

JEFFERSON COMMUNITY COLLEGE

COLLEGE CATALOG

2025-2026



Effective August 2025
For most up-to-date policies
and regulations, visit
SUNYJefferson.edu



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Changes made after the **College Catalog update effective August 2025** are available on the Jefferson Community College website, www.sunyjefferson.edu, and in the office of the Provost, Vice President of Academic and Student Affairs.

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 students at (315) 786-6561 or Deputy Title IX Coordinator for employees at (315) 786-2279. For student related disability discrimination concerns, contact the Accommodative Services Office at (315) 786-2335. For all other concerns, including those related to employment, contact JCC's Affirmative Action Officer at (315) 786-2279 or Diversity Officer at (315) 786-6561.

Fall Semester 2025

Faculty Report Back	Monday, August 18
Instruction Begins.....	Monday, August 25
Labor Day (No Classes)	Monday, September 1
Last Day for Withdrawal (Early Session Classes)	Wednesday, October 1
Recess (No Classes)	Monday, October 13
Professional Development Day (No Classes).....	Tuesday, October 14
Classes Resume	Wednesday, October 15 (Monday Schedule)
Mid-Semester Grades Due.....	Friday, October 17 - Noon
8-Week Late Session Classes Begin	Monday, October 20
Veterans Day (no classes, offices open).....	Tuesday, November 11
Last Day for Withdrawal (Full Session Classes).....	Friday, November 17
Thanksgiving Recess Begins	Sunday, November 23 - 5 p.m.
Classes Resume	Monday, December 1 - 8 a.m.
Last Day for Withdrawal (Late Session Classes).....	Tuesday, December 2
Instruction Ends (Full Session Classes).....	Thursday, December 11 (Tuesday Schedule)
Instruction Ends (Late Session Classes)	Friday, December 12
Reading Day (Full Session Classes)	Friday, December 12
Examinations.....	Monday, December 15-Friday, December 19
Final Grades Due	Wednesday, December 24 - 10 a.m.

Winter 2025

Session 1	*Monday, December 15, 2025-Friday, January 16, 2026
Last Day for Withdrawal (Session 1).....	Friday, January 9, 2026

*Special session class dates vary. Visit SUNYJefferson.edu for complete course listing.

Spring Semester 2026

Faculty Report Back	Wednesday, January 14
Martin Luther King, Jr. Day (No Classes, College Closed).....	Monday, January 19
Instruction Begins.....	Tuesday, January 20
Winter Recess Begins.....	Saturday, February 14 - 5 p.m.
Classes Resume	Wednesday, February 18 (Monday Schedule)
Last Day to Withdrawal from Early Session Classes	Friday, February 27
Mid-Semester Grades Due.....	Wednesday, March 11 - Noon
Last Day of Early Session Classes.....	Thursday, March 12
8-Week Late Session Classes Begin	Monday, March 16
Spring Recess Begins.....	Saturday, April 4 - 5 p.m.
Classes Resume	Monday, April 13 - 8 a.m.
Last Day for Withdrawal (Full Session Classes).....	Tuesday, April 14
Last Day for Withdrawal (Late Session Classes).....	Monday, April 27
Instruction Ends (Full Session Classes).....	Wednesday, May 6
Reading Day	Thursday, May 7
Instruction Ends (Late Session Classes)	Thursday, May 7
Examinations.....	Friday, May 8-Thursday, May 14
COMMENCEMENT CEREMONIES.....	Friday, May 15, 7 p.m.
Final Grades Due	Monday, May 18 - 10 a.m.
Last Reporting Day for Faculty	Thursday, May 21

Summer 2026

Full Term and Early Session Begins	Monday, June 1
Juneteenth (No Classes).....	Friday, June 19
Last Day for Withdrawal (Early Session).....	Monday, June 22
Early Session Ends	Monday, June 29
Independence Day (No Classes).....	Friday, July 3
Late Session Begins	Monday, July 6
Last Day for Withdrawal (Full Term)	Tuesday, July 14
Last Day for Withdrawal (Late Session)	Friday, July 24
Full Term Ends.....	Tuesday, July 28
Late Session Ends.....	Friday, July 31

All students must be registered for their class(es) prior to the first scheduled meeting of the second week of class(es). The schedule for Saturday, special sessions, and off-campus classes may vary.

General Information

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. Nestled in the backyard of the beautiful Thousand Islands, Jefferson is an accredited institution that offers more than 50 associate degree programs, certificates, workforce training, and microcredentials for career building, career advancement, and transfer.

Supervised by SUNY and sponsored by Jefferson County, JCC's 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 340 full- and part-time students to its first class in September of 1963. Fast forward to fall 2024 and Jefferson's enrollment was 2,371 with an average class size of 17 students.

Jefferson offers career programs leading to Associate in Applied Science (A.A.S.), Associate in Occupational Studies (A.O.S.), Associate in Arts (A.A.), and Associate in Science (A.S.) degrees, plus 1-year certificates and industry-focused microcredentials. Jefferson has articulation agreements with colleges and universities across the United States including three jointly-registered programs with SUNY Potsdam. They are Business Administration A.S./B.S., Childhood Education (Birth-Grade 2) A.A./B.A. and Childhood Education (Birth-Grade 6) A.A./B.A. Jefferson offers non-credit workforce development training and professional growth workshops leading to NYS and national certifications. The College works with local businesses to develop customized training to meet specific workforce needs and mitigate skill gaps.

In 2025, Jefferson introduced a refreshed brand identity that reflects the College's mission to educate, inspire, and empower. The updated look and messaging honor Jefferson's proud history while embracing a modern vision for the future, one rooted in academic excellence, community partnership, and opportunity. The rebrand underscores Jefferson's continued commitment to providing accessible, high-quality education that strengthens the North Country and prepares students for success in an ever-changing world.

Jefferson's Center for Community Studies is the only local research entity and Jefferson is the only SUNY community college to have such a research center. Since 1999, the Center has completed hundreds of research surveys for the community and for private companies. The Center ties professional knowledge from full-time faculty members to students learning statistics and mathematics to clients in the region who need data to solve real-world problems.

The Health & Wellness Center at Jefferson Community College, operated by the North Country Family Health Center (NCFHC), offers a range of services to students, including personal counseling, treatment of illnesses and injuries, school and sports physicals, immunizations, and more. Faculty, staff, and community members are also welcome to utilize the services provided by the NCFHC on campus.

The Lewis County Education Center, Lowville, is a 22,000 square foot facility that opened in January 2019. The facility features five instructional classrooms including three hyflex classrooms, a fabrication lab that spans 5,500 square feet, BOCES classrooms, and office, conference and administration space.

In 2024, in partnership with the Neighbors of Watertown, Jefferson opened The NEST in downtown Watertown. With entrepreneurs and small businesses in mind, the NEST is a beautiful venue for events and meetings as well as office space and it is home to the Watertown Small Business Development Center.

We are the Cannoneers! Our mascot is Boomer T. Cannoneer, a bald eagle dressed in a military cannoneer uniform. Athletic facilities include a 136,800 square foot multi-purpose turf facility, an eSports arena, state-of-the-art fitness center, dance studio, gymnasium, and multi-purpose courts for tennis, basketball and pickleball. Jefferson offers nature trails for cross-country skiing, walking, and running. Our athletic programs include soccer (men/women), basketball (men/women), lacrosse (men), golf (men/women), baseball, softball, volleyball, and eSports. Additionally, Jefferson offers an ice hockey club that competes in the Upstate New York Collegiate Hockey League.

The Cannoneers brought the heat in the 2024–25 season, continuing the proud tradition of Jefferson Athletics with energy and excellence. Six teams advanced to the postseason, each delivering unforgettable moments for Cannoneer Nation.

The Women's Basketball team once again demonstrated why they are among the best in the country—storming through the Region 3 Championship to secure their place at the National Junior College Athletic Association (NJCAA) National Championships. There, they shone brightly, winning three consecutive games and finishing as the National Runner-Up. Both Men's and Women's Soccer teams kept Region 3 on alert, proving their determination to compete at the highest level. The Volleyball team advanced to the NJCAA Elite Eight once again. The Softball squad consistently brought intensity throughout the season, earning the No. 3 seed and the opportunity to host a home playoff game in front of their fans. This year also marked a historic return as Men's Lacrosse rejoined the Cannoneer lineup for the first time since 2020. The team came out strong, accumulating four wins and battling fiercely, narrowly missing the playoffs. Men's Golf rounded out the year with a solid performance, finishing 5th in the Regional Tournament.

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.

Institutional Values

- **Learning:** We expect excellence, innovation, and continuous improvement to support personal and professional growth.
- **Inclusion:** We work together to ensure all voices are heard and valued, reflecting an appreciation of diversity, and our common goal of equity for all students and employees.
- **Community:** We create a collaborative and engaging environment that fosters connections within and beyond the College.
- **Integrity:** We commit to transparency and honesty, creating a culture of accountability built on respect and trust.
- **Empowerment:** We support our students and employees with a professional environment and the resources needed to foster success.

Key Strategies

- **Pathways Strategy:** Create educational and career pathways that meet the needs of students and the community.
- **Partnerships Strategy:** Strengthen partnerships with K-12 schools, universities, and employers to enhance program excellence, drive economic development, and ensure regional prosperity.
- **Student Experience Strategy:** Design and implement an inclusive student experience that advances equitable outcomes, purposefully integrates diversity, and prepares students to be successful and responsible global citizens.
- **Financial Sustainability Strategy:** Secure financial sustainability through organizational efficiencies, best practices, and innovative initiatives.

Accreditation

Jefferson Community College is accredited by the Middle States Commission on Higher Education (MSCHE), 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801. (267-284-5011) www.msche.org. The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education.

- The College was granted accreditation in 1969.
- Accreditation was most recently reaffirmed in 2024.
- Next Self Study Evaluation: 2031-2032

In addition to its Middle States accreditation, the College is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE Suite 850 Atlanta, GA 30326, 404-975-5000, www.acenursing.org.

Alumni Association

Jefferson Community College alumni total more than 22,000. The mission of the 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, located in the Lansing Administration Building, Room 1-115, is open year round, sponsors a number of activities, and maintains a comprehensive list of graduates. There are no Alumni Membership fees and all alumni are encouraged to keep the Alumni Association updated with their current contact information. This enables all alumni to be included in campus updates, alumni activities and community events.

Jefferson Community College Foundation

The JCC Foundation, located in the Lansing Administration Building, Room 1-100, 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. Governed by a board of directors, the Foundation annually distributes over 275 scholarships, up to

Visit www.sunyjefferson.edu for the most current information.

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 Services Office to offer assistance to both part-time and full-time students in a variety of degree programs. Visit the college website at www.sunyjefferson.edu/scholarships for a complete list of available scholarships.

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, a multi-purpose turf facility, well-maintained athletic fields, and ample parking. Visit the college [website](#) to see Jefferson for yourself virtually.

The **Robert F. Lansing Building (1)** is the administrative center of the College and houses the offices of the President, Provost, Vice President for Academic and Student Affairs, Vice President for Administration & Finance, Title IX Coordinator for Employees, Student Compliance Officer for Academics, Financial Operations, 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, mail room, and facilities departments.

The **John F. Foster Dulles Building (3)** houses classrooms.

The **James E. McVean Student Center (4)** houses a 478-seat theater, a large multipurpose gymnasium, fitness center, dance studio, locker rooms, the athletic department and offices. The building provides space for the Associate Vice President of Student Affairs, Chief Diversity Officer and Student Compliance Officer for Non-Academics, Title IX Coordinator for Students, Director of Student Life, an instructional music room, the Walker Instructional Dining Room and Kitchen, and the Courtyard cafeteria.

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

The **Jules R. Samaan Instructional Resource Center (Jules Center)** houses Enrollment Services — including admissions, financial services, student records, educational planning, and workforce solutions — as well as the Arts and Humanities Department, art lab, college bookstore, board room, meeting rooms, 14 classrooms, 5 computer classrooms, a 130-seat amphitheater, and an eSports arena. It also contains the offices of the Associate Vice President of Enrollment Services, English faculty, and the college's public information office.

The **John T. Henderson Child Care Center (8)** features three classrooms that serve up to 40 children, ages 18 months to 5 years.

The **Extended Learning Center (E)** houses six classrooms including a distance learning classroom, a conference room, student lounge, the Student Engagement Center, business faculty offices, and the College's Cannon Threads (clothing closet).

East Hall (14) (H), the College's residence hall 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 floor, Veteran Services and veterans lounge, Access and Opportunity Programs (TRIO, ASAP, CSTEP), placement testing and food pantry. The second floor houses Accommodative Services, the College Library and local history collection. In addition, the CLC offers student space with technology for group study and meetings, quiet study space, two classrooms, and Zoom virtual classrooms.

Health & Wellness Center (17), open to serve students, faculty, staff and members of the community with staff and services provided by the North Country Family Health Center.

Jefferson Community College has **additional locations** at The NEST (Franklin Street, Watertown), the Fort Drum US Military Installation, at Cape Vincent, Gouverneur, and Watertown Correction Facilities and offers coursework at all high schools in Jefferson County as well as selected high schools in Lewis, Oswego, and St. Lawrence Counties of New York State.



Jefferson Community College Campus Map

- A** Parking Lot A - Staff and Faculty
- B** Parking Lot B - Short Term Visitor
- C** Parking Lot C
- D** Parking Lot D
- E** Parking Lot E

- F** Parking Lot F
- V** Visitor Parking
-  Accessible Public Parking
-  Blue emergency phones connect directly to 9-1-1

Institutional Learning Outcomes (ILOs)

JCC 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 the processes of this effort to others. JCC recognizes the merit of General Educational Objectives for students pursuing studies in its Associate Degree programs.

To enable students to gain the knowledge and skills essential to be successful within their academic and professional pursuits, Jefferson Community College program graduates will demonstrate achievement of each of our Institutional Learning Outcomes (ILOs), which comprise the college's general education program.

Jefferson Community College's ILOs are supported by the State University of New York (SUNY) General Education Requirements and the standards established by our accrediting body, the Middle States Commission on Higher Education (MSCHE).

Graduates shall -

1. Utilize effective oral and written communication skills. (Communication – Oral and Written)

Within coursework, students will achieve the following knowledge and skills

- research a topic, develop an argument, and organize supporting details;
- demonstrate coherent college-level communication (written and oral) that informs, persuades, or otherwise engages with an audience;
- evaluate communication for substance, bias, and intended effect; and
- demonstrate the ability to revise and improve written and oral communication.

2. Demonstrate an understanding of the methods used in the natural and physical world and apply these methods. (Scientific Reasoning)

Within coursework, students will demonstrate scientific reasoning applied to the natural world, including

- an understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of data analysis or mathematical modeling; and
- application of scientific data, concepts, and models in one of the natural sciences.

3. Collect, synthesize, and evaluate ideas, information, and data to formulate well-reasoned arguments, and derive conclusions. (Critical Thinking and Reasoning)

Within coursework, students will achieve the following knowledge and skills

- clearly articulate an issue or problem;
- identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work;
- acknowledge limitations such as perspective and bias; and
- develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

4. Apply quantitative methods to build mathematical models that represent data to draw inferences. (Mathematics & Quantitative Reasoning)

Within coursework, students will achieve the following knowledge and skills

- interpret and draw inferences from appropriate mathematical models such as formulas, graphs, tables, or schematics;
- represent mathematical information symbolically, visually, numerically, or verbally as appropriate; and
- employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems.

5. Determine and utilize technology appropriate to perform fundamental tasks relevant to the degree program. (Technological Competency)

6. Access, evaluate, synthesize, and communicate information effectively using a variety of sources. (Information Literacy)

Within coursework, students will achieve the following competencies

- locate information effectively using tools appropriate to their need and discipline;
- evaluate information with an awareness of authority, validity, and bias; and
- demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

7. Demonstrate knowledge of diverse people, cultures, and perspectives within a global society and identify the importance of values, ethics, and social responsibility. (Ethics, Values, Diversity, and Global Learning)

Within coursework, students will achieve the following knowledge and skills

Diversity: Equity, Inclusion, and Social Justice

- describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender;
- analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity; and

- apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.

US History and Civic Engagement

- demonstrate understanding of United States' society and/or history, including the diversity of individuals and communities that make up the nation;
- understand the role of individual participation in US communities and government; and
- apply historical and contemporary evidence to draw, support, or verify conclusions.

World History and Global Awareness

- demonstrate knowledge of a broad outline of world history and/or the development of the distinctive features of at least one civilization or culture in relation to other regions of the world; and
- demonstrate an understanding of the structures, systems, and interrelationships among civilizations and cultures within historical and/or contemporary contexts, and their impact on wellbeing and sustainability.

Humanities

- demonstrate knowledge of the conventions and methods of at least one of the humanities; and
- recognize and analyze nuance and complexity of meaning through critical reflections on text, visual images, or artifacts.

Social Sciences

- describe major concepts and theories of at least one discipline in the social sciences; and
- demonstrate an understanding of the methods social scientists use to explore social phenomena.

World Languages

- exhibit basic proficiency in the understanding and use of a world language; and
- demonstrate knowledge of the distinctive features of culture(s) associated with the language they are studying.

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.

Admissions / Special Programs

Admission to Jefferson Community College (SUNY Jefferson) is determined without regard to race, color, religion, national origin, creed, age, disability, sex, gender identity or perceived gender, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, veteran status, domestic violence victim status, or criminal conviction or any other basis prohibited by federal and state law.

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 high school GED (general equivalency diploma) or HSE (high school equivalency) diploma or meet the academic standards on the Ability to Benefit (ATB) test. 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:

1. Complete the free electronic admissions application available at www.sunyjefferson.edu/apply
2. Submit official high school transcript or General Equivalency Diploma (GED) to Enrollment Services.
3. Provide official college transcript for transfer evaluation. Send to: Enrollment Services, Jefferson Community College, 1220 Coffeen Street, Watertown, NY, 13601

Although not required, high school seniors can provide SAT/ACT scores to assist with course placement. Enrolled students must provide all required immunization documents to immunization@sunyjefferson.edu.

Current high school students who want 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

Collaborative Learning Center, Building 15, 1st Floor / 315-755-0300 / thetestingcenter@sunyjefferson.edu

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 educational 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.

Advising, Career and Transfer Counseling

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

Every journey requires a map. Your college journey is no different. Educational planning and academic advisement is the process of setting your educational goals and determining the best path for success on your educational journey. It is critical that you play an active role in this process from start to finish.

Students in their first academic year, or first 30 credits, are assigned both an educational planner and a faculty advisor in their academic program. Educational planners are experts in their assigned academic area and maintain close ties with faculty.

Educational planners, faculty and staff 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 begin the college transfer or job search discussions to assist in the 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/>
- Air Force: <https://www.airuniversity.af.edu/Barnes/CCAF/Display/Article/803247/community-college-of-the-air-force-transcripts/>

Credit by Examination

College credit may be awarded when students earn the required scores on standardized tests as recommended by the American Council on Education (ACE). Programs include:

1. College Level Examination Program (CLEP) of the College Board
2. Advanced Placement (AP) Exams of the College Board
3. International Baccalaureate (IB)
4. DANTES Subject Standardized Tests (DSST)
5. Defense Language Proficiency Test (DLPT)

Official score report in a sealed envelope from the issuing agency or inclusion on the military transcript must be forwarded to Enrollment Services. CLEP and DSST testing at JCC is administered on a weekly basis. Students must schedule through the Testing Center.

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:

1. Complete the free electronic application for admission available at www.sunyjefferson.edu/apply
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:

- a. Applicant's high school class has graduated or
- b. Applicant has reached maximum compulsory school attendance age or
- c. Applicant provides letter of support from high school superintendent
- d. Applicant must also 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 college level credit hours of courses work 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. To be in a matriculated program of study, the student must pass a federally approved ATB placement test in English, Reading and Mathematics. 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. Applicants 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 need an I-20 but do not need a visa, and could apply later than students coming from other countries. Visit the College's website at www.sunyjefferson.edu/international to access the international student application and for more information.

