances specifically authorized by the Registrar or Director of Admissions.

D. Disclosure to Parents, Educational Institutions & Other Agencies
1. Personally identifiable information in student education records other than directory information will be released only as provided in Part 99 to Title 45 of the Code of Federal Regulations applicable laws and/or regulations or Jefferson Community College’s approved FERPA Policy.

2. Transcripts or grade reports may be released to parents or guardians of dependent students (as defined in Section 152 of the Internal Revenue Code of 1954) without the student’s prior approval.

3. Written consent of the student is required to release a transcript or other academic information to another institution of learning or philanthropic organization.

4. Requests from research organizations making statistical studies may be honored without prior approval of the student, provided no information revealing the student’s name or identity is released to persons other than representatives of such organizations. Such information will be destroyed when no longer needed for such research.
E. Disclosure to Government Agencies
   1. Properly identified representatives from federal, state, or local agencies may be given any of the directory information listed above.
   2. Government investigative agencies as such have no inherent legal right to access student files and records. When additional information is requested, it will be released only on written authorization from the student. If such authorization is not given, the information will be released only on court order or subpoena. If an order or subpoena is served, the student will be notified of subpoenas in advance of compliance by the College.
   3. Student deferment certificates will be supplied to the Selective Service System only with the written permission of the student.

F. Disclosure to Other Individuals and Organizations
   1. Information furnished to other individuals and organizations is limited to the items listed below under “Telephone Inquiries.” Additional information, such as transcripts, require written permission of the student.

G. Disclosure in Response to Telephone Inquiries
   1. Only the following directory items may be released in response to telephone inquiries:
      a. verification of the student’s current enrollment
      b. the curriculum in which the student is or was enrolled
      c. the student’s class year
      d. date(s) of any degree(s) earned and honors received
   2. Requests for other student directory information such as address, telephone number, or immediate whereabouts, will be referred to the Registrar for appropriate response.

H. Student Directories
   1. Students may choose to have their addresses and telephone numbers omitted from student directories.

I. Disclosure by Other Offices of the Institution
   1. The foregoing guidelines apply to any request for academic information about students or former students received by any member of the faculty, administration, or clerical staff. The guidelines are intended to protect the individual’s right to privacy and the confidentiality of student academic records throughout the institution.
   2. All institutional personnel are directed to refer requests for transcripts, certifications or other information to the Student Records Office or Admissions Office. Faculty members and other institutional offices may only acknowledge, when appropriate, the receipt of requests for student information, or release as much information as is appropriate in their role as faculty advisor, club advisor, instructor, etc.

J. Withholding Information
   1. The College may withhold grade reports, transcripts, certifications, or other information about a student for disciplinary reasons, unpaid financial obligations or any other reason described in this Statement.

V. Student Affairs - Rights and Obligations of Civil and Academic Citizenship

Disputes arising from interpretations of Student Affairs, Freedom of Inquiry and Expression will be referred to the Vice President for Student Affairs. If a violation of the Code of Student Conduct is alleged the Chief Judicial Officer will follow Procedural Standards found in section one of the Code.

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.

Definitions of freedoms within the academic community are described below:

5.1 Assembly/Protest
   Students have the right to assemble in an orderly manner and engage in peaceful protest, demonstration and picketing, providing that it does not disrupt the function of the College, threaten the health or safety of any person, or violate the Code of Student Conduct. In order to have a protest or assembly on campus, other than at the grassy area surrounding the clock tower, a student must complete a project registration form with the office for Vice President for Student Affairs.

5.2 Freedom of Association
   Individual students are encouraged to join existing groups or to organize themselves into new associations, following established procedures. By permission of the Board of Trustees, the Student Government approves organized groups.
   Persons outside the JCC community will have no voice in membership policies and actions of organized groups.
   The College will recognize bona fide organized groups. Organizations with external educational affiliation such as the Institute of Management Accountants and Phi Theta Kappa will qualify for campus recognition, provided they also meet the requirements as stated in...
Organized groups are encouraged to secure campus-affiliated advisors. Confirmed inability to acquire an advisor does not preclude campus recognition. The advisor may not vote, but serves as a mentor.

Groups requesting recognition by the College must present a proposed constitution to the Student Government containing a statement of purpose, criteria for membership, and procedural rules. Organized groups will not be required to submit a membership list as a condition of recognition.

The constitutions of all organized groups, including those affiliated with external groups, must contain a clause stating that the organization is open to all students without respect to race, creed, color, national origin, sex, age, sexual orientation, handicap or any other basis prohibited by law.

The constitutions of all organized groups, including those affiliated with external groups, must contain a clause stating that the organization prohibits reckless or intentional endangerment to the mental or physical health of individuals by forced consumption of any substance for the purpose of initiation into or affiliation with any organization. Section 6450 of the Education Law of the State University of New York mandates this statement.

5.3 Freedom of Inquiry and Expression
Students and organized groups are free to examine and discuss topics of interest and to express opinions both publicly and privately provided that it does not violate the Code of Student Conduct.

Free expression must not interfere with the regular operations of the College, which include the normal commitments of the students and staff of the College. Prohibited acts are as follows:

- Disruption of classes,
- Blockage of entrances and exits,
- Destruction of College or personal property, and
- Impediment of communications.

Student organizations are allowed to invite any person they choose to perform or speak on campus. There are procedures in place designed to insure that there is adequate preparation for the event, that the occasion is conducted in an appropriate manner, and that sufficient financial backing is available. Student organizations are prohibited from signing any contracts with performers or speakers and must work with Student Activities Center for this function. An individual student can request use of the facilities just as any non-College affiliated individual or organization.

The College’s control of campus facilities will not be used as a device for censorship. It is understood that sponsorship of performers or speakers does not necessarily imply approval or endorsement of the views expressed by the sponsoring group or by the College.

5.4 Governance/Participation
Students have the right to establish representative governmental bodies and to participate in College and State University of New York governance following the rules and regulations of the College. Students who accept representative roles in the governance of the College have the duty to participate responsibly.

Students are free, individually and collectively, to express their views on issues of institutional policy and on matters of general interest to the student body. The student body participates in making and applying institutional policy affecting academic and student affairs by means of the student government. Student Government’s role is stated clearly in their constitution and when disputes arise regarding this role it will be handled as proscribed in the Code of Student Conduct.

5.5 Public Discussion and Demonstration
A public discussion and demonstration area has been established in the area surrounding the cannon, bordered by, but not including, the sidewalks.

Jefferson students are free to support causes by orderly means, which do not disrupt the regular and essential operation of the College and do not violate the Code of Student Conduct. In their public expressions or demonstrations, students or student organizations speak only for themselves. Issues expressed in this area do not need prior registration.

5.6 Privacy/Search/Seizure
Students have the right to privacy and to be free from unreasonable searches or unlawful arrest on College property. Students have the responsibility to respect the privacy of other members of the College community in their person and property.

5.7 Quality Environment
Students have the right to expect a reasonably safe environment. Students have the responsibility to protect and maintain that environment and to reasonably protect themselves from all hazards.

5.8 Religion/Political Association
Students have the right to exercise their religious convictions and associate with religious, political or other organizations. This association must:

- Respect the rights of other members of the community with differing religious convictions and associations.
5.8.2 Comply with the Code of Student Conduct and State University policies on use of facilities for religious and political purposes.

5.9 State of Campus Emergency
When all other means for settling serious campus disputes have been exhausted, or where the on-campus situation presents an immediate danger to College property or to members the President is empowered to declare a State of Campus Emergency. The President or a duly appointed representative will make this declaration in consult with the College’s President’s Cabinet.

Under a Declared State of Campus Emergency, the President will have full discretion and authority to take such steps as (s)he deems necessary to restore order and resume the College’s normal operation. This will include the use of all appropriate law enforcement and control agencies and legal injunctions, restraining orders, or all other legal means to end the Emergency.

Due process will be re-established following the restoration of law and order to the campus. When the State of Emergency ends and normal College functions resume Presidential actions will be reported in writing to and evaluated by the Board of Trustees.

5.10 Student Publications
Student publications are Student Fee-financed and record events, state policies, and contain information and are a valuable aid in establishing and maintaining intellectual exploration and an atmosphere of free and responsible discussion. They are a means of bringing student concerns to the attention of the faculty and administration. They also formulate student opinion on various issues on the campus and in the world at large.

At JCC, student publications are free of censorship. Editors and managers are free to develop their own editorial policies.

Disputes arising from interpretations will be directed to the Vice President For Student Affairs and will follow prescribed proceedings. Editors and managers of student publications are protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content.

All student publications financed by student fees should explicitly state that the opinions expressed are not necessarily those of the College, State University of New York, or its student body.
National Voter Registration

The 1988 Higher Education Act requires all postsecondary institutions to make a good-faith effort to distribute voter registration forms to each degree or certificate seeking student who attends classes on campus. Jefferson holds a voter registration drive annually during fall semester. Students who require special accommodations to register to vote can contact the John W. Deans Collaborative Learning Center, Building 15, first floor.

Voter registration forms are available in the following locations:

- John W. Deans Collaborative Learning Center (Building 15), first floor
- Online:
  - www.sunyjefferson.edu then
  - Select “My JCC”
  - Log onto Blackboard
  - Select Student Information tab
  - Select Student Handbook
  - Select Voter Registration
- Student Activities Center, McVean Center Room 4-104
- Office of the Vice President for Student Affairs, McVean Center Room 4-100
- Student Government Office, McVean Center Room 4-107

If you are in need of further assistance, contact the Student Life Office at 315-786-2403. If you require disability services, contact the Deans Collaborative Learning Center at 315-786-2288.
Jefferson Community College students enjoy all the rights and privileges conferred and guaranteed to them by federal and state laws as well as accept the inherent responsibilities implied by these rights. Students are expected to conduct themselves in a manner which reflects positively on the College and on themselves and to follow all college policies and regulations.

2. Definitions

2.1 The term “College” refers to Jefferson Community College.

2.2 The term “Code” refers to the Student Code of Conduct.

2.3 The term “student” refers to any person taking courses at the College at the time of a violation of the Code, as well as individuals on college premises for any purpose related to registration for enrollment. Persons who are not officially enrolled for a particular term but who have a continuing relationship as a student with the College are considered “students.”

2.4 The term “college official” refers to any person employed by the College or the College’s affiliated auxiliary operations performing assigned faculty, campus safety and security, administrative, or professional responsibilities.

2.5 The term “Judicial Board of Review (JBR)” refers to the hearing body comprised of students, faculty and staff. A minimum of three students and two faculty or staff will hear a case.

2.6 The term “college premises,” “college property” and “campus” include all land, buildings, facilities, or other property in the possession of or owned, used, or controlled by the College or the College’s affiliated auxiliary operations.

2.7 The term “judicial body” applies to the Judicial Board of Review, Administrative Hearing, Convener, or any person or persons authorized by the Dean of Students to determine whether a student has violated the code and to recommend sanctions when necessary.

2.8 The term “judicial advisor” refers to any individual assigned to advise a judicial body and/or student.

2.9 The term “complainant” refers to any persons or person who has filed disciplinary charges against a student. If the College is the complainant, then the Dean of Students or designee will appoint a person to represent the College.

2.10 The term “accused student” refers to any student who has pending disciplinary charges filed against him/her.

2.11 The term “college-sponsored activity” refers to any activity on or off campus which is initiated, aided, authorized or supervised by the College or its affiliate organizations.

2.12 The term “preponderance of evidence” refers to a standard used in civil trials as a criterion for determining the weight of the evidence, in particular what evidence is more credible and convincing and more reasonable and probable. This evidence can be circumstantial in nature.

2.13 The term “appeals review officer” refers to the College President, Vice President for Students, Dean of Students, or designee.

2.14 The term “notice against trespass/persona-non-grata” refers to an individual who is no longer welcome on campus which may result in arrest for trespass.

2.15 The term “convener” refers to a college official or the judicial body authorized by the President of the College to administer the Student Conduct Code and to impose sanctions upon students found to have violated the Code. The convener may be any of the following:

2.15.1. The Dean of Students or designee who each may also serve as a judicial board in its entirety. The Dean of Students delegates daily operation of the judicial system to the following, including, but not limited to the Dean of Students, Campus Judicial Officer(s) and Resident Directors.