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

International Student Application requirements:

1. Complete the College application for admission online at www.sunyjefferson.edu/international
2. Provide transcripts for secondary school completion and official evaluation for U.S. equivalency by a NACES affiliated credentialing site.
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, Duolingo score of 95 or higher, or higher or IELTS IBT score 5.5 or proof of successful study at an English-medium school in the U.S. or another English-speaking country) for applicants for whom English is not their first language
5. Proof of immunity to measles, mumps and rubella and a completed JCC immunization form with required immunization proof documentation.
6. Provide a copy of your passport valid through the length of the program at Jefferson

There are no federal or New York State resources available to assist with college attendance for international students. Visit www.sunyjefferson.edu/international for more information.

Information for Active-Duty Students

McEwen Education Complex, 4300 Camp Hale Road, Fort Drum, NY / (315) 786-6566 / ftdrum@sunyjefferson.edu

Prospective students while on active-duty or reserve duty are welcome to contact JCC's advisors at the College's 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.

Jefferson Community College works with all branches of the United States Military in assisting service members access their military education benefits. Every branch has different requirements, therefore we recommend that you go to your branched education benefit site or speak with an education counselor within your branch of service.

Army - <https://www.armyignited.army.mil/student/public/welcome>

Navy - <https://www.navycollege.navy.mil/sailors/tuition-assistance-ncpace.htm>

Air Force - <https://afvec.us.af.mil/afvec/public/welcome>

Coast Guard - www.forcecom.uscg.mil/Our-Organization/FORCECOM-UNITS/ETQC/VOLUNTARY-EDUCATION/Tuition-Assistance/

Marine Corps - <https://usmc-mccs.org/services/education/voluntary-education/>

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. For more information, contact the JCC office on Fort Drum at 315-786-6566 or email ftdrum@sunyjefferson.edu.

Veteran Services and Military-Related (Non Active-Duty) Students

Collaborative Learning Center, Building 15, 1st Floor / 315-786-2256 / jworldturner@sunyjefferson.edu

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 Educational Benefits, feel free to contact Veteran Services at 315-786-2283. If you have questions regarding your eligibility for VA Educational Benefits, you may call the VA hotline at (888) 442-4551.

The Johnny Isakson and David P. Roe, M.D. Veterans Health Care and Benefits Improvement Act of 2020 requires educational institutions to make certain disclosures to students using federal military and/or VA educational benefits. To view and print a copy of an estimated personalized cost of attendance you can visit the SUNY Net Price Cost Calculator at <https://www.suny.edu/howmuch/netpricecalculator.xhtml> and select Jefferson from the dropdown menu. Additional financial information can be found at the NCES College Navigator site at <https://nces.ed.gov/collegenavigator/>.

The SUNY Financial Aid Plan (FAP) will provide a more in-depth analysis and accurate picture of student cost once the student has filed their FAFSA, completed a SUNY application, and has been accepted by a campus. Charges, scholarships, and payments can be viewed directly on the student's SOAR account.

Services are aimed at supporting our Veterans and Military affiliated students including Veteran and Active-Duty spouses and dependents as they navigate the admission process all the way to graduation. Services include, but are not limited to:

- Assistance understanding and applying for VA Educational benefits
- Academic coaching and advising
- Book and graphing calculator loan program
- Veteran lounge with computers and printers
- Military affiliated student outreach and workshops conducted on campus

Visit <https://www.sunyjefferson.edu/military-veterans-education/veteran-services/education-benefits.php> to view the various Veterans Benefits offered through the VA. New York State, through the Higher Education Services Corporation (HESC) provides additional financial educational benefits to military affiliated students. 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

JCC's EDGE concurrent enrollment program for high school students is a win-win-win. No travel is needed. Courses are low cost. Students earn college credit during high school. EDGE offerings are made possible through partnerships with high schools. Courses are taught by high school instructors via in-person, distance learning, live online and fully online. Jefferson offers a variety of courses depending upon the high school. EDGE courses are college, not "college-level" courses. Upon successful completion, students receive a college transcript for their work.

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 you cannot come to the College, the CPT test can be completed online. If you live more than 50 miles away from the College, you may be able to take your placement test at another location. You will be responsible for any fees charged by the alternate testing site. The Testing Center will email offsite testing procedures and study links. Once you return the "signature required" documents (CPT Contract and FERPA Form), The Testing Center staff will create a voucher for you to complete testing at the selected alternate location.

You will be notified via email when the voucher has been created and you will also receive an email from Accuplacer with your voucher number and information on how to schedule your placement test at the selected testing location. Once testing is complete, The Testing Center will automatically receive your testing scores and will be in contact with you within 48 hours of testing to let you know your next steps. Questions for The Testing Center may be directed to (315) 755-0300.

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.

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. Any student having an absence from the College of three years or more and a cumulative GPA below 2.0 may apply for Academic Forgiveness. No coursework prior to the date Academic Forgiveness becomes effective, will impact the student's cumulative grade point average (GPA). Once the Academic Forgiveness is granted, the cumulative GPA will be reset to 0.00. Visit the College's website to learn more about the **Academic Forgiveness Policy** or see the "Academic Policies" section of the College Catalog.

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, and student records. 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. The Zoo Technology program also requires a supplemental application for admissions directly into the program.

Campus Tours

Campus tours are designed to allow a student the opportunity to explore campus first-hand, talk with a current student or faculty member, and attend a club meeting or campus event. Visit the college's website to take a virtual tour or schedule a campus tour in person.

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

East Hall, a vibrant learning and living community, accommodates 294 students in spacious suite-style units, featuring a mix of double and single bedrooms designed for 6 students with 4- and 5-person occupancy options. Each suite comes fully furnished with a kitchenette and living room, prioritizing safety, security, convenience, and comfort. Professional staff and resident assistants reside onsite, available 24/7 to support students.

Owned by the Jefferson Faculty Student Association Auxiliary LLC and operated in partnership with Jefferson Community College, East Hall aims to enrich the student experience through leadership development, personal growth, and lifelong friendships. Conveniently located on Jefferson's campus, it offers easy access to all campus buildings and activities.

While fostering a safe and comfortable environment, East Hall expects students to adhere to community standards outlined in the Student Code of Conduct and the Residence Life and Housing Handbook.

The size of a single room in East Hall is 9'2" x 11' (102 SF). The size of a double room is 9'2" x 21' (195 SF). The size of a triple room is 9'2" x 21' (195 SF).

A non-refundable \$250 housing deposit is required for all students at the time of application and will be applied towards the housing costs

2025-2026 Room Costs

Bedroom:

- Single - \$4,575 per student per semester or \$9,150 annually
- Double - \$3,595 per student per semester or \$7,190 annually

Minimum Required Meal Plan:

\$5,520 per student annually or \$2,760 per semester

Meal Plan: As a resident in College housing, you are required to purchase a minimum meal plan at a cost of \$5,520 annually, or \$2,760 per semester.

Tuition, Fees and Financial Aid

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 Student Aid Index (SAI). The SAI is an eligibility index number that a college's financial aid office uses to determine how much federal student aid you would receive if you attended the school. This number results from the information that you provide in your FAFSA form. Note: The SAI is not a dollar amount of aid eligibility or what your family is expected to provide. A negative SAI indicates the student has a higher financial need.

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

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. Visit www.sunyjefferson.edu/scholarships to access the scholarship application online.

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

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.

Visit www.sunyjefferson.edu/scholarships to access the scholarship application online.

Nontraditional Student and Active-Duty scholarships applications are generally due in March 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. Learn more on the college's website.

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. Complete your FAFSA 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.

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 29 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 to see if 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 Handshake employment network - <https://sunyjefferson.joinhandshake.com/login>
- Apply for desired position(s) and the employer(s) may reach out for an interview.
- Interview for the position.
- The employer will contact students if they are hired. Enrollment Services will email the student with instructions for completing paperwork for the hiring process.

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. These requirements 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.studentaid.gov

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

VA Educational Benefits

All students planning to use any form of VA educational benefits must go through Veteran Services 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 the college's website.

In order to process your VA application the following paperwork must be on file with Veteran Services 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)
- DD 214 – copy of Member 4
- 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 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:

- Valid authorization from Voc Rehab Counselor thru Tungsten Network
- DD 214 – copy of Member 4
- 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 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 listing each class authorized to take
- Copy of your Certificate of Eligibility
- DD 214 – copy of Member 4 (if applicable)
- Consortium Agreement (if applicable)

Eligibility and Entitlement 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. For students who are less than half time, total monthly stipend cannot exceed the total cost of tuition and fees.

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 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. If the Veteran is discharged after January 1, 2103 there is no delimiting date. This is also for children using Fry if the service member died after January 1, 2013. 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 (\$41.67 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 should be over half time, 6.5 credit hours for the full semester including at least one full semester, 3 credit hours, on-campus course to be eligible for partial housing stipend. For additional information, please contact Veteran Services at 315-786-2283.

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. (Spouse or child could be eligible for the Fry Scholarship.)
- Service persons missing in action or captured in line of duty by a hostile force.
- Service persons 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 36 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 (or graduated from high school) 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.

Amendments to VA policies include:

1. "Round out" rule changes effective August 1, 2021 – any additional class(es) taken during the beneficiary's final academic term for the purpose of increasing training time or rate of pursuit, up to full time, while not required for the beneficiary to graduate are:
 - a. Included within the program and would count toward an enrolled individual's graduation requirements – as specified in the curriculum
 - b. Have NOT been already completed – can NOT retake a class that has already been successfully completed.
2. Schools and training facilities are financially responsible, instead of the student, for benefits paid directly to educational institutions pursuant to:
 - a. The Post 9/11 GI Bill® for tuition and fees
 - b. The Post 9/11 Bill under the Yellow Ribbon Program
 - c. Advanced payments of initial education assistance
3. Overpayments will be assigned without consideration whether the result was because of willful neglect or negligent failure of the school.
4. Schools are at liberty to collect resultant unpaid tuition and fees from the student based on the school's outstanding balance collection policies and practices.

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>
Note: Students previously approved for this award must apply for payment each year. Those students who are attending an approved

undergraduate or graduate program may apply for payment for the current academic year by completing the Free Application for Federal Student Aid (FAFSA) and then linking to the TAP on the Web application.

What Are The Award Amounts? For full-time study, a recipient shall receive an award of up to the full cost of undergraduate tuition for New York state residents at the State University of New York, or actual tuition charged, whichever is less. Full-time study is defined as twelve or more credits per semester (or the equivalent) in an approved program at a degree-granting institution, or twenty-four or more hours per week in a vocational training program. For part-time study, awards will be prorated by credit hour. Part-time study is defined as at least three but fewer than twelve credits per semester (or the equivalent) in an approved program at a degree-granting institution, or six to twenty-three hours per week in a vocational training program.

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 and Chapter 31 will be considered duplicative of any VTA award students may have received. However, payments received under the Montgomery GI Bill®, 1606 and Chapter 35 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®, 1606 and Chapter 35 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 Enrollment Services at 315-786-2437 to determine if your program is approved for this award.

Am I Eligible? Eligible students 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 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.

Scholarships for Children of Disabled and Deceased Veterans

- New York State MERIT Scholarship <https://www.hesc.ny.gov/pay-for-college/financial-aid/types-of-financial-aid/nys-grants-scholarships-awards/msrs-scholarship.html>
- New York State Regents Scholarship <https://www.hesc.ny.gov/pay-for-college/financial-aid/types-of-financial-aid/nys-grants-scholarships-awards/nys-regents-awards-for-children-of-deceased-and-disabled-veterans.html>

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 Veterans Services office at (315) 786-2283. 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. Veterans Services will also be available to connect you to local services and provide educational and social programs.

Jefferson Community College maintains a policy that -

- (i) ensures that members of the Armed Forces, including the reserve components and the National Guard, who enroll in a course of education at the educational institution may be readmitted at such institution if such members are temporarily unavailable or have to suspend such enrollment by reason of serving in the Armed Forces; and
- (ii) otherwise accommodates such members during short absences by reason of such service.

Jefferson Community College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or 33. For Chapter 33 students we require a certificate of eligibility and for Chapter 31 students we require authorization from the student's vocational rehabilitation counselor per regulation 38 USC 3679.

College programs are approved by The State Education Department and are accessed through the Middle States accrediting body.

How to Apply for Financial Aid

The financial aid application process begins with the Free Application for Federal Student Aid (FAFSA). Visit www.studentaid.gov to file your FAFSA online. 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. The FAFSA application may be completed as early as October 15.

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 <https://www.tap.hesc.ny.gov/totw/> approximately two weeks after your FAFSA has been processed. Our TAP school code is 2220. TAP is for full time students only; part time students may apply for Aid for Part Time Study (APTS). Contact us for an APTS application.
3. If you need a student loan, you may obtain information and instruction online at www.sunyjefferson.edu or by contacting Enrollment Services. 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, Enrollment Services will send a postcard with instruction to access your award letter on SOAR. 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 Handshake employment network - <https://sunyjefferson.joinhandshake.com/login> if you are interested in campus Work Study or Student Aid employment opportunities.
6. Special and Unusual Circumstances Appeals

The Financial Aid Office at Jefferson Community College realizes that students and their families experience unforeseen circumstances and/or expenses during an academic year. A financial aid appeal is a way for a student and their family to communicate with the Financial Aid Office about changes and circumstances that could not be reflected or explained on the FAFSA.

Special Circumstances are defined as changes in a student and/or parent's financial circumstances.

Unusual Circumstances are defined as changes in a student's dependency status.

Downloadable appeal forms can be found in our Applications & Forms (sunyjefferson.edu) link. Please download and complete the form that corresponds with the financial aid year you are wishing to submit an appeal for.

Examples of Special Circumstances:

- Significant/unexpected changes in family income (student and/or parent) due to loss of job, child support loss/reduction
- Change in marital status (separated, divorced, widowed) after the FAFSA was filed
- Unreimbursed medical expenses
- Additional private educational expenses
- Other special circumstances outside of the student's control
- Cost of attendance budget increases (*This appeal is intended to increase a student's overall cost of attendance so that the student may obtain additional loan funding, this appeal does not result in non-loan funding*)

Unusual Circumstances and Dependency Status:

All applicants for federal financial aid are considered either "dependent" or "independent" based on criteria set by the Department of Education. However, dependent students could be considered independent by the Financial Aid Office if there are unusual circumstances.

Unusual circumstances exist when there is an involuntary dissolution of a relationship between the student and their parent(s).

Examples of Unusual Circumstances can include:

- Parental abuse or abandonment where the parent(s) cannot be located or shouldn't be contacted.

Examples that are NOT considered Unusual Circumstances include:

- The student is self-supporting and/or reside separately from parent(s)
- The student and parent(s) are not on speaking terms
- The parent(s) does not claim the student as a dependent for income tax purposes
- Parent(s) refusal to contribute to students' education

Students who have questions regarding a Special or Unusual Circumstance are encouraged to contact the Financial Aid Office and speak with a member of our staff about possible appeal options based on their situation.

All decisions regarding appeal requests are at the discretion of Jefferson Community College financial aid staff and cannot be appealed.

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 user name and password online at www.studentaid.gov

- Complete your application at www.studentaid.gov
- Print the application (completed student loan) form 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 may obtain instructions on the College's website or by contacting Enrollment Services.

Please note: If you are applying for a student loan, please let Enrollment Services know if you also pay for childcare to attend classes as this may have an impact on your student 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 notify you of your eligibility for financial aid.

New York State Aid Programs

Tuition Assistance Program

For New York residents, the Tuition Assistance Program (TAP) provides grants to eligible full-time and part-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, Part-Time TAP, and Aid for Part Time Study (APTS).

New York residents who will attend full-time or part-time may complete the Tuition Assistance Program (TAP) application online after filing the FAFSA. Students will be prompted to choose the link for TAP on their FAFSA confirmation page if they indicated they were a New York State Resident.

If the student misses this opportunity, they can file a TAP application online by going to www.tap.hesc.ny.gov 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.
- The TAP application 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 a Aid for 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 Enrollment Services, (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 JCC 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 and must be confirmed by the student records office. 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

The College begins the financial aid refunding process six weeks into the semester. All amounts due the College are first deducted from the awards. The balance is issued to students in check form or direct deposit (based on their selected method), 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.

Emergency 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 at the end of each 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+, B, C+, C, D+, 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.

Credits Attempted	Credits Earned
6-30	40% of Attempted Hours
31-60	55% of Attempted Hours
61 or more	67% of Attempted Hours

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 charts 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.

Before being certified for this payment	1 st	2 nd	3 rd	4 th	5 th	6 th
A student must have completed this many credits in this semester with grades of A,B,C,D,F	N/A	6	6	9	9	12
With at least this grade point average	N/A	0.5	0.75	1.3	2.0	2.0
And have accrued this many credits towards graduation	0	3	9	18	30	45

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

Before being certified for this payment	1 st	2 nd	3 rd	4 th	5 th	6 th
A student must have completed this many credits in this semester with grades of A,B,C,D,F	N/A	6	6	9	9	12
With at least this grade point average	N/A	.3	1.5	1.8	2.0	2.0
And have accrued this many credits towards graduation	0	6	15	27	39	51

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 placed 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 placed 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

2025/2026 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." Tuition and fees are subject to change by the College without prior notification. See Cost of Attending College on page. 27.

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 \$25.00 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.

Return of Federal Title IV Funds Policy

Section 484B of the Higher Education Act of 1965 as amended by the Higher Education Amendments of 1998 (Public Law 105-244) requires a return of Federal Title IV funds for students who withdraw from school on or before the completion of 60% of the payment period. The institution will make a determination of the percentage of grant or loan assistance earned for the period the student attended during the payment period. If the student has received more grant and/or loan assistance than the amount earned, the institution, the student or both are responsible for returning the unearned funds as the law specified. The student, or parent for a PLUS loan, is responsible for returning the difference between the unearned aid disbursed and the amount the institution will return. Loan funds that a student must return, or parent for a PLUS loan, are repaid in accordance with the terms of the promissory note. In the case of grants, PELL and FSEOG, the law provides that the student's responsibility for returning funds is reduced by 50%. Arrangements can be made for returning grant overpayments by contacting the Department of Education.

Funds are required to be returned to the Title IV programs, up to the total net amount disbursed from each source, in this order:

1. Federal Direct Unsubsidized Loan
2. Federal Direct Subsidized Stafford Loan
3. Federal Direct PLUS Loan
4. Federal PELL Grant
5. Federal SEOG
6. Federal Iraq and Afghanistan Service Grant

The school will advise the student or the parent in the case of a PLUS loan, in writing, if they are eligible for a post withdrawal disbursement for grant or loan assistance earned and not credited to outstanding charges on the student's account. The student, or parent in the case of a PLUS loan, may accept or decline some or all of a post-withdrawal disbursement. To accept all or some of the post-withdrawal disbursement, the student or parent, in the case of a PLUS loan, must respond to the institution's notification within 14 days of the date that the institution sent the notification. If a student, or parent in the case of a PLUS loan, does not reply within 14 days of the date that the institution sent the notification, the school will assume that the post-withdrawal disbursement has been declined and no further disbursements will be made.

R2T4 Withdrawal Exemptions

Under the September 2, 2020 final regulations, the Department of Education established withdrawal exemption criteria which, if met, allows a student who has withdrawn or otherwise ceased attendance to not be considered a withdrawn student for Title IV purposes, which means that no R2T4 calculation is required for that student. Prior to conducting an R2T4 calculation for a student who has ceased attendance during a payment period or period of enrollment, the school will review the student's circumstances to see if the student qualifies for any of the R2T4 withdrawal exemptions.

The withdrawal exemption categories are as follows:

1. Withdrawal exemption for graduates/completers
 - a. A student who completes all the requirements for graduation from his or her program before completing the days or hours in the period that he or she was scheduled to complete is not considered to have withdrawn
 - b. This exemption applies to all types of programs (including those with or without modules)
2. Withdrawal exemptions for programs offered in modules
 - a. A student is not considered to have withdrawn if the student successfully completes one module that includes 49 percent or more of the number of days in the payment period, excluding scheduled breaks of five or more consecutive days and all days between modules
 - b. A student is not considered to have withdrawn if the student successfully completes a combination of modules that when combined contain 49 percent or more of the number of days in the payment period, excluding scheduled breaks of five or more consecutive days and all days between modules
 - c. A student is not considered to have withdrawn if the student successfully completes coursework equal to or greater than the coursework required for the institution's definition of a half-time student under 34 CFR 668.2(b) for the payment period

A student only needs to meet one of the withdrawal exemptions to be exempt from R2T4.