2.15.2. The Judicial Board of Review comprised of a minimum of two faculty/staff members, one of who is the convener, and, three students.

2.16 The term “administrative hearing” gives all parties the opportunity to be heard by a single judicial officer or a board consisting of faculty, staff and/or administrators.

2.17 The term “informal resolution” refers to a one-on-one meeting between the student and the judicial officer to resolve charges informally.

2.18 The term “community member” refers to any administrators, staff, faculty and students at Jefferson.

3. Jurisdiction

JCC reserves the right to initiate disciplinary proceedings for on- and off-campus incidents and infractions. Generally, college jurisdiction and discipline shall be limited to conduct which occurs on college property and/or at college-related events on or off campus including, but not limited to, field trips, athletic events, or any action which adversely affects the college community and/or the pursuit of its objectives.

Initiation of a conduct review process for an off-campus violation may occur when the violation breaks the Code, the behavior adversely affects the educational and service functions of the College, or the violation adversely affects the suitability of the student as a member of the college community.

College disciplinary proceedings may be instituted against a student charged with a violation of a law which is also a violation of the code if both violations result from the same factual situation, without regard to the status of civil litigation in court or criminal arrest and prosecution. Proceedings under this code may be carried out prior to, simultaneously with, or following off campus civil or criminal proceedings. At the request of law enforcement, temporary delays in adjudication may be necessary and should last not more than 10 days unless law enforcement requests and justifies a longer delay.
4. Judicial Authority
The authority to oversee student conduct rests with the Board of Trustees. This authority is delegated to the President of the College who further delegates the operation of the judicial system to the Dean of Students or their designee. The Dean of Students delegates daily operations to the college judicial officer and all related personnel including, but not limited to, the Dean of Students, Campus Judicial Officer(s), and Resident Directors. The Dean of Students or designee may work with off-campus authorities prior, during, or after an investigation is started. The Dean of Students or designee and the judicial bodies function according to the principles and processes outlined in the code.

5. Prohibited Conduct
Violations of published college policies, rules and regulations; violations of SUNY Rules for the Maintenance of Public Order; and violations of federal and state laws not explicitly mentioned in this code also constitute prohibited conduct. These behaviors are prohibited in any environment within the jurisdiction of the code (whether in real time, online, or any other form of media).

5.1 Academic Misconduct: All forms of academic misconduct including, but not limited to, cheating, fabrication, plagiarism and facilitation of academic dishonesty.

5.2 Dishonesty: All forms of dishonesty, including, but not limited to fabricating of information or knowingly furnishing false information to the institution, electronic tampering, forgery, alteration or use of college documents or instruments of identification with intent to defraud, reporting a false emergency, giving false identification or aliases, or tampering with the election of any college-recognized student organization.

5.3 Mischief – Safety, Safety equipment and Drills.
Tampering with or the unauthorized use of fire safety equipment such as extinguishers, smoke detectors, alarm-pull stations, emergency exits including activating a false fire alarm, failing to evacuate a facility during the sounding of a fire alarm or upon the direction of a staff member, or attempting to re-enter the building without permission of the proper authorities once an alarm has been sounded.

5.4 Mischief – College Property or Equipment.
Any action that is needlessly or potentially damaging to college property, including, but not limited to, furniture, electronic equipment, floor coverings, walls, doors, etc.

5.5 Bias-related offenses. “Bias related offenses” shall be defined as including, but not limited to, when a person commits an offense against another or others, including but not limited to physical or verbal abuse, harassment or discrimination, and either intentionally selects the person against whom the offense is committed or intended, or intentionally commits the act or acts constituting the offense in whole or in substantial part, because of a belief or perception regarding the race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation of a person, regardless of whether the belief or perception is correct or not.

5.6 Obstruction of College Administration and Teaching. Disruption or obstruction of teaching, research, administration and administrative processes, services (including auxiliary services), disciplinary proceedings, or other college activities, including public-service functions, whether said activities occur on or off campus.

5.7 Offenses against the public order. Any of the acts prohibited by Article 240 of the New York Penal Law, including harassment, disorderly conduct, criminal nuisance, and/or any other conduct which threatens or endangers the health or safety of any person, including behavior that recklessly or intentionally endangers the mental or physical health of another person.

5.8 Larceny. Attempted or actual theft of and/or damage to the property of the College, a member of the college community, or any other personal or public property to include the unauthorized use of any College or College-affiliated organization’s equipment or property, or tampering with the same.

5.9 Hazing. Any act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization, regardless of the express or implied consent of the victim, to include, but not be limited to any brutality of a physical nature, such as whipping, beating, branding, forced calisthenics, marching, and walking on line; wearing uniforms, chanting/greetings, forced servitude, or other forced activities such as public stunts or acts of buffoonery; exposure to the elements; forced consumption of any liquid, food, liquor, drug, or psychological abuse or humiliation, which adversely affect the mental health or dignity of the individual, the property of the individual or others, and/or demanding that the individual engage in conduct prohibited either by state law or the college’s rules and regulations.

5.10 Obstruction of Governmental Administration. Failure to comply with, obstruction of, or resistance to, the directives of college officials, Campus Security, or law enforcement officers acting in performances of their duties including refusing to identify oneself to these persons when requested to do so.

5.11 Trespassing. Unauthorized entry, presence upon, or use of college premises, and/or the unauthorized possession, duplication, or use of keys or access cards to any college premise which would enable them to do the same.

5.12 Wrongful Use of Computers/Computer Technology
Including, but not limited to, the unauthorized use of college owned/provided student accounts, computers, computer software, peripherals, computer classrooms, smart classrooms, campus wide networks, and use of /access to the internet via the same. Prohibited acts also include the use of technological facilities/equipment to interfere with the normal operation of the college computing system, i.e., any use of technology which harasses, annoys, intimidates, or otherwise inconveniences other users in their use of the College’s computer technology. It shall be no defense that a student used their personally owned technology, i.e., laptop, tablet, iPad, iPhone, Android device, etc. when committing any of the violations set forth above.

5.12.1 Wrongful Use of Email
Including, but not limited to, use of College provided internet services for commercial purposes and/or personal
5.19.5. Using unapproved projectiles including, but not limited to, snowballs, Frisbees, baseballs, and boomerangs inside buildings.
5.19.6. Use, possess, sell, or distribute alcohol, narcotics, or any other controlled substance except as expressly permitted by law and campus rules.

5.19.7. With the exception of police officers or other law enforcement officials acting in the performance of their duties, while on campus, possess, use, or manufacture a firearm or other weapon, including explosives, knives, dangerous chemicals, firebombs and other destructive devices, to include their possession/storage in a vehicle on campus.

5.19.8. Participate in a demonstration which disrupts the normal operation of the College and infringes on the rights of other members of the college community; engage in conduct which leads or incites others to disrupt schedules and/or normal activities within any campus building or area; engage in intentional obstruction, which unreasonably interferes with freedom of movement whether pedestrian or vehicular, on campus or at college-sponsored or supervised functions.

5.19.9. Engage in conduct which is disorderly, lewd, or indecent; which breaches the peace, or which aids, abets, solicits or importunes others to breach the peace on college premises or at functions involving the College.

5.19.10. Entering and/or utilizing all areas of the Black River that are immediately adjacent to campus property, except as permitted under supervised instructional activities.

5.19.11. Engage in behavior that is, or reasonably could be, a violation of federal, New York State, or municipal laws, ordinances or regulations, including but not limited to situations where such violation has an adverse effect on the College and the college community.

5.19.12. Engage in behavior that violates published College policies, rules and regulations or the SUNY Rules for the Maintenance of Public Order.

5.19.13. Failure to complete sanctions assigned through the student conduct process. All students, are expected to comply with conduct sanctions within the timeframe specified by the Judicial Officer. Failure to follow through on conduct sanctions by the date specified, whether by refusal, neglect or any other reason will result in a violation of this policy.

5.19.14. Students are not permitted on the trails surrounding campus between dusk and dawn unless part of a college sponsored event/program/activity.

5.19.15. Students may not record any portion of a lecture, class discussion or course-related learning activity without the prior and explicit written permission of the course instructor unless the recording is part of an accommodation coordinated through accommodative services and the faculty member.

6. Crimes of Violence

6.1 No person, either singly or in concert with others, shall willfully engage in a crime of violence or cause physical injury to any other person, nor threaten to do so. Definitions: A crime of violence is defined as the following:

6.1.1. An offense that has an element of the use, attempted use, or threatened use of physical force against a person or property of another, or

6.1.2. Any other offense that is a felony and that, by its nature, involves a substantial risk that physical force against the person or property of another may be used in the course of committing the offense.

6.2 According to the Family Educational Rights and Privacy Act, an institution may release to an alleged victim of a crime of violence the results of any disciplinary hearing conducted against the alleged perpetrator of the crime. The alleged victim only has access to the results of the hearing. Other information, witnesses, other victims and evidence will be kept confidential. Victims are entitled to information only on the name of the alleged perpetrator, the violation committed, and the sanctions imposed, if any.

6.3 A notation of disciplinary action will be placed on the academic transcript whenever a student is suspended or expelled due to a finding of responsible for a violent crime defined by the federal Clery Act. Withdrawal from the College before completion of the disciplinary process will result in a ‘withdrew with conduct charges pending’ notation on the transcript and a disciplinary hold. One year after the suspension has expired, students may petition to the Dean of Students for removal of a suspension notation on the academic transcript.

7. Student Groups and Organizations

Student groups and registered organizations must follow the college rules (see section 5); if these rules are broken and/or not adhered to, they may be charged with violations of this code either as a collective unit, as individual members, or as both. As such, the Dean of Students or designee will select a member of the group as the spokesperson for any disciplinary proceeding involving the group.

Sanctions for student groups or organizations may include a loss of privileges, a loss of funding opportunities, a loss of recognized student group or organization status, or other discretionary sanctions, approved through the Dean of Students or designee.

For matters in which a student group or organization would not face a suspension or expulsion from the College, the incident will be resolved through a disciplinary meeting between the group and the designated person hearing the matter.

For matters which may result in suspension or expulsion of a student group or organization, the incident can be resolved through a hearing (Administrative or JBR see section 12).

8. Sanctions

Provisional records of student disciplinary actions will be held and maintained within the office of the Dean of Students. Any student found responsible for violating any college policy, rule or regulation may have one or more of the sanctions below imposed. The sanction set forth below serve as guidelines; however, the College shall have the right to consider each case on an individual basis and to
impose sanctions accordingly. Where a student disagrees with the sanctions imposed, the accused shall have the right of appeal as provided in Section 15, paragraph 15.3.

College sanctions are independent of other any sanctions that may be imposed as a result of civil or criminal proceedings. Where a student engages in subsequent misconduct, progressive discipline may be imposed, up to and including either their suspension, or permanent expulsion from the college and/or their academic program, or revocation, as provided in paragraph 8.1.14 below.