Unofficial Withdrawal

If a student begins attendance, has not officially withdrawn, and fails to earn a passing grade in any registered courses, the institution must assume, for Federal* Aid purposes, that the student has unofficially withdrawn, unless the institution can document that the student completed the period. Recalculation of federal aid eligibility is required using the last documented date of attendance or the 50% point of the semester if the last date of attendance is not available.

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 and 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. Students who fail to submit a valid Certificate of Residence may be liable for the additional tuition charges.

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 2025-2026 Cost of Attendance at Jefferson Community College based on full time attendance for the fall and spring semesters.

Annual Tuition & Fees				
	In-State/In-District		Out-of-State Residents	
	Living on Campus	Commuter	Living on Campus	Commuter
Direct Costs*				
Tuition	\$5,664	\$5,664	\$11,016	\$11,016
Student Fees	\$840	\$840	\$840	\$840
Housing & Food	\$14,308	\$5,920	\$14,308	\$14,308
Total Direct Costs	\$20,812	\$12,424	\$26,164	\$26,164
* Direct Costs include those paid directly to the campus. Students in off-campus housing do not pay the associated cost to campus directly.				

Student Non-Refundable Fees

- Capital Fee (Out of State/International Students) \$150 per semester
- Student Comprehensive Fee*: \$20 per credit hour
- Student Comprehensive Fee: \$8 summer/winter per credit
- Technology Fee: \$14 per credit hour
- Nursing ATI Materials Fee: \$400 per semester
- Clinical/Course Lab/Online Course/Materials Fees: variable \$5-\$200 per credit hour

Explanation of Fees

1. 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, 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 Association.
2. The technology fee is a mandatory fee that provides myJCC, updated computer labs and online library resources.
3. The nursing program fee and ATI fee are mandatory for all nursing students. It covers the additional costs of running the nursing program.

Tuition (2025-2026)		Part Time/ Credit Hour	Full Time/ year
New York State resident from sponsorship area or non-residents of sponsorship area ...	who presents a certificate(s) of residency	\$236	\$5,664
New York State resident not from sponsorship area and ...	not presenting a certificate(s) of residency	\$494	\$11,856
Non-New York State resident.		\$459	\$11,016

Nelnet requires completion of enrollment form and \$25 enrollment fee. Equal payments are due each Fall and Spring semester depending on payment plan enrollment date. Call (888) 470-6014 for additional information.

*Charged to all students. Not applicable for extension site courses; (fees included: student resource, health service, commencement, new student services, and identification card).

Additional Fees

- Document/Check Replacement Fee: \$15 per copy
- Transcript Fee: \$10 per official copy
- Health Transcript Fee: \$10
- Facsimile Fee (Official Documents): \$10
- Processing Fee (per course), Directed Study: \$25
- Credit by Examination: \$20 (per credit)
- College-Level Examination Program: \$25 per exam
- Returned Check Fee: \$25 per check
- Parking Fines: variable (\$10-\$100)
- Technology Fee: \$14 per credit hour
- Clinical/Course Lab/Online/Materials Fee: variable (\$5-\$200) per credit hour
- Comprehensive Student Fee: \$21 per credit hour
- Diploma Replacement: \$50
- ID Card Replacement: \$30
- Alumni (optional): \$10/semester
- Bookstore fee: \$26 per credit hour
- Capital Fee (out of state/international students): \$150 per semester

Academic Policies & Procedures

Academic Forgiveness Policy

Jefferson Community College recognizes that some students may begin college and receive poor grades. Students stop attending and return many years later only to have grades from their academic history negatively impact their current academic status.

Definitions:

1. A matriculated student is one who has been accepted by the Jefferson Community College Admissions Office and is enrolled in a degree or certificate
2. An imputed credit is one which can be counted for financial aid to enrolled students.

Statement of Policy:

1. Eligibility: Any matriculated student is eligible to apply for Academic Forgiveness
 - a. having an absence from the College for at least six consecutive fall and spring semesters since their last enrollment not including winter or summer;
 - b. possessing a cumulative grade point average (GPA) below 2.0; and
 - c. who, upon return, completes 12 imputed credits with a minimum cumulative GPA of 2.0.
2. Students who have already received at least one degree or certificate from Jefferson Community College are not eligible to apply for Academic Forgiveness.
3. Once approved for Academic Forgiveness, the student's grades below a C earned prior to the student's return are excluded from their cumulative GPA. All other grades will remain a part of the student's cumulative GPA. The excluded course cannot be re-included later to complete academic requirements.
4. Students will receive credit toward graduation requirements for all coursework completed prior to the semester in which the student's absence period ends and earned with a grade of 'C' or better.
5. Any course grades earned as part of a conferred microcredential are not eligible for Academic Forgiveness.
6. All prior coursework and grades will remain on the transcript to reflect an accurate academic history.
7. A student's entire academic history is considered for the purposes of Financial Aid Eligibility. Academic Forgiveness will not automatically make a student eligible for financial aid.
8. Only one Academic Forgiveness will be granted during a student's academic career at Jefferson. Once Academic Forgiveness is established, it will not be reversed.
9. The Provost, Vice President for Academic and Student Affairs is responsible for overseeing this policy.

Academic Honesty Policy

Academic integrity at Jefferson Community College is essential to individual growth and development of all students. Each member of this institution is committed to upholding the highest ethical standards. Failure to maintain such standards can seriously undermine and impede the educational process. Thus, any form of academic dishonesty is a serious concern to the College community and deemed unacceptable.

Definitions:

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

1. Academic dishonesty: 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. Unacceptable types of behavior in relation to academic honesty include the following:
 - a. 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 and citation of such sources is necessary. Plagiarism can be intentional or unintentional, but neither type of plagiarism is acceptable in a college. Examples of plagiarism include
 1. using a direct quotation without citing the source,
 2. paraphrasing the ideas or expressions of another without giving credit,
 3. representing the thoughts of others as one's own by failing to acknowledge or document sources, or
 4. submitting any work which has been borrowed, stolen, or purchased from someone else.
 - b. Cheating in the academic context involves conducting matters fraudulently so as to profit oneself. Some examples of cheating include
 1. the copying of an examination, assignment, or other work to be evaluated;
 2. unauthorized use of artificial intelligence;
 3. unauthorized collaboration on work to be evaluated; and
 4. unauthorized reuse of previously submitted work
 - c. Theft includes the stealing of another's work or work materials (including teacher materials) such as laboratory endeavors, computer programs, class projects and library materials.
 - d. Destruction of property/sabotage includes any attempt to stop others from successfully completing their work or using campus resources.
 - e. Deception in the academic environment involves hiding or distorting the truth in regard to an academic assignment or activity.

Examples include

1. lying about the reason for an absence,
 2. fabricating data, or
 3. claiming the work of group members as your own during a group project.
- f. Misuse of electronic devices includes (but is not limited to) hacking, misrepresenting their or someone else's identity, and looking for answers on a test using the internet. Many of the previous examples of academic dishonesty above can involve the misuse of electronic devices.
2. The term academic penalty, in this document, refers to the following consequences, which are based on the severity of the offense:
 - a. a written reprimand;
 - b. a grade reduction or failing grade on the assignment in question;
 - c. a grade reduction or failing grade in the course;
 - d. suspension or dismissal from the College.

Statement of Policy:

1. All students are subject to the Academic Honesty
2. Any student found responsible for academic dishonesty will be subject to disciplinary action outlined in the College's Student Code of Conduct Policy.
3. College instructors and administrators are responsible for determining an appropriate academic penalty.
4. Academic dishonesty that incurs an academic penalty will be documented by the instructor. A report must also be filed with the office of the Chief Academic
5. A student may appeal an academic penalty through the Protection Against Improper Academic Evaluation process outlined in the "Student Rights, Freedoms, and Responsibilities" adopted by the College.
6. The Chief Academic Officer is responsible for overseeing this policy.

Academic Honors Policy

Jefferson Community College recognizes outstanding student achievement after each fall and spring semester and by each of its graduates. Honors are granted both as a recognition and as a means to encourage sound scholarship among its students.

Definitions:

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

- Dean's List and President's List are recognitions bestowed to students for academic achievement during a fall or spring semester.
- Honors and High Honors are recognitions bestowed upon graduates.
- Graduation credit is earned for completing a credit bearing course.

Statement of Policy:

1. Students who graduate from Jefferson Community College with a cumulative grade point average between 3.5 and 3.74 will graduate with Honors. Students who graduate with a cumulative grade point average of 3.75 or higher will graduate with High Honors.
2. A full-time student shall be placed on the President's List for a particular semester if the following conditions are met:
 - a. Complete a minimum of 12 graduation credits;
 - b. Earn no grades of D, D+, F, Y, or, U;
 - c. Have no Incomplete (I) grades;
 - d. Have a semester GPA of 3.75 or higher.
3. A full-time student shall be placed on the Dean's List for a particular semester if the following conditions are met:
 - a. Complete a minimum of 12 graduation credits;
 - b. Earn no grades of D, D+, F, Y, or, U;
 - c. Have no Incomplete (I) grades;
 - d. Have a semester GPA between 3.50 and 3.74.
4. Part-time student eligibility for a President's List or Dean's List recognition will occur after completion of 12, 24, 36, 48, and 60 credit hours, using the same grade point index criteria and course grade criteria as indicated for full-time students.
5. All academic achievements are noted on the student's official transcript.
6. The Provost, Vice President for Academic and Student Affairs is responsible for overseeing this policy.

Honor Society - Phi Theta Kappa

The Tau Xi Chapter of Phi Theta Kappa (PTK), 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 Life Center, Room 4-104.

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.

1. 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.
2. An imputed credit is one which can be counted for financial aid to enrolled students.
3. An Academic Success Plan is a written formulated process to degree completion.

Statement of Policy:

1. Academic progress will be evaluated after the completion of the fall and spring A student's academic standing will not be evaluated after the completion of summer or winter sessions.
2. Any matriculated student who has attempted a minimum of 12 imputed credits at Jefferson Community College is subject to this policy.
3. A student who completes a total withdrawal by the last day of classes in any semester retains the most recently earned academic standing.
4. A student granted a fresh start after an Academic Dismissal returns to the College on Academic Probation. All other students granted a fresh start return to the College in an Academic Standing determined from their most recently completed fall or spring semester.
5. 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 non-credit developmental courses may be considered by the Academic Standards Committee in end-of-semester academic decisions regarding warning, probation or dismissal.
6. A student on Academic Warning or Academic Probation is considered to be in good academic standing.
7. Standards for Academic Progress
 - a. Academic Warning
 - A student will be placed on Academic Warning if
 - The student is currently enrolled in their first semester at Jefferson and fails to earn a semester and/or cumulative GPA of 2.00 or higher;
 - The student is in their first semester after receiving an Academic Fresh Start and fails to earn a semester and/or cumulative GPA of 2.00 or higher;
 - The student is currently holding a cumulative GPA of 2.00 or higher and fails to earn a semester and/or cumulative GPA of 2.00 or higher.
 - Any student placed on Academic Warning with a semester GPA below 1.50 will be required to complete the current Academic Warning procedure. Failure to complete the procedure will disqualify a student from attending classes for the current Any student with a semester GPA that is equal to or above a 1.50 will receive a letter indicating they are on warning.
 - A student on Academic Warning who subsequently attains a semester GPA of at least 2.00 and achieves a 2.00 cumulative GPA, will be removed from Academic Warning.
 - A student on Academic Warning who subsequently attains a semester GPA of at least 2.00, but who still has below a 2.00 cumulative GPA, will remain on academic warning.
 - A student on Academic Warning who subsequently attains a semester GPA below 2.00 will be placed on Academic Probation.
 - b. Academic Probation
 - Any student placed on Academic Probation is required to develop an Academic Success Plan identifying specific steps the student will take to improve overall academic performance to be filed with the office of the Provost, Vice President for Academic and Student Affairs 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.
 - A student on Academic Probation who subsequently attains a semester GPA of at least 2.00 and achieves a 2.00 cumulative GPA, will be removed from Academic Probation.
 - A student on Academic Probation who subsequently attains a semester GPA of at least 2.00, but who still has a cumulative GPA under 2.00, will remain on Academic Probation.
 - A student on Academic Probation who subsequently attains a semester GPA below 2.00 is Academically Dismissed.
 - c. Academic Dismissal
 - A student who has been Academically Dismissed is not allowed to enroll full-time in classes for the subsequent semester as a matriculated student.
 - Academically Dismissed students are encouraged to sit out three (3) years and apply for Academic Fresh Start upon returning to the College.
 - Any Academically Dismissed student may appeal the decision using the procedure outlined in the written communication sent to the on-file student address. Appeals must demonstrate that a documented hardship occurred during the semester that disallowed the student to fulfill their Academic Success Plan.
 - Appeal decisions, including any conditions under which the student is allowed to return to the College, will be

conveyed in writing.

- Filing an appeal does not guarantee reinstatement as a full-time student or in a matriculated status.
- A student returning from an Academic Dismissal is required to complete a new Academic Success Plan and file it with the office of the Provost, Vice President for Academic and Student Affairs prior to registering for classes.

8. The Provost, Vice President for Academic and Student Affairs is responsible for overseeing this policy.

Academic Reinstatement

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

- An appeal may be made to the Vice President of Academic Affairs 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 the reason(s) for unsatisfactory achievement during the past semester and plans for improvement. The student will be notified in writing of the Vice President's decision. OR
- Without appealing, the student may continue studies on a part-time non-matriculated basis. The student must seek assistance from their academic advisor 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.

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 Director of Admissions 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 prerequisites, and age appropriateness of course material. Appeal of the Admissions Director's decision may be presented to the Provost, Vice President for Academic and Student 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 Provost, Vice President for Academic and Student 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, Standards Committee in end-of-semester academic decisions regarding warning, probation or dismissal.
 - 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 absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.
 - d. If registration, classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or make up classes, examinations, study or work requirements or opportunity to register shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.
 - e. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his or her availing himself or herself of the provisions of this section.
 - f. Any student who is aggrieved by the alleged failure of any faculty or administrative official to comply in good faith with the provisions of this section shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his or her rights under this section.
 - i. It shall be the responsibility of the administrative officials of each institution of higher education to give written notice to students of their rights under this section, informing them that each student who is absent from school, because of his or her religious beliefs, must be given an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to such student such equivalent opportunity.
5. The Provost, Vice President for Academic and Student Affairs is responsible for overseeing this policy.

Change of Curriculum

Students may change their curriculum only with approval of the appropriate Associate Vice President or authorized advisor. 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.

Change of Name or Address

If a student's legal name or mailing address changes, notification in writing of the change must immediately be made to the Student Records Office, Suite 6-010, Jules Center, 315-786-2437. The request to change legal name and/or address form is available on the College's [website](#).

Course Audit Policy

Jefferson Community College believes coursework can be taken for self-enrichment, academic exploration, or reviewing course material. Auditing a course allows anyone to take a class without receiving a grade or credit for that course.

Definitions:

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

1. Audit is a registration status and designation, denoted N, wherein a student attends a course but will not receive credit nor a grade.
2. Registration refers to the procedure by which a student enrolls in course work.
3. The census date is the date set by the college, which typically marks the end of the drop/add period and the beginning of the withdrawal period.

Statement of Policy:

1. The privilege of auditing a course at the College is open to all students.
2. Students may only audit a course if space is available after all students taking the course for credit have been admitted to class.
3. Enrollment on an audit basis requires approval by the instructor and Department Chair.
4. Students must be registered prior to the end of the second week of instruction.
5. Evaluation of course work is at the discretion of the instructor.
6. Credit status/designation cannot be changed from audit to credit.
7. Audit credits do not count towards full-time-status.
8. Students are permitted to retake an audited course for credit.
9. The Provost, Vice President for Academic and Student Affairs is responsible for overseeing this policy.

Course Information and Policies

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, Theater Arts
- Social Sciences - Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology
- Science and Mathematics - Biology, Chemistry, Geology, Physics, Science, Mathematics

Free Electives

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 Professional Electives (PRO 000) may be used to fulfill "free elective" course requirements in all JCC programs of study up to a maximum of six semester hours. The exception is the Individual Studies programs, where these credits may be used to meet all elective requirements.

Course Placement Policy

Jefferson Community College recognizes student success in college coursework is directly related to appropriate course placement.

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 is responsible for overseeing this policy.

Prior Learning Assessment Credit Policy

Jefferson Community College believes that students should be awarded credit for verifiable college-level learning regardless of where or how it was acquired. Many students have gained knowledge from experiences that are not validated by an official transcript.

Definitions:

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

1. Prior Learning Assessment Credit (PLAC) is the process of evaluating and awarding college-level learning that occurred before entering Jefferson.
2. The College's residency requirement refers to the amount of a degree program that must be completed at JCC in order to be considered a student at the College.
3. 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.

Statement of Policy:

1. Matriculated students and students enrolled in a microcredential are eligible for Prior Learning Assessment Credit (PLAC).
2. Prior Learning Assessment Credit (PLAC) is available for prior college-level learning verified by
 - a. Standardized Published Examinations
 1. The College Board-College Level Exam Prep (CLEP)
 2. Advanced Placement (AP)
 3. International Baccalaureate (IB)
 4. DANTES Subject Standardized Tests (DSST)
 5. Defense Language Proficiency Test (DLPT)
 - b. Jefferson Community College Discipline Examinations
 - c. Military Training and Experience
 1. The College grants credit for military training and MOS experience according to the American Council on Education (ACE) Guide.
 2. Credit from foreign institutions evaluated and approved by a member of the National Association of Credential Evaluation Services (NACES).
 - d. Non-Collegiate Training using American Council on Education (ACE) National Guide to Educational Credit for Training Programs and The Directory of the National Program on Non-collegiate Sponsored Instruction (PONSII)
 - e. Professional and Industry Certifications, Licenses, and Credentials
 1. The College grants credit for the successful completion of coursework and programs leading to a professional license.
 2. Each course or program is individually evaluated for equivalency with Jefferson coursework by comparing the descriptions and learning outcomes of these professional licensing programs to the course description and learning outcomes of College courses.

3. Each student is responsible for providing the College with all required documentation as evidence of prior learning.
4. Faculty within the academic discipline are responsible for
 - a. establishing guidelines and processes for Prior Learning Assessment Credit (PLAC) in their academic and discipline specific areas;
 - b. filing all current guidelines and processes with the office of the Provost, Vice President for Academic and Student Affairs.
5. The Office of the Vice President of Academic Affairs is responsible for publicizing the current guidelines and processes for Prior Learning Assessment Credit (PLAC).
6. Prior Learning Assessment Credit (PLAC):
 - a. cannot be applied towards the College's residency requirements for graduation, renewal of scholarships, or other requirements based on credit earned through the College;
 - b. is recorded on the official college transcript according to the College Grading Policy;
 - c. is not calculated in the student's grade point average (GPA);
 - d. cannot duplicate any previously awarded credit;
 - e. is awarded only when it applies to programs of study at Jefferson.

Students are responsible for all costs associated with the awarding of Prior Learning Assessment Credit (PLAC). The Provost, Vice President for Academic and Student Affairs is responsible for overseeing this policy.

Pass-Fail/Credit by Exam/Directed Study

Pass-Fail Option

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

Credit By Examination

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

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

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

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

Directed Study

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

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

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: \$25.00
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 V.P. for Academic Affairs.

Credit Hour Policy

Jefferson Community College is part of the State University of New York System (SUNY). The College is in compliance with all SUNY policies and regulations. The SUNY system is further regulated by the University of the State of New York through the New York State Education Department (NYSED).

The *Credit/Contact Hour Policy* that SUNY has mandated is based on NYSED's *Title 8 Chapter II Regulations of the Commissioner*, § 50.1(n) and § 52.2 (c) (4) and is based on the Carnegie definition of a semester credit hour.

The policy applies to all types of courses offered, all disciplines, programs, degree levels, formats and modalities of instruction (traditional brick and mortar distance education offerings).

Jefferson Community College offerings are adjusted proportionately to ensure the required total meeting time per semester hour (i.e. 750 minutes for lecture based courses) to ensure compliance for all credit offerings (i.e. classes offered once a week, twice a week, or for abbreviated semesters such as summer).