8.1 Definitions
8.1.1.  Verbal Warning: a verbal statement to the student offender who has violated the code.
8.1.2.  Written Warning: Serve to officially warn a student that he or she is in violation of community standards and that further violations can result in disciplinary sanctions. This warning may be given for either a specified or unlimited period of time.
8.1.3.  Referral for Assistance: Recommendation that assistance be sought from various campus services and/or outside agencies to specifically address the situation.
8.1.4.  Educational Programming: a learning program to promote an understanding of inappropriate behaviors and positive change.
8.1.5.  Probation: Services to officially warn a student that he or she is in violation of community standards and that any subsequent violation(s) of college rules and regulations may result in suspension or expulsion. This probation may be given for either a specified or unlimited period of time.
8.1.6.  Disciplinary Fines: Monetary fine placed on a student's account at Jefferson Community College.
8.1.7.  Disciplinary Hold: A hold placed on a student's account for disciplinary reasons preventing further registration, enrollment, and participation in college activities.
8.1.8.  Restriction: Denial of access to any facility, activity, services, class or program, or denial of student privileges for a designated period of time.
8.1.9.  Administrative Withdrawal: administrative separation from a specific course. The student will receive no credit for a class from which he/she has been administratively withdrawn.
8.1.10. Restitution: reimbursement by the student for damage or misappropriation of property to the College or other owners. Reimbursement may take the form of compensation for damages as calculated by the Vice President or their designee, or an appropriate period of service.
8.1.11. Work Assignment: Supervised work assignment.
8.1.12. Suspension or Termination of Employment: Removal from employment within the College (paid or volunteer) for a specific period of time (suspension) or permanently (termination).
8.1.13. Disciplinary Suspension: separation of the student from the College for a specified period of time up to a maximum of two years. Suspended students are barred from College premises, classes, and other college-sponsored activities. Expiration of the suspension period is no guarantee of re-admittance.
8.1.14. Disciplinary Expulsion: permanent separation of the student from the College. The student will be barred from College premises, classes, and other College-sponsored activities.
8.1.15. Revocation of Admission and/or Degree: revocation of admission to or of a degree awarded from the College due to fraud, misrepresentation, or other violations of College standards in obtaining the degree, where such violations were committed by a student prior to graduation.
8.1.16. Suspension or Removal from Residence Life: Suspension (for a specific time period) or Removal from Residency may be given when serious and/or repeated misconduct in the residence community warrants separation of the student from that community. A suspension or removal from Residence may include a ban from residing in or visiting any residence facility operated by the College for the stated period of the suspension.
8.1.17. Residence Hall Visitors Suspension: Residence Hall Visitors suspension prohibits a student from inviting guests (day or overnight) to the Residence Hall for a specific or unlimited time period.

Miscellaneous Disciplinary Provisions
More than one sanction may be imposed for any single violation. Other than college suspensions and expulsion, disciplinary sanctions shall not be made part of the student’s permanent academic record.

Students who are expelled or suspended from the College for academic or behavioral reasons may forfeit all technology privileges by consultation of the Dean of Students or designee.

Remedial actions such as counseling and alcohol and drug evaluations may be required in conjunction with any of the above sanctions at the expense of the student. Penalties less severe than suspension and disciplinary fines of $200 or less may be implemented by the Dean of Students or designee. Penalties of suspension or more will be reviewed by the President prior to implementation.

Students who do not comply with sanctions may be subject to additional sanctions (including a possible ban from campus and/or campus activities) and blocked from further registration and enrollment at Jefferson Community College.

9.  Review of Record for Cases Involving Repeat Offenders
When a student is charged with any violations of college rules and regulations, the student's disciplinary record is subject to full review by the convener adjudicating the case. In addition, hearing bodies adjudicating a case will review a student’s disciplinary record on any and all occasions after the student is found responsible for any violation of the college rules and regulations. The reason for such review is that the student’s disciplinary record is important in determining an appropriate judicial sanction in the current case. Such review will occur regardless
of whether the sanction for prior offenses is active or closed.

10. Administration of the Code

The judicial process is handled through the Dean of Students or designee. Responsibilities include, but are not limited to:

10.1 Reviewing complaints and determining charges to be filed pursuant to the code.
10.2 Investigating cases and conducting disciplinary assessments.
10.3 Determining the type of hearing for each case.
10.4 Interviewing and informing parties involved in disciplinary proceedings.
10.5 Resolving disputes and contested issues that arise from alleged cases of student or group/organization misconduct.
10.6 Maintaining all student disciplinary records resulting from enforcement of the code.
10.7 Collecting and assembling data concerning student judicial system actions.
10.8 Assuring the process is conducted in a manner that provides due process (including fairness, impartiality, and a meaningful opportunity to be heard) and is not handled by individuals with a conflict of interest.
10.9 Annual training on judicial policies, procedures, and due process.
10.10 Annual training on issues related to sexual assault, domestic violence, dating violence, and stalking for judicial officers and members of hearing boards responding to Title IX cases.

11. Judicial Policies and Procedure

Accused students will be informed of the nature of the charges against them and receive due process. Students will be given notice of charges and a fair opportunity to refute the charges. The College will not be arbitrary in its actions and provision for appeal of a decision is guaranteed. In certain circumstances, conflict may be resolved through informal resolution or mediation on a voluntary basis.

11.1 Administrative or JBR Hearing. The student will be informed of the charges in writing by electronic mail, certified mail, or hand delivery to the student or the residence hall mailbox; the notice will include the time and date of the Administrative Hearing or JBR Hearing. A student may request a meeting with the judicial officer prior to an Administrative or JBR hearing to review the matter.

11.2 Informal Resolution. Charges may be resolved informally in a one-on-one meeting between the student and the judicial officer. In this meeting, the procedures and charges will be explained, documentation and evidence will be reviewed, and the student will be provided the opportunity to have all pertinent questions answered. The disposition of the case may be finalized at this level by mutual consent of the parties involved. Students have the opportunity to appeal an informal resolution.

11.3 Mediation. Upon consultation with the involved parties, the Dean of Students or designee may refer the matter to mediation. Mediation is an alternative form of dispute resolution designed to reach agreement with the assistance of an objective third party. The Dean of Students or designee will select the mediator; if the mediator is unsatisfactory to either party, the Dean of Students or designee may select another mediator or move the case to traditional adjudication channels.

11.4 Agreement must be consensual and agreed to by all parties. If an agreement is reached, the case will be terminated when the agreement conditions are satisfied, without opportunity for appeal. If no agreement can be reached or the conditions of the agreement are unmet, the case will be referred back to the Dean of Students or designee and handled as an unmet sanction.

11.5 Mediation is not an option and will not be permitted for allegations of sexual assault.

12. Charging a Student with Misconduct

12.1 Any member of the college community, including administrators, staff, faculty and students, may file a complaint against any student or student organization for misconduct. The complaint shall be used as the basis for referring formal charges against the student or organization.

12.2 Based on the complaint, the College may issue a “No Contact Order” meaning that contact between the two parties is a violation of college policy subject to additional conduct charges. If the two parties observe each other in a public place, it is the responsibility of the accused to leave the area immediately and without directly contacting the other party.