The State University of New York Policy:

Over the past several years, for academic purposes, some faculties have allowed modifications of the classical Carnegie definition of a semester credit hour, which has stipulated that one semester credit hour be awarded for fifteen sessions of 50-minutes duration in classroom lecture-recitation each requiring two hours of outside preparation by the student. Today there are many types of educational experiences with which credit hour assignment may properly be associated.

In the interest of accurate academic measurement and cross-campus comparability, the following definitions and practices apply in controlling the relationship between contact and credit hours. These definitions constitute a formalization of current and historic policy in order to ensure consistency throughout the University. Courses may be composed of any combination of elements described, e.g., a lecture course which also has required laboratory periods or a lecture course having an additional requirement for supervised independent study or tutorial activity.

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. Semester credit hours are granted for various types of instruction as follows:

- I. Lecture, seminar, quiz, discussion, recitation**
A semester credit hour is an academic unit earned for fifteen 50-minute sessions of classroom instruction with a normal expectation of two hours of outside study for each class session. Typically, a three-semester credit hour course meets three 50-minute sessions per week for fifteen weeks for a total of 45 sessions.
- II. Activity supervised as a group (laboratory, field trip, practicum, workshop, group studio)**
A semester credit hour is awarded for the equivalent of fifteen periods of such activity, where each activity period is 150 minutes or more in duration with little or no outside preparation expected. Forty-five 50-minute sessions of such activity would also normally earn one semester credit hour. Where such activity involves substantial outside preparation by the student, the equivalent of fifteen periods of 100 minutes duration each will earn one semester credit hour.
- III. Supervised individual activity (independent study, individual studio, tutorial)**
One credit for independent study (defined as study given initial guidance, criticism, review and final evaluation of student performance by a faculty member) will be awarded for the equivalent of forty-five 50-minute sessions of student academic activity.

Credit for tutorial study (defined as study which is given initial faculty guidance followed by repeated, regularly scheduled individual student conferences with a faculty member, and periodic as well as final evaluation of student performance) will be awarded on the basis of one semester hour credit for each equivalent of 15 contact hours of regularly scheduled instructional sessions.
- IV. Full-time Independent Study (student teaching, practicum)**
If a student's academic activity is essentially full-time (as in student teaching), one semester credit hour may be awarded for each week of work.

V. **Experiential Learning**

At its discretion, an institution may award credit hours for learning acquired outside the institution which is an integral part of a program of study. When life or work experience is to be credited as a concurrent portion of an academic program design, as in an internship, one semester credit hour will be awarded for each 40-45 clock-hour week of supervised academic activity that provides the learning considered necessary to program study.

VI. **Credit by Examination**

At its discretion, an institution may award semester hour credits for mastery demonstrated through credit-by-examination. When such credit by examination is allowed, it may be used to satisfy degree requirements or to reduce the total number of remaining hours required for a degree.

VII. **Short Sessions**

Credit hours may be earned in short sessions (summer sessions, intersessions, etc.) proportionately to those earned for the same activity during a regular term of the institution, normally at no more than one credit per week of full-time study.

VIII. **Appeal and Review**

Institutions may present educational justification for departures from these policy provisions to the office of the provost and vice chancellor for academic affairs, which will be responsible for their interpretation. Credit hours to be earned in approved overseas academic programs will continue to be considered on an individual basis following established procedures. Other special arrangements suggested by campuses will be considered on an individual basis by this office.

Credit Hours/Grade Point Index (GPI)

Credit Hours

At Jefferson, 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.

The academic index 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, 3.5 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, 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.

Second Degree Requirements

Any student who has completed the requirements of one degree or certificate program may only matriculate in a new program with written consent of the Associate Vice President. The signed matriculation form must be placed on file in the Student Records Office prior to registration for an additional program.

Requirements for attainment of an additional degree or certificate are as follows:

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

Request forms for additional and/or concurrent matriculation are available in the Student Records Office.

For information about secondary degrees or certificates which are excluded, see [Guidelines for Matriculation in Additional/Concurrent Degree or Certificate Programs](#) on the College's website.

General Education Requirements

Effective for Students Entering Programs Fall 2023 and Beyond

Students matriculating into Associate in Arts and Associate in Science Degree Programs must satisfy the following:

- **Thirty (30)** credits of general education coursework from the SUNY General Education Knowledge & Skill Areas table on the College's website

to include

- courses from **at least 7 of the 10 knowledge and skill areas listed** from the SUNY General Education Knowledge and Skill Areas table on the College's website (**four of the seven must be Mathematics and Quantitative Reasoning, Communication: Written and Oral, Diversity: Equity, Inclusion, and Social Justice, Natural Sciences and Scientific Reasoning**).
- courses meeting **Critical Thinking and Information Literacy Competencies**.

Special Notes:

1. Courses may be used to satisfy more than one knowledge and skill area but credits earned count once toward the overall credit attainment within the general education framework
2. Courses meeting the competencies do not contribute to the general education credit requirements unless the course also meets a knowledge and skill area.

See the College website for general education requirements for students planning to transfer into a SUNY baccalaureate program prior to Fall 2023.

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.

1. 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.
2. 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.
3. 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 & 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.

College Grading Standards		
Grade	Numerical Equivalent	Grade Points
A	90-100	4.0
B+	85-89	3.5
B	80-84	3.0
C+	75-79	2.5
C	70-74	2.0
D+	65-69	1.5
D	60-64	1.0
F	Below 60	0.0

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.

The Provost, Vice President for Academic and Student Affairs is responsible for overseeing this policy.

College Academic Record Designations

I	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.
P	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.
E	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.
S	Satisfactory - A grade used when a student does successfully complete a non-credit course.
U	Unsatisfactory - A grade used when a student does not successfully complete a non-credit course.
Y	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.
Z	Administrative Withdrawal - A grade issued by the Academic Vice President.
J	Exam credit - A designation used when a student successfully completes a departmental examination for credit.
N	Audit - A designation used when a student enrolls in a course on a non-credit basis.
R	Registered - A designation used for in-progress coursework.
T	Transfer credit - A designation used when a student is awarded credit for a course based on prior experience or course work completed at another institution.
W	Withdrawal without penalty - A designation used when a student initiates a withdrawal from a course within the withdrawal period for the course.
Honors Course	Honors Course - A designation used when a student has completed an in-class Honor's Option.

Graduation Requirements Policy

This policy is designed to establish the requirements for completion of degree and certificate programs.

Definitions:

The following term is used in this document with specific meanings, as defined in this section.

- The term "residency" refers to the amount of a degree program that must be completed at the home college in order to be considered a student at the College.
- A matriculated student is one who has been accepted by the college and is enrolled in a degree or certificate program.
- A new student college seminar course is designed to assist new students in their transition to Jefferson Community College. This course is approved by the Curriculum Committee of the Senate.

Statement of Policy:

1. **Degree and Certificate Requirements:** A degree or certificate candidate must fulfill the following requirements:
 - a. Successfully complete all course requirements as listed under the program for which the candidate is matriculated.

- b. Successfully complete minimum credit requirements.
- c. Satisfy the College residency requirement.
- d. Attain a minimum cumulative grade point average of 2.00 upon completion of the matriculated candidate's program.
- e. Receive recommendation for graduation by the faculty of Jefferson Community College.
- f. Students who matriculate into their first degree or certificate program at the College having earned less than 24 credits of coursework as a matriculated student at another college or university by means of transcript evaluation must complete the College's new student college seminar course.

2. 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.
 - d. 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.
3. Petitions to waive or substitute individual courses are approved by the Office of Academic Affairs.
4. The Provost, Vice President for Academic and Student Affairs is responsible for overseeing this policy.

Residency/In Residence Credits

Residency credits are the number of college-level Jefferson Community College credits a student must complete to earn a degree, certificate, or microcredential. Residency credits may be completed in any offered format, schedule, or modality.

Required Residency credits

- AA, AAS, AOS, AS Degrees: 30 credits
- Certificates: 15 credits
- Microcredentials: Varies by microcredential

Military-affiliated students may qualify for a reduced degree Residency Credit.

Enrollment Services

studentrecords@sunyjefferson.edu

(315) 786-2437

Jules Center, building 6, suite 6-010

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:

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

1. The Honors Program is an academic program of study that allows matriculated students to go beyond the demands of traditional college coursework and explore areas of scholastic interest while nourishing their intellectual curiosity.
2. An Honors Option is a project designed to enrich, rather than accelerate, the learning process completed in a Jefferson Community College credit-bearing course.

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:
 1. New students must have a high school cumulative average of 88 or higher or SAT total score of 1250 or ACT composite score of 27.
 2. 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.
 1. If a student's GPA drops below 3.3, they are placed on Honors probation for one semester.
 2. 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 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 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. Successfully completed INT 250 Honors Seminar;
 - c. Completed two (2) Honors Options in college-level coursework approved by the Honors Coordinator;
 - d. Presented the completed work of one In-class Honors Option at a College event or a community event approved by the Honors Coordinator.
7. The Honors Program Coordinator is responsible for overseeing the Honors Program.
8. The Chief Academic Officer is responsible for overseeing this policy.

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.

1. 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.
2. 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 Provost, Vice President for Academic and Student Affairs is responsible for overseeing this policy.

Microcredentials Policy

Jefferson Community College believes students may enhance and extend their academic experience by earning quality microcredentials that verify, validate, and attest that specific skills and/or competencies have been achieved.

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

1. The term "Microcredential" is used to refer to a cluster of credit-bearing coursework ranging from 9 to 23 credit hours.
2. The phrase "Periodic Review" is an assessment process used to measure the effectiveness of a curricular program.
3. The term "residency" refers to the amount of microcredential coursework that must be completed at the home college in order to be considered a student at the College.

Statement of Policy:

1. Any member or group of the College may develop a Microcredential using the Guiding Principles of SUNY's Microcredential Policy that document learner achievement in competencies needed for post-graduate success, reskilling, or upskilling.
2. Jefferson Microcredentials will be titled "name" (Example: "Non-Profit Leadership Microcredential")
3. Each proposed microcredential must include:
 - All course requirements for such micro-credential;
 - The College residency requirement for such micro-credential;
 - The minimum course requirements to be completed after enrolling for such microcredential;
 - The minimum GPA requirement, to be no lower than 2.0, for coursework for such microcredential.
4. Each proposed microcredential is reviewed and recommended for approval by the College Senate Curriculum Committee and for final approval by the College Senate. Deactivating a microcredential also requires the approval of the Curriculum Committee as well as final approval by the Senate.
5. Microcredentials are awarded upon successful completion of the specific requirements for that credential.
6. Each Microcredential will be documented and awarded to currently enrolled students through the Registrar's office. The Registrar's Office will be responsible for maintaining permanent records of awarded credentials.
7. Microcredentials are assessed as part of the College's periodic review cycle.
8. The Provost, Vice President for Academic and Student Affairs is responsible for overseeing this policy.

Physical Education Credit for Intercollegiate Sports Policy

The purpose of this policy is to recognize the physical, mental, and educational benefits of intercollegiate athletics by providing eligible student-athletes with the opportunity to earn Physical Education (PED) credit for their participation in officially sanctioned intercollegiate sports.

Definitions:

1. Officially sanctioned intercollegiate sports are sponsored by either the NJCAA or NJCAAe.

Statement of Policy:

1. Student athletes successfully completing an intercollegiate sport at Jefferson Community College shall receive credit toward the physical education graduation requirement. The eligibility form serves as a "class roster" for registration purposes.
2. The maximum number of credits earned by participation in intercollegiate sports is 2 credits.
3. Student athletes may not receive physical education credit in a physical education activity which duplicates the intercollegiate sport for which they receive credit.
4. 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.

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.

1. Registration refers to the procedure by which a student enrolls in coursework.
2. The term "in good academic standing" means that a student is eligible and has been allowed to register for and undertake academic coursework.
3. 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 a maximum of 19 credit hours during the fall or spring terms.
 - b. A student may register for a maximum of 12 credits during an early or late session during the fall or spring terms.
 - c. A student may register for a maximum of 12 credits during the summer term.
 - d. A student may register for a maximum of 7 credits during the winter term.
 - e. A student may register for more than the allowed credit hours for a given term with approval from the Chief Academic Officer.
2. In order for a student to drop a course from their academic load they must do so officially using the College's current registration procedure.
 - a. Courses may only be dropped through the census date for the course.
 - b. A dropped course will never appear on a student's official transcript.
3. In order for a student to withdraw from a course they must complete the College's current withdrawal procedure.
 - a. Students withdrawing from a course must complete the course withdrawal process prior to completion of 75% of the scheduled number of days in the course.
 - b. A student may withdraw from all courses using the College's current withdrawal procedure. Withdrawing from all classes does not impact a student's academic standing.
 - c. Withdrawals appear on the student's official academic transcript with a non-penalty designation of "W" and do not impact a student's grade point average.
 - d. Withdrawals are used in the eligibility for financial aid calculation.
4. The Chief Academic Officer issues all administrative withdrawals, which result in the grade designation "Z" being recorded on the student's official academic transcript. "Z" grade designations do not impact a student's grade point average.
5. A student may request a late or retroactive administrative withdrawal due to documented extraordinary circumstances. All such requests must be received no later than one calendar year after the end of the semester or summer/winter session in which the course(s) were taken.
6. Students are responsible for all tuition and fees associated with course registration and withdrawal as specified in the Tuition and Fees Policy and the Tuition Refund Policy.
7. The Chief Academic Officer is responsible for overseeing this policy.

Repeating a Course

A student may repeat a course in which a “D” or failing grade has been received. A required course which has been failed must be repeated. A first-level course in which a “D” grade has been received may not be repeated after the student has passed the second or highest level course, except with permission of the 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.

Syllabus Standard Policy

Jefferson Community College believes the primary purpose of a course syllabus is to inform students in a formal and timely manner of the nature and content of the course and the policies and procedures that apply. The syllabi of the faculty represent the formal contract of the course with the student. It is also used as the official course document by SUNY System Administration, the State Education Department, Middle States Commission on Higher Education, and the College governance committees.

Definitions:

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

1. The “Departmental Course Syllabus Standard” is the principal document approved through the governance process established by the College faculty in the discipline. This overarching document provides required information and guidance to faculty in creating an individual Course Syllabus.
2. The “Instructor Course Syllabus” is the document prepared by individual faculty utilizing the guidelines of the Course Syllabus Standard. The Course Syllabus is used to communicate specific course requirements, expectations, and responsibilities to students enrolled in the course while also connecting student learning outcomes, course content and assessments, and instructor pedagogy. The Course Syllabus may be used in grievance and judicial hearings; therefore, clarity and specificity are especially important.
3. The “Course Syllabus Standard Template” is the document that contains all of the required components for Departmental Course Syllabus Standards and Instructor Course Syllabi. Additionally, this document outlines the order in which these items must be included on these documents.

Statement of Policy:

1. The Curriculum Committee of the College Senate is responsible for the creation, periodic review, and revision of the Course Syllabus Standard Template. Changes to the Course Syllabus Standard Template must be approved by the College Senate.
2. Departmental Course Syllabus Standards must be reviewed by the College faculty in the discipline at least once every five years.
3. Every course must have a Departmental Course Syllabus Standard approved by the Curriculum Committee.
4. The current Departmental Course Syllabus Standard must be made publicly available in a digital format.
5. Each instructor will create an Instructor Course Syllabus for each course taught; this document must be made available to students no later than the starting date for the course.
6. The Chief Academic Officer is responsible for overseeing this policy.

Transfer Credit Policy

Jefferson Community College recognizes academic learning through award of transfer credit. The award of transfer credit is based upon the educational quality of the acquired learning, the comparability of the content, scope, and rigor of the acquired learning to coursework offered at Jefferson, and the appropriateness and applicability of the learning experience to the program in which a student is matriculated.

Definitions:

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

1. A matriculated student is one who has been accepted by the Jefferson Community College Admissions Office and is enrolled in a degree or certificate program.
2. The term microcredential is used to refer to a cluster of credit-bearing coursework ranging from 6 to 23 credit hours.
3. Transfer credit is credit awarded for undergraduate college-level coursework completed at another institution of higher education and articulated on an official college transcript.

Statement of Policy:

1. Any matriculated student and any student enrolled in a microcredential is eligible for award of transfer credit.
2. Courses for which transfer credit is awarded may not be repeated for credit.
3. Students are responsible for ensuring all official transcripts with coursework to be considered for transfer credit must be on file at Jefferson Community College.
4. Transfer courses are evaluated individually for course equivalencies using course descriptions and expected student learning outcomes.
5. All courses successfully completed with a grade of 2.0/C or higher are eligible for transfer credit. Coursework with a Pass/Fail grade or designation are not eligible for transfer credit.

6. Transfer credit is recorded on the official Jefferson Community College transcript.
7. Coursework completed at all SUNY campuses with passing grades satisfy the SUNY General Education area or areas designated for the course.
8. The Provost, Vice President for Academic and Student Affairs is responsible for overseeing this policy.

Cross Registration Policy for SUNY

This Policy is designed to support the SUNY Cross Registration Policy and promote timely degree completion by providing students access to courses at other SUNY campuses while they are enrolled at Jefferson Community College.

Definitions:

1. A matriculated student is a student who has been accepted into and is enrolled in an academic program.
2. A home campus is the campus at which the student is matriculated.
3. A host campus is the campus at which the student is registered to take course work but is not matriculated.
4. A cross registration occurs when a host campus provides instruction to a matriculated student enrolled in a degree or certificate program at a different home campus.

Statement of Policy:

SUNY cross registration occurs when both the host campus and home campus are SUNY institutions.

1. This policy applies to part-time and full-time undergraduate students matriculated in a degree or certificate program and approved for cross-registration by Jefferson Community College and the home/host campus.
2. For students to receive the benefits of cross registration, both Jefferson Community College and the home/host campus must approve a student's request to cross register.
3. Students using Jefferson Community College as a home campus must meet the following criteria:
 - a. Students must be enrolled and matriculated in a degree or certificate seeking program at Jefferson Community College.
 - b. Cross registration must be used to satisfy degree or certificate requirements.
 - c. Students with a GPA lower than 2.0 or any registration holds are prevented from completing coursework at any host institution through cross registration.
 - d. Credit limitations
 1. The total number of credits in which a student is registered at the home campus and host campus is used to determine the maximum number of credits in which a student can be registered under the Registration and Withdraw Policy.
 2. Cross registration is limited to 2 courses per term.
 3. Students requesting cross-registration in a fall or spring semester must be registered in at least 6 credits at Jefferson Community College or at least one-half their total credit workload.
 4. Students requesting cross-registration in a summer or winter term must be registered in at least one course at Jefferson Community College.
 5. Students wishing to use financial aid to pay for coursework taken at a host institution must utilize the current Jefferson Community College cross-registration procedure and SUNY cross-registration procedure.
4. Students using Jefferson Community College as a host campus must meet the following criteria:
 - a. Students with a cumulative GPA lower than 2.0 are ineligible for cross registration at Jefferson Community College.
 - b. Students who were dismissed/expelled/suspended or have any registration holds with Jefferson Community College are ineligible for cross registration.
 - c. Students matriculated at other SUNY campuses wishing to cross register at Jefferson Community College should follow their home campus's procedures and utilize the current SUNY cross-registration procedure.
 - d. New York state residents must submit a certificate of residency to Jefferson Community College.
5. Students using Jefferson Community College as either a home campus or host campus are responsible for any course-related fees associated with the home and host campus credit.
6. Students using Jefferson Community College as a home campus are responsible for notifying Jefferson Community College's office of the college registrar of any changes in registration status at the host campus.
7. All students are subject to all applicable policies, procedures, and the Code of Conduct of the home and host campus.
8. The Provost, Vice President for Academic and Student Affairs is responsible for overseeing this policy.

General Campus Policies & Regulations

Accommodation Policy

Jefferson Community College recognizes and supports the tenets of Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, New York State Human Rights Law, the Americans with Disabilities Act of 1990 and all amendments, Pregnancy Discrimination Act, Fair Housing Act, and New York State Executive Law §296 and complies with the law, including the provision of requested reasonable accommodations so that no one is denied access solely on the basis of disability to educational or employment opportunities, programs or facilities.