12.3 Either party may request reasonable and available interim measures and accommodations that effect a change in academic, housing, employment, transportation, or other applicable arrangements in order to ensure safety, prevent retaliation, and avoid an ongoing hostile environment.

Upon request of the person affected by the interim measures or accommodations, the Dean of Students (or designee) will promptly review existing interim measures and accommodations. Parties may submit evidence to support the request.

12.4 The complaint may be submitted in writing to the Dean of Students (or designee) or Campus Security. The Director of Campus Safety and Security (or designee) will submit the complaint to the Dean of Students (or designee).

12.5 After reviewing a complaint, the Dean of Students or designee may initiate the disciplinary process by giving the accused student or student organization written notice of the alleged violation(s). The notice shall clearly indicate the specific Code of Conduct provisions alleged to have been violated, possible sanctions, and shall indicate the date, time and location of the hearing. The notice will be sent at least three calendar days prior to the hearing either in person, via e-mail or mailed to his/her local and/or home address that appears on official College records.

12.6 The College seeks prompt resolution of all complaints and works to resolve Title IX complaints within 60 days.

12.7 The Dean of Students or designee may place a disciplinary hold on a student’s record when a student withdraws from the College prior to resolution of disciplinary action. A student with a disciplinary hold will not be permitted to register, enroll or participate in college activities until the matter is resolved with the Dean of Students or designee.
13. Hearing Guidelines
These guidelines will be followed for all hearings to protect the rights of the students and the campus.

13.1 An administrative hearing or judicial hearing board (as defined in Sections 2.1.5 and 2.16) is not a court of law but rather a body whose mission is to educate students about, and to reinforce, proper conduct and behavior. The judicial body or hearing officer shall examine all relevant facts and circumstances at the hearing and shall come to a decision based upon a preponderance of the evidence. In all cases the burden of proof rests with the individual bringing the charge(s).

13.2 Hearings are generally regarded as confidential and closed to the public.

13.3 Admission of any person to the hearing shall be at the discretion of the convener.

13.4 In hearings involving more than one accused student, the Dean of Students, designee, or any of the individually accused students may ask for the hearings to be conducted separately. Whether to hold separate hearings shall be at the discretion of the Dean of Students or their designee, whose decision shall be final and not subject to appeal.

13.5 Both parties have the right to be assisted by an advisor of their choice who may assist and advise the parties throughout the conduct process and any related hearings or meetings. The advisor may be, but is not limited to, a fellow student, faculty member, or a lawyer. However, the complainant and the accused are responsible for presenting their own cases and, therefore, advisors are not permitted to speak or to participate directly in any hearing before a hearing body.

13.6 Each party has the opportunity to request a one-time delay of five business days.

13.7 There is no statute of limitations for infractions for current students.

13.8 Accused students will have the opportunity to review the incident report and evidence prior to the hearing.

13.9 At the hearing the both parties should have ample opportunity to explain the circumstances surrounding the incident and are encouraged to present pertinent evidence and the testimony of witnesses in person. In addition, both parties are afforded the opportunity to ask questions of the convener and via the convener, to comment on any written statements or other evidence presented, and to respond to questions.

13.10 In cases of sexual violence, testimony may be provided via alternative arrangements, including telephone/video conference or testifying with a room partition and each party may make an impact statement at the conclusion of the hearing.

13.11 The hearing decision will be made solely upon matters introduced into evidence before or at the hearing. Improperly acquired evidence will not be admitted.

13.12 A record of the hearing will be made, however the medium (handwritten notes, audio recording, etc.) is at the discretion of the convener.

13.13 The convener shall have the right to consider whether the accused is responsible for a lesser included offense rather than the offense that was initially charged, and to impose sanctions accordingly, e.g., where a student is charged with trespassing, but the evidence suggests the accused is actually guilty of unlawful use of athletics facilities, they can make a finding of the same and impose a disciplinary sanction accordingly.

13.14 The convener will render a decision within seven business days of the hearing's conclusion. Generally, both parties are notified of the outcome simultaneously; in Title IX cases, both parties will be informed of the outcome simultaneously including sanctions and rationale for the decision and sanctions.

13.15 Judicial body members who do not feel they can be impartial during in a particular case will participate in the proceedings. Where necessary, temporary voting alternates to the JBR can be appointed by the Student Government President or College President.

13.16 The College reserves the right to have security personnel present before, during, and after all interactions related to student misconduct.

14. Appeals
A decision reached or sanction imposed by a judicial body may be appealed by the accused or complainant. Such appeals shall be in writing and shall be delivered to the Dean of Students or designee within ten business days. The written appeal must include a statement showing why the appeal has merit. A personal meeting with the student filing the appeal will be at the discretion of the appellate body. The appellate body consists of an appeal hearing officer and/or committee at the sole discretion of the College President (or designee) except in cases required to be heard by an appeal committee (domestic violence, dating violence, stalking or sexual assault findings).

Except to consider new evidence that was either unknown or unavailable at the time of hearing, an appeal shall be limited to review of the record of the proceedings and/or supporting documents for one or more of the following purposes:

14.1 Procedural Error: To determine whether the original hearing was conducted fairly in light of the charges and evidence presented and in conformity with established procedures, thereby giving the accused student a reasonable opportunity to prepare and to present a rebuttal of the allegations against them. Deprivation of due process rights shall be considered procedural error.

14.2 Unsupported Conclusion: To examine whether the facts of the case support the decision, that is, whether the facts in the case were sufficient to establish a preponderance of evidence that the accused engaged in the alleged misconduct resulting in a violation of the Code.

14.3 Disproportionate Sanction: To determine whether the sanction(s) imposed were appropriate under the circumstances for the violation of the code which the student committed.

14.4 New Evidence: To consider new evidence or other relevant facts not brought out at the original hearing because such evidence and/or facts were not known at the time of the original hearing.

After a review of the record of the proceedings, the appellate body will approve, disapprove, modify, or mitigate the original findings, determination and/or sanctions. In the case of new facts and/or evidence, the appellate body may also return the matter to the prior hearing body for a re-consideration of its initial findings. Where a matter is returned to the prior committee for re-consideration, if the either party...
disagrees with the outcome, they shall have the right to a further appeal on the basis set forth in paragraphs 14.1 through 14.4. The appeal officer will render a decision within ten business days of receipt of the appeal request.