Statement of 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 through the online registration form.
- 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.

Compliance Officer Designation

- A. Students:
The individual responsible for student, academic, and residence hall compliance with this policy shall be the College's Coordinator of Student Accommodations and Testing Services, (315) 786-2235.
- B. Employees, Applicants, Workshop Participants, and Visitors:
The individual responsible for all other compliance will be the College's Affirmative Action Officer, (315) 786-2235.

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) 428-3800; TDD: (800) 877-8339, Email: OCR.NewYork@ed.gov.

Campus Survey Policy

Jefferson Community College recognizes that survey research is an important and necessary process utilized for planning and evaluation. This policy is designed to standardize the coordination and management of surveys on campus to ultimately reduce duplication of data collection efforts, to minimize survey fatigue of students and faculty, and to improve and maintain data collection efforts by the College.

Statement of Policy:

1. The Office of Institutional Effectiveness must be notified of all survey research of Jefferson Community College students, faculty, and staff during the planning stages and at least two weeks prior to the proposed start of the administration period. The Office of Institutional Effectiveness will provide guidance and recommendations, assistance in the coordination and administration of the survey when appropriate. The following survey research efforts are not covered under this policy:
 - Course evaluation surveys;
 - Faculty survey research conducted for instructional purposes unless participants include faculty, staff, or students outside of one's respective courses; and
 - Course-level student survey research unless data collected is outside of respective courses.
2. The College President or designee is responsible for granting final approval of the administration of all proposed survey research covered under this policy. When applicable, the Office of Institutional Effectiveness will provide recommendations addressing:
 - The suitability of the survey research data;
 - Appropriate survey sampling design;
 - Prioritization of survey research; and
 - Scheduling and timeline of survey research.
3. All authorized users of College's data collection software must be members of the Office of Institutional Effectiveness to preserve the confidentiality of the data obtained from survey research participants.
4. The Office of Institutional Research is responsible for overseeing this policy.

Children on Campus Policy

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

To establish a policy to recognize and support the Copyright Laws protecting printed materials, sound recordings, video recordings, and visual artwork.

Statement of 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 staff of the Jefferson Community College library.

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.

Beginning August 1, 1990, students attending New York State colleges and universities will be required to show proof of immunity against measles, mumps and rubella. Persons born before January 1, 1957 will be exempt from this requirement. Proof of immunity to measles will be defined as two doses of measles vaccine on or after the first birthday and at least 30 days apart (preferably three months), physician documented history of disease, or serologic evidence of immunity. Proof of rubella immunity will mean one dose of rubella vaccine on or after the first birthday or serologic evidence of immunity. Proof of mumps immunity will mean one dose of mumps vaccine on or after the first birthday, a physician documented history of disease, or serologic evidence of immunity. The new requirement will be phased in over two years: all freshmen and sophomores will be covered in August 1990; all undergraduate and graduate students will be covered in August 1991. Thereafter, all entering college students at any level will be covered by this legislation.

A "student," for the purposes of this policy, 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 (6) and less than 12 semester hours. "Full-time student" means a student enrolled for twelve or more semester-hours.

1. **No student will be permitted to attend Jefferson Community College unless one of the following documents has been submitted:**
 - a. A certificate of immunization.
 - b. A certificate that shows the student is in the process of completing the requirements.
 - c. A statement from a 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.
 - d. A written and signed statement from the student or in the event that the student is less than 18 years old, from their parent or guardian, that they hold sincere and genuine religious beliefs which prohibit immunizations of the student. The college may require supporting documents.
 - e. Proof of discharge from the armed services within 10 years from the date of application to Jefferson Community College may qualify as a certificate enabling a student to attend the institution pending an actual receipt of immunization records from the armed services. Note: If while awaiting the receipt of actual immunization records a health risk shall arise at an institution, a student presenting a certificate under the terms of this subdivision shall be removed from the institution if proper immunization cannot be proved or otherwise rectified.
2. Proof of immunization and/or compliance will be determined and reported to the appropriate offices responsible for registration. Students in the process of completing immunization will receive a follow-up notification from the College. Student immunization records will be maintained in a confidential manner 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.
3. 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 Volume A-1a; Title: Section 66-1.2 - Statewide Immunization Information System.

Policy has been formulated in reference to SUNY immunization policy and NYS law.

<https://www.nysenate.gov/legislation/laws/PBH/2165>

<https://regs.health.ny.gov/content/section-66-12-statewide-immunization-information-system>

https://www.suny.edu/sunypp/documents.cfm?doc_id=55

COVID-19

Per SUNY policy, as of May 30, 2023 the COVID-19 vaccination is still recommended but no longer required for students attending in-person classes. Please note: students who participate in internships, externships, trainings and classes at clinical sites must abide by the vaccination requirements of the external site (i.e. Nursing clinicals). Please review the Center for Disease Control COVID-19 Isolation Guidance.

The safety of students and employees at Jefferson Community College is a top priority. The campus remains a mask-friendly environment and those who wish to continue wearing masks should do so.

There are many COVID vaccination resources available to you. Find a [vaccination site](#) near you. Learn more about the [safety of the COVID vaccine](#) from the Centers for Disease Control (CDC).

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:

- A. Hazardous driving conditions exist in the County that would cause a large percentage of the College student body to be absent.
- B. The College is unable to clear the drives and parking lots in time to accommodate normal requirements.
- C. Weather projections are such that it is likely (A) or (B) will occur prior to the end of the daily College schedule.

Announcement of Cancellation or Delay of Classes

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

Cancellation or Delay of Morning Classes

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

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

Class Make-Up Requirements

Individual Class Cancellations: The College expects that classes cancelled on an individual basis because of faculty illness, faculty attending conferences, etc., as well as cancellation because of inclement weather, will be made up. Thus, any classes that are cancelled by an individual faculty member will be rescheduled by arrangement between that faculty member and the class.

Make-Up of Cancelled Classes: The Vice President for Academic Affairs will publish a schedule for make-up of classes cancelled due to inclement weather. In the event the make-up schedule necessitates utilization of days or times outside the published academic calendar, the College President, the President of the Faculty Association, the President of the Student Government Association, and the Chairman of the Board of Trustees will be responsible for identifying the method of make-up.

Individual Student Absences: It is recognized that during inclement weather conditions some students may encounter localized hazardous driving conditions even though classes are being held as scheduled. Absences from class for this reason are legitimate and acceptable. Students will be held responsible for any work missed, as is the case for any other excused absence, and they are encouraged to consult with their instructors or their classmates as soon after their return to classes as possible in order to make up such work.

Closing of College Offices

When the College has indicated a delayed opening, administrative officers, professional services staff and support staff are expected to follow the delay schedule. Such absences are charged to IW (inclement weather) on hourly timesheets. Employees providing "critical" services are expected to be at work according to established procedure or to notify their supervisor of their inability to report to work.

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

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

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

Motor Vehicle Regulations

The New York State Motor Vehicle and Traffic Laws are in effect on the Jefferson Community College campus. Campus rules and regulations supplement the State Laws.

Speed Limit

The campus speed limit is posted and varies from 10 MPH to 20 MPH on campus roadways and parking lots. Adherence to speed limits is enforceable by Watertown Police, Jefferson County Sheriff's Office and New York State Police.

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 \$25.00 or \$50.00 for handicapped parking violations. Student violators may be subject to disciplinary action for repeated violations.
3. Tickets must be presented at the Financial Services and Student Records Office within 5 working days with payment. In addition, a \$2.00 late fee will be charged for failure to appear within the time limit.
4. Students have the right to appeal tickets before the director of Campus Safety & Security and the V.P. for Administration and Finance, if necessary.

Photographs

Photographs are taken periodically on campus to update printed and electronic publications. An individual's presence on campus constitutes permission for his or her image to be used in either printed or electronic publications and advertisements for Jefferson Community College.

Preferred Name Policy

Jefferson Community College recognizes the need or preference for students and employees to refer to themselves by a "preferred name" other than their legal given or first and/or middle name. This is consistent with Title IX federal law which protects against discrimination based off gender identity and expression, and is currently recognized as a best practice for supporting transgender and gender non-conforming members of college communities. This service is not limited to use by transgender and gender non-conforming individuals, however, and is available to anyone who uses a preferred first name on a daily basis other than their legal/primary name.

Where a student seeks to use a preferred name for a significant reason, and such use is not intended for the purposes of avoiding legal obligations, in jest, or for misrepresentation, the College acknowledges that, where possible and practical, a preferred name can be used in the course of College business and education. The College reserves the right to remove a preferred name if deemed inappropriate.

- Only the first and/or middle name may be changed to a preferred name;
- Last/family name must remain the same as the full legal last name in the College records system; Students J # will remain the same as assigned with legal given first name.
- The preferred name may be used in some College communications and informational materials, except where the use of the legal name is required by College business or legal need. This may include but is not limited to financial, medical, and law enforcement documents; transcripts; diplomas; W-4 forms; 1-9 forms; 1098-T forms; payroll documents; Visa/immigration documents; employment applications and related documents; background check documents; insurance documents; and student conduct records;
- Preferred names are limited to alphabetical characters (a-z).

Development to accommodate use of a preferred name in College systems is ongoing. Not all College information systems, databases, and processes may be able to display a preferred name and many uses of an individual's name require display of the legal name; therefore, individuals who utilize a preferred name should always be prepared to reference their legal name and provide corresponding identification when necessary. A preferred name designation is not a legal name change.

The preferred name will be utilized in the student information system and classroom management system where deemed appropriate by Jefferson Community College. The legal name will appear in all other records and documents. Please note that preferred names cannot appear on the academic transcript, as this is a legal document.

Prior Felony Convictions Policy

State University of New York (SUNY) policy prohibits Jefferson Community College admission applications from inquiring into an applicant's prior criminal history, and charges all SUNY campuses to create policies that collect felony information only from students wishing to live in college housing, study abroad or who participate in certain clinical and field experiences or internships.

The purpose of this policy is to ensure that Jefferson Community College is in full compliance with SUNY requirements regarding students with previous felony convictions participating in covered activities.

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

1. The term "Clinical or Field Experience" includes hands-on application of academic theories occurring in an off-campus setting. These experiences are either required as part of an academic program or otherwise sponsored by the campus and are commonly occurring in medical, social work, teacher education and research programs.
2. The term "Internship" includes applied learning experiences for which a student may earn academic credit in an agreed-upon, short-term, supervised workplace activity, which may be related to a student's major field or area of interest. The work can be full or part time, on or off campus, paid or unpaid. Internships integrate classroom knowledge and theory with practical application and skills developed in professional or community settings.
3. The term "Study Abroad" includes education that occurs outside of the country that results in progress toward an academic degree at the student's home institution.

Statement of Policy:

1. All prospective and current students at Jefferson Community College are subject to this policy
2. After an applicant has been accepted as a student, Jefferson Community College shall inquire if the student has a prior felony conviction only if such student seeks:
 - a. Access to campus housing;
 - b. Participation in study abroad programs; or
 - c. Participation in clinicals, field experiences, or internships.
3. The information required to be disclosed under SUNY policy regarding felony convictions shall be reviewed by a standing campus committee consistent with the legal standards articulated in New York State Corrections Law or by Program Specific Faculty Internship Coordinators.
4. Students who have previously been convicted of a felony must be advised that their prior criminal history may impede their ability to complete the requirements of certain academic programs or to meet licensure requirements for certain professions.
 - a. The current listing of academic programs and certificates requiring clinical or field experience, internships, or a study abroad experience must be made publicly available or is on file with the Office of the Vice President for Academic Affairs.
5. The Provost, Vice President for Academic and Student Affairs is responsible for overseeing this policy.

Policy Procedures:

After an applicant has been accepted as a student, Jefferson Community College shall inquire if the student has a prior felony conviction **only** if the student chooses to participate in a covered activity.

- Student completes the Prior Felony conviction Questionnaire available on the College's website.
- Student will receive a letter from the office of the Provost, Vice President for Academic and Student Affairs requesting documentation.
- Student will send documentation to the office of the Provost, Vice President for Academic and Student Affairs.
- A Campus Committee will review conviction and supporting documents to determine if the student can participate in the covered activity.
- Student will be notified by the office of the Provost, Vice President for Academic and Student Affairs if they can participate in the covered activity by email and mailed letter.

Students who have previously been convicted of a felony are advised that their prior criminal history may impede their ability to complete the requirements of certain academic programs and/or to meet licensure requirements for certain professions. The following academic programs require an internship, student teaching, study abroad, or clinical/field experience and therefore are subject to the SUNY Prior Felony Convictions policy.

Prior Felony Conviction Questionnaire to be completed in order to participate in covered activities. For more information, contact Gabrielle Thompson, AVP of Student Affairs, at gthompson@sunyjefferson.edu or (315) 786-6561.

Smoke/Vape Policy: Tobacco Free Campus

Jefferson Community College is committed to providing a safe and healthy working and learning environment for the students, faculty, staff, and visitors on its campus.

- Beginning August 1, 2020, Jefferson Community College will be a smoke and tobacco-free campus.
- This policy will apply to all faculty, staff, students, and visitors on our campus.
- For the specific purpose of this policy, the term “smoking” includes any form of tobacco or non-tobacco substance that is inhaled and/or exhaled.
- The term “usage” includes any form of tobacco substance.

Statement of Policy:

- Tobacco usage and/or non-tobacco smoking of any kind is prohibited within the boundaries of College property including all buildings, facilities, indoor and outdoor spaces, and grounds owned, rented, operated, and/or licensed by the College, parking lots, walkways, sidewalks, or college vehicles on College property.
- Patrons are permitted to smoke or use tobacco solely inside of their personal vehicles while the vehicle is on the college premises. Tobacco usage and/or non-tobacco smoking must be completed before exiting their personal vehicle.
- Any waste materials from said usage must be discarded in the proper manner.

DEGREE REQUIREMENTS	CREDIT HOURS
Accounting Requirements (25 credit hours):	
ACC 101: Accounting Principles 1	4
ACC 102: Accounting Principles 2	4
ACC 200: Intermediate Accounting Principles	4
ACC 208: Cost Accounting	4
ACC 209: Management Accounting	3
ACC 220: Accounting Information Systems	3
Accounting Elective ¹	3
Business Requirements (9 credit hours)	
BUS 112: Introduction to Business	3
BUS 160: Spreadsheet Applications	3
BUS 211: Business Law 1	3
Mathematics and Science Requirements (9 credit hours)	
MTH 154: Quantitative Reasoning or higher	3
Mathematics or Science Elective	3
Science or Lab Science Elective (must meet Gen Ed)	3
English Requirements (6 credit hours)	
ENG 101: Research and Composition	3
English Elective ²	3
Social Science Requirements (6 credit hours)	
Economics Elective	3
Critical Thinking elective (Recommended PSY 133: Intro to Psychology)	3
Elective Requirements (5 credit hours)	
Critical Thinking elective	3
Free Elective ³	2
TOTAL	62-64
1. Students who intend to seek CPA licensure should note that ACC 207 does not fulfill the federal taxation curricular requirement. 2. It is recommended that non-SUNY transfer students enroll in ENG 218: Technical and Professional Writing. 3. It is recommended that SUNY transfer students use the free elective to fulfill an additional GenEd requirement.	
HEGIS Code 5002	

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

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

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437

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 Elective*	3
Accounting or Business Elective*	3
Liberal Arts Requirements (9-10 credit hours):	
ENG 100: College Composition or	
ENG 101: Research and Composition	3
MTH 125: Intermediate Algebra or	3-4
MTH 155: Algebra, Functions & Modeling or higher	
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.	
HEGIS Code 5002	

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 be 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.

MORE INFORMATION

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437

Addiction Studies A.A.S.

CAREER DEGREE

**Note: This program is not accepting applications for the 2025-2026 academic year.*

DEGREE REQUIREMENTS	CREDIT HOURS
Addiction Studies 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 Addiction Studies	3
HUS 240: Human Services Field Practicum 1	3
Liberal Arts Requirements (22 credit hours):	
ENG 101: Research and Composition	3
ENG 102: Literature and Composition	3
Lab Science Elective (BIO 106: Human Biology recommended)	4
MTH 144: Elementary Statistics or MTH 174: Mathematical Probability and Statistics 1	3
PSY 133: Introduction to Psychology	3
PSY 235: Abnormal Psychology	3
STA 161: Interpersonal Communication	3
Electives (3 credit hours)	
Liberal Arts Elective	3
Physical Education	2
TOTAL	63
HEGIS Code 5506	

Jefferson's two-year Addiction Studies 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 addiction studies. 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 addiction studies 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 addiction studies 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 Addiction Studies 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 addictions/chemical dependency and treatment options
- Learn the basics of counseling

MORE INFORMATION

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437

Addiction Studies Certificate

CAREER DEGREE

**Note: This program is not accepting applications for the 2025-2026 academic year.*

Available online only

DEGREE REQUIREMENTS CREDIT HOURS

Core Requirements (30 credit hours)

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 210: Professional Codes of Conduct	3
HUS 214: Special Issues in Drugs and Crime	3
HUS 226: Concepts of Addiction Studies	3
HUS 240: Human Services Field Practicum 1	3

TOTAL 30

HEGIS Code 5506

The Addiction Studies 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/addiction 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 addiction studies staff prior to acceptance in the program

Please note this program only starts in the fall semester.

Graduating with an Addiction Studies Certificate will allow you to:

- Understand the ethics and professionalism needed for effective treatment
- Develop an understanding of addiction studies 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 addiction studies

You are in the right field. Career opportunities in the field of addiction studies 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

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437

**Note: This program is not accepting applications for the 2025-2026 academic year.*

DEGREE REQUIREMENTS	CREDIT HOURS
Agri-Business Requirements (19 credit hours):	
AGB/WIN 100: Northern New York Agriculture	3
AGB/CUL 105: Grow-Prep-Eat: Farm to Table	3
AGB 109: Survey of Horticulture Industry Applications	2
AGB 111: Survey of Agri-Business Technologies	1
AGB/WIN 207: Marketing and Sales of Agricultural Products	3
AGB 209: Trends in Agriculture	1
AGB 231: Agriculture Law and Regulations	1
AGB 275: Agri-Business Internship	3
ZOO 114: Domestic Animal Industries	2
Accounting/Business/Winery Marketing and Operations Requirements (16 credit hours)	
ACC 101: Accounting Principles 1	4
BUS 112: Introduction to Business	3
BUS 231: Principles of Management or BUS 221: Human Resource Management	3
BUS 160: Spreadsheet Applications	3
Business Elective or Winery Elective ¹	3
Liberal Arts Requirements (20-21 credit hours):	
BIO 105: Environmental Biology or BIO 111: General Biology or BIO 131: Principles of Biology 1	3-4
BIO 121: Animal Nutrition	2
ENG 101: Research and Composition	3
STA 151: Public Speaking or STA 161: Interpersonal Communication	3
Economics Elective	3
English Elective ²	3
Math Elective (MTH 125 or Higher) ³	3
Free Elective Requirements (5-6 credit hours)	
Free Elective ⁴	3
Free Elective ⁴	2-3
TOTAL	60-62
¹ Recommended BUS 150: Entrepreneurship	
² Recommended ENG 100, ENG 102 or ENG 218	
³ Recommended MTH 133, 144 or 150	
⁴ Recommended (ACC, BUS, ECO, WIN)	
HEGIS Code 5402	

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 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.

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

MORE INFORMATION

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437

MICROCREDENTIAL REQUIREMENTS	CREDIT HOURS
Requirements (10 credit hours):	
BUS 150: Entrepreneurship	3
BUS 232: Marketing	3
BUS 240: Food & Beverage Management	3
CUL 130: Sanitation & Safety	1
TOTAL	10

Designed to be meaningful, high-quality education programs to verify, validate and attest to specific skill sets and competencies of an individual, microcredential programs differ from degree and certificate programs in that they are generally offered in shorter or more flexible time spans with a narrow focus.

The Agri-Business and Hospitality Micro-Credential will provide producer training on entrepreneurship, marketing, sanitation and safety and food and beverage management. The goal of the microcredential is to increase producers knowledge and product availability to the local community.

Students who complete the Agri-Business and Hospitality microcredential earn ten college credit hours that may later be transferred to one of Jefferson's certificate or degree programs. Agri-Business and Hospitality course requirements are a perfect fit for JCC's Hospitality & Tourism A.A.S. or Applied Business Studies A.O.S. degree programs.

When you complete the Agribusiness and Hospitality microcredential, you will be able to:

- Develop knowledge of entrepreneurship touching on the importance of developing a business plan, moving from an idea to an entrepreneurial venture, and managing and growing an entrepreneurial firm.
- Examine and analyze necessary food cost control, purchasing, payroll and basic payroll.
- Comprehend the necessary sanitation and safety guidelines necessary to pass the ServSafe exam
- Analyze your current business venture and learn ways to market. Students will learn the principles and functions designed to satisfy an organization's target markets by offering an appropriate marketing mix consisting of product, price, place, and promotion.

MORE INFORMATION

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437

Allied Health & Biological Sciences

Natural Sciences, Liberal Arts & Sciences, A.S.

TRANSFER DEGREE

50% or more of this program can be completed online

DEGREE REQUIREMENTS	CREDIT HOURS
College Foundations:	
INT 111: College Foundations (Graduation requirement unless met by previous coursework.)	
Mathematics & Sciences Requirements (31 credit hours):	
BIO Sequence (BIO 131-132, BIO 217-218, or BIO 251-252)	8
CHE 131: General Chemistry I	4
MTH 165: College Algebra and Trigonometry, MTH 185: Precalculus or MTH 221: Calculus I	4
MTH 174: Mathematical Probability and Statistics I	3
BIO Elective ¹	3
Mathematics ¹ or Science Electives ¹ (2 courses)	6
Science Elective ¹	4
Computer Science (3 credit hours):	
CIS 110: Intro to Computing and Applications or higher	3
Liberal Arts Requirements (18 credit hours):	
ENG 101: Research and Composition	3
ENG 102: Literature and Composition	3
Humanities Elective ²	3
Social Science Elective (1 course) ³	3
Humanities/Social Science Electives	6
Free Elective Requirements (9 credit hours):	
Free Electives ⁴	9
Physical Education Elective	1
TOTAL	63
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 131 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 World Languages in the SUNY General Education Course List ³ Course must be selected from the SUNY General Education Course Listing for Diversity: Equity, Inclusion and Social Justice and also be from one of the following SUNY General Education Course Listings: Social Science, US History and Civic Engagement, or World History and Global Awareness. ⁴ Courses tailored to the needs of the student, to be chosen in consultation with academic advisor. New students required to complete INT 111: College Foundations will complete 8 credits of free electives.	
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.

This program offers:

- Strong foundation for studies toward bachelor's and master's degrees
- Math and science preparation for use in a variety of fields
- Electives that match your scientific interests and career goals
- Cost savings on general education and introductory math and science classes

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
- Northeast College of Health Sciences
- Paul Smith's College
- SUNY Alfred State College, Forensic Science Technology B.S.
- SUNY Cobleskill, Agricultural Biotechnology B.S.
- SUNY Empire State College
- SUNY Potsdam
- SUNY Upstate Medical University
- University at Buffalo, School of Pharmacy and Pharmaceutical Sciences

MORE INFORMATION

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437

DEGREE REQUIREMENTS	CREDIT HOURS
Accounting Requirements (3 credit hours)	
ACC 100: Office Accounting or	
ACC 101: Accounting Principles 1	3
Business Requirements (24 credit hours)	
BUS 112: Introduction to Business	3
BUS 121: Business Financial Operations	3
BUS 160: Spreadsheet Applications	3
BUS 211: Business Law 1	3
BUS 218: Social Media and Advertising or	3
BUS 230: Customer Service Relations	
BUS 221: Human Resource Management	3
BUS 231: Principles of Management	3
BUS 232: Marketing	3
Elective Requirements (20 credit hours):	
Business or Prior Learning Assessment Professional Electives (Limited to Prefixes of PLC/PRO/BOC)	20
General Education Requirements (15 credit hours):	
ENG 101: Research and Composition	3
MTH 144: Elementary Statistics or higher	3
GenEd Natural Science Elective	3
Critical Thinking Elective	3
DEISJ Elective	3
Graduation Requirement (1 credit hour):	
INT 111: College Foundations	1
TOTAL Credit Hours	63
TOTAL General Education Credits	15
HEGIS Code 5001	

The Associate of Occupational Studies (A.O.S.) degree in Applied Business Studies program is designed to allow students with pre-existing skills and/or credit to supplement those skills and prepare them for a variety of positions in business, management or entrepreneurship. The program is unique in that a student can transfer up to 20 credits hours of prior learning experience including professional elective credits earned during military service and beyond. The remainder of the program includes a variety of liberal arts and science courses, technology and business course to provide a solid business foundation. This degree is appropriate for students who are exiting the military, technical trade schools, information technology or vocational education who already possess the hard skills to start a business yet, need a business foundation to make their business successful.

As a graduate with an Applied Business Studies A.O.S. degree you will:

- Demonstrate an understanding of the variety of businesses and the kind of opportunities currently available to you.
- Demonstrate an understanding of the marketing techniques that can be used to promote your business.
- Demonstrate an understanding of managing business finances along with the tools of business financial operations.
- Demonstrate the four functions of management and the importance within the context of the business.
- Demonstrate an understanding of basic accounting procedures as they pertain to the business.

This degree is intended to be a terminal degree program; however, transfer is possible to trade-oriented universities such as a B.B.A. in Business at Alfred State University or B.B.A. in Management at SUNY Canton.

MORE INFORMATION

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437

DEGREE REQUIREMENTS	CREDIT HOURS
Accounting and Business Requirements (38 credit hours):	
ACC 101: Accounting Principles 1	4
ACC 102: Accounting Principles 2	4
BUS 112: Introduction to Business	3
BUS 116: Applied Business Mathematics or MTH 125: Intermediate Algebra or higher	3
BUS 127: Management Communications or BUS 275: Business Internship or BUS 290: Capstone in Business Studies	3
BUS 150: Introduction to Entrepreneurship	3
BUS 160: Spreadsheet Applications	3
BUS 211: Business Law 1	3
BUS 231: Principles of Management	3
BUS 232: Marketing	3
Business Electives ¹	6
Liberal Arts Requirements (21 credit hours):	
ENG 101: Research and Composition	3
Economics Elective ²	3
MTH 144: Elementary Statistics or MTH 174: Mathematics Probability and Statistics 1	3
PSY 133: Introduction to Psychology	3
STA 151: Public Speaking or STA 161: Interpersonal Communication	3
Liberal Arts Electives ³	6
Natural Science Elective ⁴	3
Restricted Electives (1 credit hour):	
INT 111: College Foundations ⁵ or BUS 157: Professional Development and Skills Seminar	1
TOTAL	60
Notes: ¹In choosing 6 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, HCM, HOS, HRM, PLA ²Students who plan to transfer to a SUNY institution should complete ECO 101: Macroeconomics or ECO 102: Microeconomics ³Select from the area of Diversity: Equity, Inclusion, and Social Justice in the SUNY General Education Course List. ⁴Select from the area of Natural Sciences in the SUNY General Education Course List. ⁵INT 111: College Foundations is required for all new students. 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	

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:

- 18-month pathway to completion
- 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

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.

MORE INFORMATION

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437

DEGREE REQUIREMENTS	CREDIT HOURS
New Student College Seminar Requirement (1 credit hour):	
INT 111: College Foundations*	1
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 211: Business Law 1	3
BUS 231: Principles of Management	3
BUS 232: Marketing	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	3
MTH 174: Mathematical Probability and Statistics 1	
MTH 154: Quantitative Reasoning or	3
MTH 165: College Algebra and Trigonometry or	
MTH 185: Precalculus Mathematics or higher	
Humanities Elective ¹	3
Liberal Arts or Business Elective ²	3
Science Electives ³ (at least one laboratory science is required)	7
Social Science Elective ⁴	3
Free Elective Requirements (6 credit hours)	6
Physical Education Requirements	2
TOTAL	63

*Students who matriculate into their first degree or certificate program at the College having earned less than 24 credits of coursework as a matriculated student at another college or university by means of transcript evaluation must complete the College's new student college seminar course.

¹ Select from the areas of The Arts or World Languages in the SUNY General Education Course List.

² Business electives include only ACC, BUS, CIS 110, or ECO.

³ Select from the area of Natural Sciences in the SUNY General Education Course List.

⁴ Select from the areas of Diversity: Equity, Inclusion, and Social Justice in the SUNY General Education Course List.

HEGIS Code 5004

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 Cortland, Sports Management B.S.
- SUNY Empire State College, various programs
- SUNY Oswego, Business Administration B.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.

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

MORE INFORMATION

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437

Business Administration A.S./B.S.

Jointly Registered Program with SUNY Potsdam

TRANSFER DEGREE

DEGREE REQUIREMENTS	CREDIT HOURS
New Student Seminar Requirement (1 credit hour):	
INT 111: College Foundations	1
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 211: Business Law 1	3
BUS 231: Principles of Management	3
BUS 232: Marketing	3
Liberal Arts Requirements (40 credit hours)	
ECO 101: Macroeconomics	3
ECO 102: Microeconomics	3
ENG 101: Research and Composition	3
ENG 102: Composition and Literature	3
MTH 144: Elementary Statistics or	3
MTH 174: Mathematical Probability and Statistics 1	
MTH 154: Quantitative Reasoning or	3
MTH 165: College Algebra and Trigonometry or	
MTH 185: Precalculus or higher	
Business or Liberal Arts Elective ^{1,5}	6
History Elective ²	3
Humanities Elective ^{3,4,5}	6
Lab Science Elective	4
Science Elective	3
Physical Education Requirements (2 credit hours)	
Physical Education Elective	2
TOTAL	63
Advising Notes: ¹Students should take a course in the areas of The Arts or World Language or Music in the SUNY General Education Requirements Course List. ²Any HIS prefixed course take from the SUNY General Education Requirements Course List from the area of Diversity: Equity, Inclusion, Social Justice. 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 5004	

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.

MORE INFORMATION

Application and Admissions Information
 Enrollment Services
admissions@sunyjefferson.edu
 315-786-2437

MICROCREDENTIAL REQUIREMENTS	CREDIT HOURS	Designed to be meaningful, high-quality education programs to verify, validate and attest to specific skill sets and competencies of an individual, microcredential programs differ from degree and certificate programs in that they are generally offered in shorter or more flexible time spans with a narrow focus.
	3	The microcredential in Business Leadership will enable learners to demonstrate competency in various aspects of business that are essential to successful leadership including marketing, management, entrepreneurship, accounting, and communications. This microcredential offers flexibility in course options, allowing students to customize course selection to their individual goals.
TOTAL	9-10	Students who complete the Business Leadership microcredential earn nine to ten college credit hours that may later be transferred to one of Jefferson's certificate or degree programs. Business Leadership course requirements are a perfect fit for JCC's Business Administration A.A.S. and Applied Business Studies A.O.S. degree programs.
		When you complete the Business Leadership microcredential, you will be able to: • Evaluate consumer markets and the major factors that influence consumer buying behavior. (Blooms VI-Evaluation) • Define and apply the different management and motivational theories • Develop an effective business concept and model. (Blooms III, Applying) • Apply accounting principles utilizing the accounting cycle in a double-entry accounting system for organizations and in recording transactions to special journals and subsidiary ledgers. • Demonstrate the ability to create, revise and improve written and oral communication.

MORE INFORMATION

Application and Admissions Information
 Enrollment Services
admissions@sunyjefferson.edu
 315-786-2437

Childhood Education A.A.

Liberal Arts & Sciences

TRANSFER DEGREE

Also offered 100% online

DEGREE REQUIREMENTS	CREDIT HOURS
College Foundations (1 credit hour):	
INT 111: College Foundations (<i>Substitute one credit of free elective if met by 24 credits of prior matriculated college coursework.</i>)	1
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 1	4
MTH 149: Mathematical Reasoning for Elementary Teachers 2	4
PSY 133: Introduction to Psychology	3
ART or MUS Elective ¹	3
World Languages electives (two courses from the same language) or liberal arts courses ²	6
Humanities Elective ³	3
Laboratory Science Elective ⁴	4
Social Science Elective:	3
Choose from ANT 141, ANT 143, GEG 101, HIS 122, HIS 220, POL 126.	
Concentration/Specialization Requirements (9 credit hours)	
<i>(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.)</i>	
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	63
HEGIS Code 5649	

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

Footnotes from Degree Requirements

¹Select from the area of The Arts in the SUNY General Education Course List.

²Consult with advisor to determine whether world language requirement has been met prior to taking coursework in world language area.

³Select from the area of Humanities in the SUNY General Education Course List.

⁴Select from the area of Natural Sciences in the SUNY General Education Course List.

MORE INFORMATION

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437

Childhood Education (Birth-Grade 2) A.A./B.A.

Liberal Arts & Sciences, Jointly Registered Program with SUNY Potsdam

TRANSFER DEGREE

DEGREE REQUIREMENTS	CREDIT HOURS
College Foundations (1 credit hour):	
INT 111: College Foundations (<i>Substitute one credit of free elective if met by 24 credits of prior matriculated college coursework.</i>)	1
Education Core Requirement (9 credit hours):	
ECD 101: Intro to Early Childhood Care and Development	3
EDU 210: Principles of Education	3
PSY 220: Child and Adolescent Development	3
General Education/Liberal Arts Core (46 credit hours):	
ENG 101: Research and Composition	3
ENG 114: Early Childhood Literature or	
ENG 214: Survey of Children's Literature	3
Restricted General Education Elective:	
ANT 143: Cultural Anthropology or	3
HIS 111: History of Western Civilization I or	
HIS 112: History of Western Civilization 2 or	
GEG 101: Introduction to World Geography or	
PHI 212: Religions of the Far East or	
POL 126: World Affairs or	
SOC 243: Race, Ethnicity & Cultural Minorities	
HIS 150: American History to 1877 or	3
HIS 151: American History 1877 to Present	
MTH 148: Mathematical Reasoning for Elementary Teachers 1	4
MTH 149: Mathematical Reasoning for Elementary Teachers 2	4
PSY 133: Introduction to Psychology	3
General Education Elective Credit (SUNY Gen Ed List)	3
Liberal Arts Elective Credits (<i>In concentrations where specialization courses are 4 credits, some credits will be allocated to Liberal Arts Electives to keep program requirements at/below 64 credits</i>) ³	6
World Languages: Two semesters of the same foreign language (from SUNY Gen Ed list or Liberal Arts elective if satisfied by HS background) ^{1,5}	6
BIO 111: Survey of Cell Biology or	
BIO 131: Principles of Biology 1: Cell and Molecular Biology ²	4
GEO 110: Earth Sciences ⁶ or	
GEO 131: Physical Geology or	
SCI 199: Interdisciplinary Science and Mathematics ⁴	4
Concentration/Specialization Requirements (6-8 credit hours and two courses):	6-8
English:	
ENG 220: Creative Writing or ENG 221: Writing Literary Nonfiction	
ENG 201: British Literature 1, ENG 202: British Literature 2,	
ENG 203: American Literature 1, ENG 204: American Literature 2,	
ENG 209: Mythology or ENG 245: Survey of Native American Literature	
STA 151: Public Speaking	
Mathematics:	
MTH 221: Calculus 1, MTH 222: Calculus 2, MTH 245: Linear Algebra ⁷	
Biology:	
BIO 132: Principles of Biology 2: Evolution, Diversity, and Ecology	
BIO 200: Genetics, BIO 201: Ecology	
Geology:	
GEO 132: Historical Geology, GEO 141: Astronomy ⁷	
GEO 144: Meteorology ⁷	
Chemistry:	
CHE 131: General Chemistry 1, CHE 132: General Chemistry 2	
CHE 211: Organic Chemistry I ⁷ , CHE 212: Organic Chemistry 2 ⁷	
Physics:	
PHY 131: General Physics 1, PHY 132: General Physics 2	
GEO 141: Astronomy ⁷ , GEO 144: Meteorology ⁷	
History:	
HIS 114: History of New York State, POL 121: Intro to American Government	
Physical Education	2
TOTAL	64
HEGIS Code 5608	

Jefferson partners with SUNY Potsdam to help students earn an associate's degree in childhood education (birth-grade 2) followed by a bachelor's degree in Early Childhood/Childhood Education (birth-grade 2) in just four years. You'll study for your first degree at Jefferson before transferring without interruption. SUNY Potsdam education courses and classes in some concentration areas can then be taken at Jefferson. No need to travel to Potsdam. When you graduate from SUNY Potsdam, you'll be ready to teach children from early childhood through second grade.

This program offers:

- Seamless transition from Jefferson to Potsdam
- Classes on teaching and educational practices at the birth through grade 2 level
- Fundamental skills for success and lifelong learning
- Joint advisement from JCC 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 Early Childhood Education A.A./B.A. you will:

- Understand and apply the history, conventions, and best practices in the field of early children education
- Demonstrate knowledge of major milestones and principles of physical, cognitive, and socio-emotional development in early childhood education
- 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: Interdisciplinary Science and Mathematics 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 an Art studio course, or ENG 100/MTH 125 could also be used here.
- 6 GEO 110: Earth Sciences 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
- 8 Courses tailored to the needs of the student, to be chosen in consultation with academic advisor. New students required to complete INT 111:

MORE INFORMATION

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu / 315-786-2437

Childhood Education (Birth-Grade 6) A.A./B.A.

Liberal Arts & Sciences, Jointly Registered Program with SUNY Potsdam

TRANSFER DEGREE

DEGREE REQUIREMENTS	CREDIT HOURS
Humanity Requirements (3 credit hours):	
ENG 101: Research and Composition	3
College Foundations (1 credit hour):	
INT III: College Foundations (<i>Substitute one credit of free elective if met by 24 credits of prior matriculated college coursework.</i>)	1
General Education/Liberal Arts Core (49 credit hours):	
ENG 101: Research and Composition	3
ENG 114: Early Childhood Literature or	3
ENG 214: Survey of Children's Literature	
Restricted General Education Elective:	
HIS 111: History of Western Civilization 1 or	
HIS 112: History of Western Civilization 2 or	
GEG 101: Introduction to World Geography or	
ANT 143 Cultural Anthropology or	
PHI 212 Religions of the Far East or	
POL 126 World Affairs or	
SOC 243 Race, Ethnicity & Cultural Minorities	
HIS 150: American History to 1877 or	
HIS 151: American History 1877 to Present	
MTH 148: Mathematical Reasoning for Elementary Teachers 1	4
MTH 149: Mathematical Reasoning for Elementary Teachers 2	4
PSY 133: Introduction to Psychology	3
General Education Elective Credit (SUNY Gen Ed List)	3
Liberal Arts Elective Credits (<i>In concentrations where specialization courses are 4 credits, some credits will be allocated to Liberal Arts Electives to keep program requirements at/below 64 credits</i>) ³	9
Foreign Language: ASL, FRE, or SPA through the 221 level electives ^{1,5} (or Liberal Arts electives if satisfied by HS language-studio course)	
Laboratory Science Electives:	
BIO 111: Survey of Cell Biology 1 or	4
BIO 131: Principles of Biology 1: Cell and Molecular Biology ²	
GEO 110: Earth Sciences ⁶ or	4
GEO 131: Physical Geology or	
SCI 199: Interdisciplinary Science and Mathematics ⁴	
Concentration/Specialization Requirements (6-8 credit hours)	6-8
English:	
ENG 220: Creative Writing or ENG 221: Writing Literary Nonfiction	
ENG 201: British Literature 1, ENG 202: British Literature 2,	
ENG 203: American Literature 1, ENG 204: American Literature 2,	
ENG 209: Mythology or ENG 245: Survey of Native American Literature	
STA 151: Public Speaking	
Mathematics:	
MTH 221: Calculus 1, MTH 222: Calculus 2, MTH 245: Linear Algebra ⁷	
Biology:	
BIO 132: Principles of Biology 2: Evolution, Diversity, and Ecology	
BIO 200: Genetics, BIO 201: Ecology	
Geology:	
GEO 132: Historical Geology, GEO 141: Astronomy ⁷	
GEO 144: Meteorology ⁷	
Chemistry:	
CHE 131: General Chemistry 1, CHE 132: General Chemistry 2	
CHE 211: Organic Chemistry 1 ⁷ , CHE 212: Organic Chemistry 2 ⁷	
Physics:	
PHY 131: General Physics 1, PHY 132: General Physics 2	
GEO 141: Astronomy ⁷ , GEO 144: Meteorology ⁷	
History:	
HIS 114: History of New York State, POL 121: Intro to American Government	
Physical Education	2
TOTAL	64
HEGIS Code 5608	

Jefferson partners with SUNY Potsdam to help students earn an associate's degree in childhood education (birth-grade 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. SUNY Potsdam education courses and classes in some concentration areas can then be taken at Jefferson. 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:

¹Students 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.