15. Temporary Suspension
The Dean of Students or designee may temporarily suspend a student from the College or the residence halls if, in his/her judgment, such action is necessary for protecting the health, safety, and welfare of the College or any member of the college community. Such suspension is also appropriate if the presence of the accused student threatens to disrupt the normal functions of the College or the residence halls. Persons under temporary suspension shall not be allowed on the Jefferson Community College campus, or to attend Jefferson Community College related functions, unless given permission by the Dean of Students or designee. The Dean of Students or designee may, subject to prompt review, temporarily suspend a student from a facility, activity, class, program or residence halls if, in his/her judgment, the presence of the accused student threatens to disrupt the normal functions of the College.

The suspension is temporary, pending proper service of charges, referral to the appropriate judicial body, and a review of the charges by the judicial body or officer. Upon request of the suspended student, the Dean of Students shall provide for an immediate conference with respect to the basis for such suspension and, upon request, consider modification to the terms or discontinuance of the temporary suspension. Parties may submit evidence to support requests for modification, continuation or discontinuance.

16. Disciplinary Records
Any time a student is found responsible for any violation of the college rules and regulations and is sanctioned through a judicial hearing process, the sanction becomes a part of the student’s disciplinary record. Student judicial records are confidential and retained in accordance with federal and state regulations pertaining to the destruction of records. Records for suspensions, expulsions and disciplinary holds are retained until the student reenrolls at which time the record retention period restarts. A student may request, in writing, to have disciplinary records purged upon graduation from the College. In these instances, the Dean of Students or designee shall determine, on a case by case basis, if the disciplinary records should be purged based upon seriousness of the misconduct, frequency of violation, and the sanction imposed.

Note: The Dean of Students or designee will maintain all student disciplinary records. Such records will be kept separately from the student’s academic record except as noted in Crimes of Violence (section 6.3).

17. Readmission after Suspension
After the suspension period expires; a student may apply for readmission through the Dean of Students or designee. Any recommendations or requirements set forth in the student’s letter of suspension will be considered as well as any other relevant information deemed necessary for review by the Dean of Students or designee. Readmission materials must be received thirty days prior to the semester start. Students will be notified of the decision in writing.

Rules Governing Code
Any amendments or revisions of the rules will be filed with the New York State Commissioner of Education and the New York State Board of Regents within ten days of publication. Any question of interpretation regarding these policies and procedures shall be referred to the Dean of Students or designee for final determination. The Statement of Student Rights and Responsibilities shall be reviewed every three years under the direction of the Dean of Students or designee. Copies of the aforementioned provisions will be provided upon request to any students enrolled at Jefferson Community College. This Statement of Student Rights and Responsibilities supersedes any previously dated statement by Jefferson Community College related to student conduct and student rights and responsibilities.
Emergency Information

Emergency Alerts
During a campus-wide emergency situation, the following communication systems will be utilized as appropriate and to the extent possible to efficiently and effectively get information to campus faculty, staff and students and the surrounding community:

Building Fire Alarm Systems
Each building contains “pull-type” activated systems and automatic alarms. In the event the alarm sounds, the building should be evacuated.

Campus Siren
A campus siren, audible both outdoors and indoors, will provide an alert to stay-in-place.
• Outdoor – The outside tower speaker will be a loud audible siren type sound followed by a short spoken message.
• Indoor – Speakers are located in the hallways of all buildings to augment the outdoor tower. Additionally, there will be a pop up alert on each classroom computer that is turned on and has been logged into.

Digital Signs
There are 14 flat panel digital signs that may be used to post emergency information across campus. Each sign has audio capability (siren or verbal message) and visual capability.

Jefferson Alert
Jefferson Alert is an emergency notification system, that utilizes telephone, voice, email, and text messaging. This system may be utilized to provide direction and notification in case of life threatening emergencies. Students are automatically enrolled in Jefferson Alert when they register for classes. Settings such as telephone numbers, non-Jefferson email addresses and notification delivery methods can be updated by students.

College Website
The College website, www.sunyjefferson.edu, may be utilized to provide students, faculty, staff and the off-campus community with information about a campus emergency.

Blackboard / myJCC Portal
Information may be posted on Blackboard and/or myJCC Portal notifying students and faculty of appropriate actions to take. If for some reason the website is not available, information will be posted in Blackboard and myJCC. Please bookmark Blackboard (online. sunyjefferson.edu) and myJCC Portal (https://myjcc.sunyjefferson.edu).

Campus-Wide Email System
Students and faculty may be notified of appropriate actions to take through the campus-wide email system.

Emergency Guidelines

In the event of an emergency:
• Remain calm.
• You can contact the Office of Campus Safety and Security from a campus phone at 2222 or from a non campus phone by dialing 315-786-2222.
• Dial 911 for Jefferson County Emergency Response. (Simply dial 9-1-1. Do not dial 9 for an outside line.)
• Access any outdoor blue light emergency phone on campus for a direct connection to 911.

If instructed to shelter in place:
• If outside, move indoors avoiding windows and areas with glass and away from the area of hazard if known.
• Close windows and shades.
• Close and lock doors.
• Shut off all air conditioners and ventilation units. (If it is a hazardous materials incident cover ventilation and block under door air flow).
• Get down on the floor and take cover.
• DO NOT use telephones or cell phones. (Cell phones can trigger bombs, alert an intruder to your location and tie up communication lines needed by police/fire/rescue).
• Keep calm and wait for/follow instructions.
• If internet access is available and it is not a hazardous material or bomb threat situation, monitor Blackboard for further instructions.

Visit www.sunyjefferson.edu for the most current information.
Building Evacuation:
If you are advised to evacuate your building or if you determine that an emergent situation exists which necessitates evacuation of the building:

- Follow the evacuation routes posted in the classrooms and throughout the building.
- DO NOT use the elevators.
- Ensure that you stay together and are accounted for at the assembly point.
- Follow the directions of the Building Emergency Coordinator / Floor Marshal.
- If time permits, pick up personal belongings (purses, jackets, bookbags), but DO NOT leave your immediate area to retrieve personal belongings.
- Notify the Office of Campus Safety and Security and/or the Building Emergency Coordinator if any occupants were unable or refused to evacuate their location.
- Assemble and remain at designated assembly points.
- DO NOT re-enter the building until notified by authorized personnel.