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

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

⁴SCI 199: Interdisciplinary Science and Mathematics is only offered in the spring semester.

⁵If 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 an Art studio course, or ENG 100/MTH 125 could also be used here.

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

⁷Will 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

Application and Admissions Information
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DEGREE REQUIREMENTS	CREDIT HOURS	
Computer Science Requirements (15 credit hours):		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.
CIS 111: Operating System Environments	2	
CIS 116: Introductory Programming	3	
CIS 216: Advanced Programming	4	
CIS 225: Assembly Language	3	
CIS 250: Data Structures	3	
Accounting Requirements (8 credit hours):		As a student, you'll gain hands-on experience in business and computer information systems, how to create the systems and the appropriate structure.
ACC 101: Accounting Principles 1	4	
ACC 102: Accounting Principles 2	4	
Liberal Arts Requirements (35 credit hours):		If you are in the program, you are required to buy or lease a computer for home use.
ECO 101: Macroeconomics or ECO 102: Microeconomics	3	
ENG 101: Research and Composition	3	
ENG 102: Literature and Composition	3	
ENG 218: Technical and Professional Writing	3	
Humanities Elective ¹	3	
MTH 174: Mathematical Probability and Statistics 1	3	
MTH 165: College Algebra and Trigonometry or	3	
MTH 185: Precalculus or		
MTH 221: Calculus 1		
Mathematics elective (MTH 184 or higher) ²	3	
Lab Science elective ³	4	
Natural Science elective	3	
Humanities/Social Science Elective ⁴	3	
Elective Requirements (6 credit hours)		This program offers:
Free Elective	3	• 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
Restricted Elective ⁵	3	
Choose from BUS, MTH, BIO, CHE, GEO, PHY, SCI or		
BUS 112: Introduction to Business, BUS 150: intro to Entrepreneurship, or BUS 231: Principles of Management		
TOTAL	64	When you graduate with your Computer Information Systems (CIS) A.S. degree you will be able to:
¹ Select from the areas of The Arts or World Language in the SUNY General Education Course List		• Develop skills in analysis and design for systems • Build programs using an object-oriented approach • Hone problem-solving skills and use algebraic methods • Perform quantitative analysis • Communicate effectively
² Select from the area of Mathematics in the SUNY General Education Course List		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.
³ Course must be from the SUNY General Education list for Natural Sciences		
⁴ Course must be an elective selected from the area of Diversity: Equity, Inclusion, and Social Justice in the SUNY General Education Course Listing.		This program prepares you to analyze business information needs and prepare specifications and requirements for appropriate data system solutions. Once you complete your bachelor's degree, you can land many jobs including:
⁵ Courses tailored to the career needs of the student, to be chosen in consultation with academic advisor from the Business, Science, or Mathematics offerings. New students required to complete INT 111:College Foundations will complete 2 credits of free electives.		• 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
HEGIS Code 5101		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.

MORE INFORMATION

Application and Admissions Information
 Enrollment Services
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 315-786-2437

DEGREE REQUIREMENTS	CREDIT HOURS
Computer Science Requirements (28 credit hours):	
CIS 100: Information Technology Orientation	1
CIS 110: Introduction to Computing and Applications	3
CIS 111: Operating System Environments	2
CIS 116: Introductory Programming	3
CIS 119: Introduction to Web Page Design	3
CIS 210: Advanced Computing with Microcomputers	3
CIS 212: Analysis and Logical Design	3
CIS 216: Advanced Programming	4
CIS 221: Computer Architecture	3
CIS 222: Physical Design and Implementation	3
Networking Technology Requirements (6 credit hours):	
NET 100: Networking Fundamentals	3
NET 131: Local Area Networks	3
Business Requirements (3 credit hours):	
BUS 112: Introduction to Business	3
Liberal Arts Requirements (22 credit hours):	
ECO 101: Macroeconomics or ECO 102: Microeconomics	3
ENG 101: Research and Composition	3
ENG 218: Technical and Professional Writing	3
MTH 155: Algebra, Functions & Modeling or higher	3
Lab Science Elective	4
Mathematics Elective	3
Social Science or Humanities Elective*	3
Free Elective Requirement*	3
TOTAL	62
* Students considering transfer to a SUNY baccalaureate program should use these electives to fulfill additional SUNY General Education requirements.	
HEGIS Code 5104	

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

If you are interested in further study you should research bachelor's program requirements to maximize transfer credit. SUNY Morrisville, Rochester Institute of Technology, and SUNY Canton are popular transfer schools. You may want to explore Jefferson's Computer Information Systems A.S. or Computer Science A.S. programs. They are both designed specifically for transfer.

MORE INFORMATION

Application and Admissions Information
Enrollment Services
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DEGREE REQUIREMENTS	CREDIT HOURS
College Foundations (1 credit hour):	
INT 111: College Foundations (Graduation requirement unless met by previous coursework.)	1
Computer Science Requirements (21 credit hour):	
CIS 111: Operating System Environments	2
CIS 116: Introductory Programming	3
CIS 216: Advanced Programming	4
CIS 225: Assembly Language	3
CIS 250: Data Structures	3
CIS Electives (CIS 212 or higher)	6
Liberal Arts Requirements (34 credit hours):	
ENG 101: Research and Composition	3
ENG 102: Literature and Composition	3
MTH 221: Calculus 1	4
MTH 222: Calculus 2 or MTH 231: Discrete Mathematics	3
MTH 174: Mathematical Probability and Statistics 1	3
Humanities Elective ¹	3
Laboratory Science ^{2,3}	8
Mathematics Elective ⁴	3
Social Science Electives ⁵	3
Free Electives⁶	6
Physical Education	2
TOTAL	63
¹ Select from the areas of The Arts or World 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 a social science course from the SUNY General Education Course Listing for Social Science, US History and Civic Engagement, or World History and Global Awareness of which must also meet Diversity: Equity, Inclusion and Social Justice. ⁵ Courses tailored to the needs of the student, to be chosen in consultation with academic advisor. New students required to complete INT 111:College Foundations will complete 5 credits of free electives. ⁶ Courses tailored to the needs of the student, to be chosen in consultation with academic advisor. New students required to complete INT 111:College Foundations will complete 5 credits of free electives	
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

Application and Admissions Information
 Enrollment Services
admissions@sunyjefferson.edu
 315-786-2437

Creative Writing Concentration

Humanities & Social Sciences, Liberal Arts & Sciences, A.A.

TRANSFER DEGREE

DEGREE REQUIREMENTS	CREDIT HOURS
College Foundations (1 credit hour):	
INT III: College Foundations	1
<i>(Substitute one credit of free elective if met by prior college coursework.)</i>	
Creative Writing and English Requirements (21 credit hours):	
ENG 220: Creative Writing	3
Creative Writing Electives	6
ENG 101: Research and Composition	3
ENG 102: Literature and Composition	3
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	3
Literature Elective	3
Liberal Arts Requirements (34 credit hours):	
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
World Language Elective	3
Humanities Electives ¹	6
Laboratory Science Elective	4
Mathematics Elective ²	3
Mathematics or Science Elective	3
Social Science Electives ³	9
Free Elective Requirement	3
Physical Education	2
TOTAL	61
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 on 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.	
Other: Please note you must complete one course from the SUNY General Education List for Diversity: Equity, Inclusion, and Social Justice.	
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.

MORE INFORMATION

Application and Admissions Information
Enrollment Services
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DEGREE REQUIREMENTS	CREDIT HOURS
College Foundations (1 credit hour):	
INT 111: College Foundations	1
Criminal Justice Requirements (18 credit hours):	
CRJ 101: Introduction to Criminal Justice	3
CRJ 102: Criminal Administrative Procedures	3
CRJ 224: Criminal Justice Report Writing	3
CRJ 233: Basic Firearms or	3
CLS 101 Critical Reading and Thinking	
CRJ 211: Practicum in Criminal Justice	3
Criminal Justice Elective	3
Liberal Arts Requirements (40 credit hours):	
ENG 101: Research and Composition	3
ENG 102: Literature and Composition	3
MTH 144: Elementary Statistics or higher Mathematics course (except MTH 148 or MTH 149) ¹	3
POL 121: Introduction to American Government or	3
POL 122: State and Local Government	
PSY 133: Introduction to Psychology	3
PSY 235: Abnormal Psychology	3
SOC 144: Introduction to Sociology	3
SOC 244: Social Problems or	3
SOC 245: Criminology or	
SOC 246: Juvenile Delinquency	
STA 151: Public Speaking or STA 211: Managing Conflict	3
Lab Science Elective	4
Mathematics or Science Elective	3
Choose TWO courses from two different areas:	6
Area 1: HIS 150: American History to 1877 or	
HIS 151: American History from 1877 to Present) or	
Area 2: PHI 101: Introduction to Philosophy or	
Area 3: ART 104: Digital Photography or	
Area 4: World Languages Elective (ARA, ASL, FRE, GER, ITA, LAT, SPA)	
Computer Science Requirement (3 credit hours)	
CIS 110: Introduction to Computing and Applications	3
Physical Education Requirements (2 credit hours)	
PED 192: Physical Conditioning	1
Physical Education Elective	1
TOTAL	64
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.

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.

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.

MORE INFORMATION

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437

Criminal Justice Certificate

CAREER

**Note: This program is not accepting applications for the 2025-2026 academic year.*

CERTIFICATE REQUIREMENTS	CREDIT HOURS
Criminal Justice Electives (21 credit hours)	
Choose Approximately Seven Criminal Justice Electives	21
Liberal Arts Requirements (9 credit hours):	
ENG 100: College Composition or ENG 101: Research and Composition	3
SOC 144: Introduction to Sociology	3
SOC 245: Criminology or SOC 246: Juvenile Delinquency	3
TOTAL	30
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

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437

Culinary Arts, Hospitality & Tourism, A.A.S.

CAREER DEGREE

**Note: This program is not accepting applications for the 2025-2026 academic year.*

DEGREE REQUIREMENTS	CREDIT HOURS
Culinary Arts Concentration Requirements (14-17 credit hours):	
CUL 102: Introduction to Culinary Theory and Practice	2
CUL 130: Sanitation and Safety	1
CUL Electives (3 courses)	7-8
Restricted Elective ¹	4-6
Hospitality and Tourism Requirements (14 credit hours):	
HOS 101: Introduction to Hospitality & Tourism	3
HOS 251: Event Management	3
HOS 275: Jefferson Practicum or	
CUL 212: Quantity Food Production	2
HOS 276: Hospitality Internship or	
Business Elective ²	3
HRM 240: Food and Beverage Management	3
Business Requirements (6 credit hours):	
BUS 231: Principles of Management or	3
BUS 232: Marketing	
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	3
Science or Lab Science Elective	3
Social Science Elective	3
Free Elective Requirements (6 credit hours):	
Free Elective	6
TOTAL	61-64
¹ Select from CUL, HOS, HRM, WIN. *BUS/HOS/HRM/WIN 153 Introduction to Winery Operation (1 credit) may be applied here.	
² Selected from ACC, BUS, CIS, ECO, HOS, HRM.	
³ MTH 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 on the College's website at www.sunyjefferson.edu 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 one-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

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437

MICROCREDENTIAL REQUIREMENTS	CREDIT HOURS
Requirements (9 credit hours):	
HUS 101: Introduction to Human Services	3
HUS 210: Issues and Ethics in the Helping Professions	3
STA 161: Interpersonal Communication	3
TOTAL	9

Designed to be meaningful, high-quality education programs to verify, validate and attest to specific skill sets and competencies of an individual, microcredential programs differ from degree and certificate programs in that they are generally offered in shorter or more flexible time spans with a narrow focus.

The microcredential in Direct Support Professional 1 (DSP1) will enable students to demonstrate competency in several key areas including understanding human services organization structures and functions, ethical behavior in the workplace, the importance of interpersonal communication skills.

In addition to working with individuals with developmental disabilities, direct support professionals may work in child care centers, day treatment programs for persons with mental illness, residential treatment facilities, eldercare and respite programs, jails and alternative correction programs, short-and long-term rehabilitation centers, crisis centers, day habilitation programs, assisted living/skilled nursing facilities and other human service settings. The Direct Support Professional 1 microcredential provides training to increase the potential for advancement within these organizations.

Students who complete the Direct Support Professional 1 microcredential earn nine college credit hours that may later be transferred to one of Jefferson's certificate or degree programs. Direct Support Professional 1 course requirements are a perfect fit for JCC's Human Services A.S. degree program.

When you complete the Direct Support Professional 1 microcredential, you will be able to:

- Identify the skills and techniques (problem solving, helping skills and counselor communication skills) typically used by human service professionals.
- Identify and interpret the range of activities, occupations and technical vocabulary that comprise the human service profession;
- Articulate strategic problems and challenges facing health services organizations.
- Identify the major stakeholders in health service organizations.
- Demonstrate the ability to understand and identify ethics and professional ethical standards and decision making, while doing good and avoiding harm.
- Use appropriate verbal and nonverbal communication in different interpersonal contexts

MORE INFORMATION

Application and Admissions Information
 Enrollment Services
admissions@sunyjefferson.edu
 315-786-2437

MICROCREDENTIAL REQUIREMENTS	CREDIT HOURS	
Requirements (9 credit hours):		
ENG 101: Research and Composition	3	Designed to be meaningful, high-quality education programs to verify, validate and attest to specific skill sets and competencies of an individual, microcredential programs differ from degree and certificate programs in that they are generally offered in shorter or more flexible time spans with a narrow focus. The Direct Support Professional 2 (DSP2) microcredential empowers students to demonstrate competency in several key areas, including understanding healthcare organization structures and functions, the importance of case management skills, and improving students' capabilities in research, information literacy awareness, and written and oral communication. In addition to working with individuals with developmental disabilities, direct support professionals may work in childcare centers, day treatment programs for persons with mental illness, residential treatment facilities, eldercare and respite programs, jails, alternative correction programs, short-and long-term rehabilitation centers, crisis centers, day habilitation programs, assisted living/skilled nursing facilities and other human service settings. The Direct Support Professional 2 microcredential provides training to increase the potential for advancement within these organizations. Courses: HUS 107, Intro to Case Management; HCM 101, Intro to Health Care Management; ENG 101, Research and Composition. Courses are offered in a variety of formats to accommodate the schedules of all students, including adults with work commitments, those affiliated with the military, and students seeking a skillset who are not yet ready for a full academic program. This is a credit-bearing credential in which students will earn 9 credits aligned with Jefferson's Human Services degree program and all credits are transferrable to popular transfer institutions such as SUNY Brockport, SUNY Potsdam, and Keuka College. When you complete the Direct Support Professional 2 microcredential, you will be able to: • Articulate strategic challenges in health services organizations. • Identify key stakeholders in health service organizations. • Master case management skills, including documentation and service coordination throughout the continuum of care. • Develop proficiency in maintaining client records and adhering to record-keeping standards. • Enhance analytical and critical thinking skills. • Research and construct compelling arguments. • Refine written and oral communication for effective engagement.
HCM 101: Introduction to Healthcare Management	3	
HUS 107: Introduction to Case Management	3	
TOTAL	9	

MORE INFORMATION

Application and Admissions Information
 Enrollment Services
admissions@sunyjefferson.edu
 315-786-2437

Early Childhood A.A.S.

CAREER DEGREE

**Note: This program is not accepting applications for the 2025-2026 academic year.*

50% or more of this program can be completed online

DEGREE REQUIREMENTS	CREDIT HOURS
Early Childhood Requirements (21 credit hours):	
ECD 101: Introduction to Early Childhood Care and Development	3
ECD 181: Child Health and Safety	3
ECD 190: Observation and Assessment of Young Children's Development	3
ECD 201: Lesson Planning, Environments, and Resources (Ages 3-6)	3
ECD 202: Lesson Planning, Environments, and Resources (Birth – 36 months)	3
ECD 240: Fieldwork in Early Childhood Education (Age 3-6)	3
ECD 280: Fieldwork in Early Childhood Care and Education (Birth to 36 months)	3
Liberal Arts Requirements (27-29 credit hours):	
ENG 101: Research and Composition	3
PSY 133: Introduction to Psychology	3
PSY 220: Child and Adolescent Development	3
SOC 144: Introduction to Sociology	3
SOC 241: Marriage and Family	3
Biology Elective	3-4
BIO 106: Human Biology recommended	
Two Humanities Electives	6
Chosen from ART, MUS, STA, ENG, PHI, Language	
Mathematics Elective	3-4
MTH 144: Elementary Statistics recommended	
Elective Requirements (12 credit hours):	
Restricted Electives:	
Chosen from any ANT, HIS, POL, HUS, ECD, PSY, SOC course or STA 101: Fundamentals of Oral Communication	6
Choose two from:	6
ECD 150: Creative Arts for Young Children	
ECD 210: Methods and Materials in Working with Exceptional Young Children	
ECD 220: Foundations for Teaching Math and Science to Young Children	
Physical Education Requirements	2
TOTAL	62-64
HEGIS Code 5503	

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 (Campus Care), 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 will have the skills you need to help young children make developmental strides. Plus, you will 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

Although this degree is designed as a career program many Jefferson graduates transfer to a number of colleges to pursue a bachelor's degree, including SUNY Empire State College, SUNY Cortland, SUNY Cobleskill, and SUNY Canton. If you know you want to transfer, you might want to consider our Early Childhood A.S. degree.

MORE INFORMATION

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437

DEGREE REQUIREMENTS	CREDIT HOURS
College Foundations (1 credit hour):	
INT 111: College Foundations (<i>Substitute one credit of free elective if met by 24 credits of prior matriculated college coursework.</i>)	1
Early Childhood Requirements (15 credit hours):	
ECD 101: Introduction to Early Childhood Care and Development	3
ECD 181: Child Health and Safety	3
ECD 190: Observation and Assessment of Young Children's Development	3
ECD 201: Lesson Planning, Environments, and Resources (Age 3-6) and ECD 240: Fieldwork in Early Childhood Education (Age 3-6) or	6
ECD 202: Lesson Planning, Environments, and Resources (Birth – 36 months) and ECD 280: Fieldwork in Early Childhood Care and Education (Birth – 36 Months)	
Choose two the following:	6
ECD 150: Creative Arts for Young Children or	
ECD 210: Methods and Materials for Working with Exceptional Children or	
ECD 220: Foundations for Teaching Math and Science to Young Children	
Liberal Arts Requirements (34 credit hours):	
BIO 106: Human Biology	4
ENG 101: Research and Composition	3
HIS 150: American History to 1877 or	
HIS 151: American History 1877 to Present	3
MTH 144: Elementary Statistics or	
MTH 148: Mathematical Reasoning for Elementary Teachers 1 or	
MTH 174: Mathematical Probability and Statistics 1	3
PSY 133: Introduction to Psychology	3
PSY 220: Child and Adolescent Development	3
SOC 144: Introduction to Sociology	3
Arts or Foreign Language Elective ¹	3
Humanities Elective ²	3
Mathematics or Science Elective	3
General Education Requirements:	3
Choose from one of the following SUNY General Education List areas NOT used above: World Languages, Arts, World History and Global Awareness, or Humanities	
Free Elective Requirements (3 credit hours):	
Free Electives	3
Physical Education & Health Requirements (2 credit hours):	
HEA 102: Cardiopulmonary Resuscitation	1
Physical Education	1
TOTAL	61
¹ Choose one course from Knowledge Area of the Arts or World Language in the SUNY General Education Course List.	
² Choose one course from the Knowledge Area in Humanities in the SUNY General Education Course List (ENG 114: Survey of Early Childhood Literature - recommended).	
HEGIS Code 5503	

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 Campus Care, day care centers, family day care, and early intervention programs.