Campus Evacuation:
In the event an evacuation of the campus is indicated, please follow the instructions and coordination of the Building Emergency Coordinator or Campus Safety and Security staff.

Bomb Threat:
If you receive a bomb threat, immediately notify the Office of Campus Safety and Security by calling 2222 from a campus phone or 315-786-2222 from a non campus phone.

If instructed to evacuate:
- Pick up all your belongings in the immediate area and take them with you.
- When exiting the building DO NOT turn lights on or off or use elevators.
- DO NOT use cell phones, handheld radios or any other electronic devices.
- Exit by the nearest available evacuation route and assemble at designated assembly points away from the buildings (500 feet minimum).
- Students, faculty and staff should remain with the group so that all individuals can be accounted for.
- DO NOT re-enter the building until instructed by authorized personnel that it is safe to do so.

Fire Emergency:
- Immediately sound fire alarm.
- Evacuate the building – DO NOT stop for personal possessions and DO NOT use elevators.
- Call the Office of Campus Safety and Security at 2222 from a campus phone or 315-786-2222 from a non campus phone.
- If trained in use of fire extinguisher and if the fire is small and confined, direct the charge at the base of the flame.
- If trapped, DO NOT panic. Exit by window if possible or place an article of clothing out the window serving as a marker for rescue crews.
- Stay low, closest to the floor.
- Evacuate to designated assembly points and out of the way of emergency personnel.
- DO NOT return to the building until instructed to do so by authorized personnel.
About SUNY

The State University of New York (SUNY) is comprised of 64 campuses that bring educational opportunity within commuting distance to virtually all New York residents.

SUNY is the nation's largest comprehensive system of higher education comprised of community colleges, four-year colleges, graduate and doctoral research centers, medical schools, hospitals, a law school, and a national lab. SUNY serves 1.4 million students.

Kristina M. Johnson
SUNY Chancellor

The following SUNY factoids are current as of Fall 2018.

- Total Enrollment: 424,051
- Community College Enrollment: 199,873
- 1 in 3 New Yorkers with a college degree is a SUNY alum.
- 82% of SUNY graduates stay in New York after graduation.
- 3 million SUNY alumni worldwide.
- 45% of all SUNY student graduate with zero debt.
- Out-of-State Students: 4,485
- International Students: 2,670

SUNY students are predominantly New York State residents, representing every one of the state's 62 counties.

The majority of SUNY 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.

For more information visit the SUNY web site at: www.suny.edu.

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Dean - Enrollment
(315) 786-2408
Dean - Student Success
(315) 786-2288
Chief Information Security Officer
(315) 786-2254
Accommodative Services
lsc@sunyjefferson.edu
(315) 786-2288
Affirmative Action/Diversity Officer
(315) 786-2401
Alumni Office
(315) 786-2327
Assessment and Accreditation
(315) 786-2418
(315) 788-0716
Athletics Department
(315) 786-2232
Bookstore
(315) 786-2260
Career Planning
(315) 786-2288
Career Readiness & Job Placement
(315) 786-2288
Child Care Center
(315) 786-2357
Computer Center
helpdesk@sunyjefferson.edu
(315) 786-6511
Computer Center
helpdesk@sunyjefferson.edu
(315) 786-6511
CSTEP Office
cstep@sunyjefferson.edu
(315) 786-2388
Distance Learning
gothedistance@sunyjefferson.edu
(315) 786-2440
Enrollment Services
(315) 786-2437
Admissions Office
admissions@sunyjefferson.edu
Financial Aid
financialaid@sunyjefferson.edu
Student Records/Registrar
studentrecords@sunyjefferson.edu
Education Planning (Advising)
advising@sunyjefferson.edu
Educational Opportunity Program (EOP)
EOP@sunyjefferson.edu
(315) 786-6573
EDGE Concurrent Enrollment
(315) 786-2309
Faculty Student Association
fsa@sunyjefferson.edu
(315) 786-2354
Fort Drum Office
(315) 786-6566
Foundation/College Development
foundation@sunyjefferson.edu
(315) 786-2458
Health & Wellness Center / Nurse
(315) 786-2376
Higher Education Center
(315) 786-2265
Human Resources
(315) 786-2407
Institutional Effectiveness & Research
(315) 786-2485
Instructional Support
(315) 786-2418 / (315) 788-0716
Instructional Technology
helpdesk@sunyjefferson.edu
(315) 786-6511
Lewis County Education Center
(315) 376-9701
Liberal Arts Division
(315) 786-2414
Library
library@sunyjefferson.edu
(315) 786-2225
Math/Science, Technology, and Health Division
(315) 786-2320
(315) 786-2366 fax
Placement Testing
lsc@sunyjefferson.edu
(315) 786-2288
Public Relations
(315) 786-2234
Residence Life & Housing
reslife@sunyjefferson.edu
(315) 755-0411
Retention Services
(315) 786-2288
Safety & Security
Emergency calling from-
campus phone: 2222
non campus phone: 786-2222
Chief’s Desk: (315) 786-6517
Chief’s Cell: (315) 323-7830
NY Small Business Development Center (SBDC)
(315) 786-0385
STAR Office
(315) 786-2288
Student Activities & Inclusion
studentactivities@sunyjefferson.edu
(315) 786-2431
Student Help Desk
helpdesk@sunyjefferson.edu
(315) 786-6511
Student Life Office
(New Student Services)
(315) 786-2403
Title IX Coordinator-Students
titleix@sunyjefferson.edu
(315) 786-6561
Transfer Services
(315) 786-2288
TTY
(315) 786-2463
Tutoring
tutoring@sunyjefferson.edu
(315) 786-2321
Veteran’s Services
(315) 786-2283
Workforce Development and Business
ced@sunyjefferson.edu
(315) 786-2233