The program consists of 62 hours of academic credit, including the bulk of 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

Jefferson graduates can transfer to a number of colleges to pursue a bachelor's degree, including SUNY Empire State College, SUNY Cortland, SUNY Cobleskill, and SUNY Canton. If you are looking to start your career after you graduate, you might be interested in our Early Childhood A.A.S.

MORE INFORMATION

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437

Early Childhood Certificate

CAREER

**Note: This program is not accepting applications for the 2025-2026 academic year.*

DEGREE REQUIREMENTS	CREDIT HOURS
Early Childhood Requirements (21 credit hours):	
ECD 101: Introduction to Early Childhood Care and Development	3
ECD 181: Child Health and Safety	3
ECD 190: Observation and Assessment of Young Children's Development	3
ECD 201: Lesson Planning, Environments, and Resources (Age 3-6) and ECD 240: Fieldwork in Early Childhood Education (Age 3-6)	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)	
Early Childhood Development Electives	6
Liberal Arts Requirements (3 credit hours):	
ENG 101: Research and Composition	3
Restricted Elective Requirements (3 credit hours):	
Choose one of the following:	3
ECD 150: Creative Arts for Young Children	
ECD 210: Methods and Materials in Working with Exceptional Children	
ENG 114: Early Childhood Literature	
PSY 220: Child and Adolescent Development	
PSY 233: Lifespan Development	
PSY 235: Abnormal Psychology	
TOTAL	27
HEGIS Code 5503	

Jefferson's Early Childhood Certificate prepares students working in the field 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 Campus Care, day care centers, family day care, or early intervention programs.

The Early Childhood Certificate program is for you if you are already working in the field of early childhood education. The certificate program is designed to recognize your documented exceptional levels of training and college-level course work to date.

You may use your 27 certificate college credits towards Jefferson Community College's Early Childhood A.S. and A.A.S. degree programs.

This program offers:

- Strong connections to local employers
- A 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 benefits local children and their families
- Hands-on learning and observation experiences

You must have relevant experience in an early childhood setting, be recommended by an employer and have relevant trainings or education to be admitted into the Early Childhood certification program. Additionally, you must complete a supplemental application and communicate with the College's Early Childhood staff prior to acceptance into the program.

When you complete the Early Childhood Certificate 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

Studies show that children who attend preschool are better prepared socially, emotionally, and academically for kindergarten. Career opportunities in the field of early childhood are excellent! You can find employment at various levels in a variety of early childhood settings. Compensation varies with type of program, education, experience and geographic location.

MORE INFORMATION

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
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DEGREE REQUIREMENTS	CREDIT HOURS
Engineering Requirements (5 credit hours):	
ENS 100: Engineering Orientation	1
ENS 101: Engineering Graphics	3
ENS 200: Engineering Design and Build	1
Computer Science Requirements (3 credit hours)	
CIS 116: Introductory Programming	3
Liberal Arts Requirements (39 credit hours)	
CHE 131: General Chemistry 1	4
ENG 101: Research and Composition	3
ENG 102: Literature and Composition or higher	3
MTH 221: Calculus 1	4
MTH 222: Calculus 2	4
MTH 242: Differential Equations	4
MTH 241: Calculus 3 or	
MTH 245: Linear Algebra	3
PHY 143: Science and Engineering Physics 1	4
PHY 145: Science and Engineering Physics 3	4
Social Science Elective 1 ¹	3
Social Science Elective 2 ¹	3
Restricted Electives Requirements (18 credit hours)	
Concentration Elective:	
Choose one of the following: CHE 211 Organic Chemistry 1	3
or ENS 207 Electrical Science or PHY 144 Science and Engineering Physics 2	
Restricted Electives:	
Choose <u>five</u> courses from: BIO 131, BIO 202, CHE 132,	15
CHE 211, CHE 212, CHE 215, CIS 216, CIS 250, ENS 201,	
ENS 204, ENS 206, ENS 207, MTH 231, MTH 241, MTH 245,	
PHY 144	
TOTAL	65

¹Courses must be Social Science electives selected from two different areas of 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**. Jefferson graduates 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

MORE INFORMATION

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437

Fire Protection Technology A.A.S.

CAREER DEGREE

**Note: This program is not accepting applications for the 2026-2026 academic year.*

DEGREE REQUIREMENTS	CREDIT HOURS
Fire Protection Technology Requirements (35 credit hours)	
FPT 105: Firefighting 1	6
FPT 205: Firefighting 2	2
FPT 121: Fire Instructor 1	3
FPT 206: Fire Officer 1	3
FPT 101: Principles of Emergency Services	3
FPT 102: Building Construction for Fire Protection	3
FPT 103: Fire Protection Systems	3
FPT 108: Fire Protection Hydraulics & Water Supply	3
FPT 109: Fire Behavior and Combustion	3
FPT 120: Introduction to Fire Prevention and Inspection	3
Fire Protection Technology Elective	3
Liberal Arts Requirements (22 credit hours)	
ENG 101: Research and Composition	3
ENG 102: Literature and Composition	3
MTH 125: Intermediate Algebra or higher	3
SOC 144: Introduction to Sociology or PSY 133: Introduction to Psychology	3
Language Elective or STA 101: Fundamentals of Oral Communication	3
Laboratory Science	4
Liberal Arts Elective	3
Health Requirement (1 credit hours)	
HEA 102: Cardiopulmonary Resuscitation	1
Physical Education Requirements (2 credit hours)	
PED 192: Physical Conditioning	1
Physical Education Elective	1
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).

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 Steve Sullivan at ssullivan@sunyjefferson.edu or call (315) 767-3071.

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 both 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.

MORE INFORMATION

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437

Fire Protection Technology Certificate

CAREER

**Note: This program is not accepting applications for the 2025-2026 academic year.*

CERTIFICATE REQUIREMENTS	CREDIT HOURS
Core Requirements (12 credit hours):	
ENG 100: College Composition or ENG 101: Research and Composition	3
FPT 101: Principles of Emergency Services	3
FPT 102: Building Construction for Fire Protection	3
FPT 108: Fire Protection Hydraulics and Water Supply	3
Fire Protection Technology Elective Requirements (18 credit hours):	
Choose Approximately Six Fire Protection Electives	18
TOTAL	30
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. 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.

MORE INFORMATION

Application and Admissions Information
Enrollment Services
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MICROCREDENTIAL REQUIREMENTS	CREDIT HOURS
Requirements (9 credit hours):	
STA 151: Public Speaking	3
STA 161: Interpersonal Communications	3
STA 211: Managing Conflict	3
TOTAL	9

Designed to be meaningful, high-quality education programs to verify, validate and attest to specific skill sets and competencies of an individual, microcredential programs differ from degree and certificate programs in that they are generally offered in shorter or more flexible time spans with a narrow focus.

The microcredential in Fundamentals of Effective Communication will enable students to demonstrate competency in various aspects of public speaking and interpersonal communication as it relates to all disciplines, specifically in terms of understanding communication styles and theories and developing effective communication skills to lead employees, customers, students or shareholders and investors.

Students who complete the Fundamentals of Effective Communication microcredential earn nine college credit hours that may later be transferred to one of Jefferson's certificate or degree programs. Fundamentals of Effective Communication course requirements are a perfect fit for JCC's Liberal Arts and Sciences: Humanities and Social Sciences degree programs.

MORE INFORMATION

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DEGREE REQUIREMENTS	CREDIT HOURS
College Foundations (1 credit hour):	
INT III: College Foundations (<i>Substitute one credit of free elective if met by 24 credits of prior matriculated college coursework.</i>)	1
Health Care Requirements (12 credit hours):	
HCM 101: Introduction to Health Care Management	3
HCM 110: Introduction to the U.S. Healthcare System	3
HCM 220: Health Care Financing	3
OFC 245: Medical Terminology	3
Accounting and Business Requirements (16 credit hours)	
ACC 101: Accounting Principles I	4
BUS 160: Spreadsheet Applications	3
BUS 211: Business Law I	3
BUS 221: Human Resource Management	3
BUS 231: Principles of Management	3
Liberal Arts Requirements (34 credit hours)	
ECO 101: Macroeconomics	3
ENG 101: Research and Composition	3
ENG 220: Creative Writing	3
MTH 144: Elementary Statistics or	
MTH 165: College Algebra and Trigonometry or higher	3
PSY 133: Introduction to Psychology	3
SOC 144: Introduction to Sociology	3
Humanities Elective ¹	3
Lab Science Elective ²	4
Liberal Arts I elective	3
Mathematics or	
Science Elective ³	3
Social Science Elective ⁴	3
TOTAL	62
¹ Select from the areas of Humanities or World Languages 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 the areas of Mathematics or Natural Sciences in the SUNY General Education Course List.	
⁴ Select from the areas of US History and Civic Engagement or World History and Global Awareness in the SUNY General Education Course List.	
HEGIS Code 5004	

The Health Care Management A.S. degree program is designed to prepare the student for transfer to a four-year institution. The 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.

This program offers:

- Understanding of healthcare law and ethical principles in the context of the healthcare environment.
- Ability to communicate effectively in oral and written form and have the specialized vocabulary utilized in the healthcare industry.
- Ability to 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.
- Basic knowledge of healthcare finance and efficient use of resources.

Formal transfer agreements have been made with SUNY Canton for their B.S. in Health Care Management which can be completed 100% online and SUNY Empire for their B.S. in Business, Management and Economics with a concentration in Health Care Management.

MORE INFORMATION

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Enrollment Services
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MICROCREDENTIAL REQUIREMENTS	CREDIT HOURS
Requirements (9 credit hours):	
BUS 160: Spreadsheet Applications	3
HCM 101: Introduction to Health Care Management	3
OFC 245: Medical Terminology	3
TOTAL	9

Designed to be meaningful, high-quality education programs to verify, validate and attest to specific skill sets and competencies of an individual, microcredential programs differ from degree and certificate programs in that they are generally offered in shorter or more flexible time spans with a narrow focus.

The microcredential in Health Care Management 1 will enable students to demonstrate competency in various aspects of healthcare office management including medical terminology, spreadsheet applications and introduction to health care management.

Students who complete the Health Care Management 1 microcredential earn nine college credit hours that may later be transferred to one of Jefferson's certificate or degree programs. Health Care Management 1 course requirements are a perfect fit for JCC's Health Care Management AS degree program.

When you complete the Health Care Management 1 microcredential, you will be able to:

- Identify the information found in various types of medical reports, including history and physicals, consultations, progress notes, laboratory and other supportive services reports, discharge summaries, and autopsies.
- Utilize basic database functions including filtering, subtotals, pivot tables and sorting multiple fields.
- Analyze the role of the manager in respect to the five managerial functions.

MORE INFORMATION

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MICROCREDENTIAL REQUIREMENTS	CREDIT HOURS	Designed to be meaningful, high-quality education programs to verify, validate and attest to specific skill sets and competencies of an individual, microcredential programs differ from degree and certificate programs in that they are generally offered in shorter or more flexible time spans with a narrow focus.
Requirements (9 credit hours):		The microcredential in Health Care Management will enable students to demonstrate competency in various aspects of healthcare office management, with a focus on accounting and finance in the health care industry. A student could complete this microcredential independently of the Health Care Management 1 microcredential. Health Care Management 1 microcredential is not a pre-requisite for this.
ACC 101: Accounting Principles	3	Students who complete the Healthcare Management 2 microcredential earn ten college credit hours that may later be transferred to one of Jefferson's certificate or degree programs. Healthcare Management 2 course requirements are a perfect fit for JCC's Health Care Management AS degree program.
HCM 110: Introduction to the U.S. Health Care System	3	When you complete the Health Care Management 2 microcredential, you will be able to:
HCM 220: Healthcare Financing	3	• Apply accounting principles utilizing the accounting cycle in a double-entry accounting system for organizations. • Demonstrate knowledge of the core disciplines of healthcare administration: healthcare organization and structure, healthcare finance, healthcare policy, and/or public health to enhance decision making in managing healthcare organizations. • Analyze the role of public health in protecting and improving the health of communities through education, promotion of healthy lifestyles, and research for disease and injury prevention.
TOTAL	9	

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Homeland Security A.S.

TRANSFER DEGREE

**Note: This program is not accepting applications for the 2025-2026 academic year.*

50% or more of this program can be completed online

DEGREE REQUIREMENTS	CREDIT HOURS
College Foundations (1 credit hour):	
INT III: College Foundations	1
Homeland Security Requirements (15 credit hours):	
HLS 108: Introduction to Homeland Security	3
HLS 117: Intelligence Analysis and Homeland Security	3
Choose 3 courses from the following:	9
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	3
CRJ 106: Introduction to Policing or	
CRJ 200: Constitutional Issues in Criminal Justice	
Liberal Arts Requirements (37 credit hours)	
ENG 101: Research and Composition	3
ENG 102: Literature and Composition	3
MTH 144: Elementary Statistics or higher ¹	3
SOC 144: Introduction to Sociology	3
STA 151: Public Speaking or	3
STA 211: Managing Conflict	
POL 121: Introduction to American Government	3
PSY 133: Introduction to Psychology	3
SOC 245: Criminology	3
Laboratory Science Elective ²	4
Mathematics or Science Elective ³	3
Choose TWO courses from two different areas:	6
World History & Global Awareness: HIS III: Western Civilization 1 or HIS 112: Western Civ 2	
US History and Civic Engagement: HIS 151: American History to 1865	
The Arts: ART 104: Digital Photography	
World Languages: Any	
Restricted Electives Requirements (3 credit hours)	
POL 126: World Affairs or	3
CIS 110: Introduction to Computing and Applications	
Physical Education Requirements	2
TOTAL	64
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 5505	

Whether you're a recent high-school graduate, a military veteran, or an experienced law enforcement officer, Jefferson's 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

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MICROCREDENTIAL REQUIREMENTS	CREDIT HOURS	Designed to be meaningful, high-quality education programs to verify, validate and attest to specific skill sets and competencies of an individual, microcredential programs differ from degree and certificate programs in that they are generally offered in shorter or more flexible time spans with a narrow focus.
Requirements (10 credit hours):		The Hospitality microcredential will provide those looking to start their career in hospitality with the background to work in a customer-focused industry, while learning necessary skills such as basic hospitality, customer service, sanitation and safety, and beverage management.
BUS 230: Customer Service	3	Students who complete the Hospitality microcredential earn ten college credit hours that may later be transferred to one of Jefferson's certificate or degree programs. Hospitality course requirements are a perfect fit for JCC's Hospitality & Tourism A.A.S. and Applied Business Studies A.O.S. degree programs.
CUL 130: Sanitation and Safety	1	When you complete the Hospitality microcredential, you will be able to:
HOS 101: Introduction to Hospitality	3	• Comprehend the necessary sanitation and safety guidelines necessary to pass the ServSafe exam • Understand the use of various liquors, wines, champagnes, non-alcoholic ingredients and apply the laws that go with serving alcohol • Understand the scope of the travel and tourism industry and identify the types of business it includes.
HRM 274: Bartending Management	3	
TOTAL	10	

MORE INFORMATION

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 315-786-2437

Hospitality and Tourism Certificate

CAREER

**Note: This program is not accepting applications for the 2025-2026 academic year.*

Also available online

CERTIFICATE REQUIREMENTS	CREDIT HOURS
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 ¹	8
Business/Hospitality and Tourism Requirements (12 credit hours):	
HOS, HRM, CUL, BUS, or ACC Electives ²	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	

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 on the College's website at www.sunyjefferson.edu 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 sourcer, 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

MORE INFORMATION

Application and Admissions Information
Enrollment Services
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Hotel/Restaurant Management, Hospitality & Tourism, A.A.S. CAREER DEGREE

**Note: This program is not accepting applications for the 2025-2026 academic year.*

DEGREE REQUIREMENTS	CREDIT HOURS
Hotel/Restaurant Management Requirements (27-29 credit hours):	
CUL 102: Introduction to Culinary Theory and Practice	2
CUL 130: Sanitation and Safety	1
HOS 101: Introduction to Hospitality & Tourism	3
HOS 251: Event Management	3
HOS 275: Jefferson Practicum or CUL 212: Quantity Food Production	2
HOS 276: Hospitality Internship or Business Elective ¹	3
HRM 240: Food and Beverage Management	3
HRM Electives	6
Restricted Electives ²	4-6
Business Requirements (6 credit hours):	
BUS 231: Principles of Management or BUS 232: Marketing	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	3
Science or Lab Science Elective	3
Social Science Elective	3
Free Elective Requirements (6 credit hours):	
Free Elective	6
TOTAL	60-62
¹ Select from ACC, BUS, CIS, ECO, HOS, HRM.	
² Selected from CUL, HOS, HRM, WIN. BUS/HOS/HRM/WIN 153 Introduction to Winery Operation (1 credit) may be applied here.	
³ MTH elective must be college level MTH of at least 3 credits.	
HEGIS Code 5011.10	

The Hospitality and Tourism degree program at Jefferson lets you choose a concentration in the Hotel and Restaurant Management concentration arena. You'll take classes in business, culinary theory and practice, event management, and learn from professionals in the area. 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 on the College's website at www.sunyjefferson.edu which outlines these skills.

This program offers:

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

Graduates from Jefferson's Hotel and Restaurant Management 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 hotel/motel/restaurant manager, a concierge, dining room manager, a resort/regional marketer or property manager, and more.

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

When you complete the Hospitality and Tourism A.A.S. degree with a concentration in hotel and restaurant management 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 agreements in place with the following institutions to help students transfer smoothly:

- SUNY Cobleskill, Culinary Arts B.B.A.
- 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

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DEGREE REQUIREMENTS	CREDIT HOURS
College Foundations (1 credit hour):	
INT 101: College Foundations (<i>Substitute one credit of free elective if met by 24 credits of prior matriculated college coursework.</i>)	1
Human Services Requirements (18 credit hours):	
HUS 101: Introduction to Human Services	3
HUS 107: Introduction to Case Management Practice in Human Services	3
HUS 201: Introduction to Helping Skills	3
HUS 210: Issues in Ethics in the Helping Professions	3
HUS 240: Human Services Field Practicum 1	3
HUS 290: Degree Program Capstone Project	3
Liberal Arts Requirements (37 credit hours):	
ENG 101: Research and Composition	3
ENG 102: Literature and Composition	3
MTH 144: Elementary Statistics or MTH 174: Math Probability and Statistics 1	3
POL 122: State and Local Government	3
PSY 133: Introduction to Psychology	3
PSY 235: Abnormal Psychology	3
SOC 144: Introduction to Sociology	3
STA 161: Interpersonal Communication	3
Humanities Elective ¹	3
Lab Science Elective (BIO 106: Human Biology recommended)	4
Mathematics or Lab Science Elective	3
Restricted General Education Elective Choose one course from the SUNY General Education areas of: US History and Civic Engagement or The Arts or World Languages	3
Free Elective Requirements	3
Physical Education Requirement	2
TOTAL	61
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.
- 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

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Humanities & Social Sciences

Liberal Arts & Sciences, A.A.

TRANSFER DEGREE
Also offered 100% online

DEGREE REQUIREMENTS	CREDIT HOURS
College Foundations (1 credit hour): INT III: College Foundations (<i>Substitute one credit of free elective if met by 24 credits of prior matriculated college coursework.</i>)	1
Humanities and Social Sciences Requirements (33 credit hours): ENG 101: Research and Composition ENG 102: Literature and Composition History Electives ¹ Humanities Electives ² Literature Elective ³ Social Science Electives ⁴	3 3 6 9 3 9
Liberal Arts Requirements (16 credit hours): MTH 144: Elementary Statistics or higher ⁵ Electives chosen from Humanities, English, Social Sciences, Natural Sciences, or Mathematics Laboratory Science Elective ³ Mathematics or Science Elective	3 6 4 3
Free Elective Requirements (9 credit hours): Choose Approximately Four Free Electives ⁶	9
Physical Education	2
TOTAL	61
¹ History Electives: Two courses with at least one course from the SUNY General Education list for US History & Civic Engagement or World History & Global Awareness.	
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 World Languages 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.	
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 and one course from the SUNY General Education list for Diversity: Equity, Inclusion, and Social Justice.	
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
- 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

Explore this program's concentrations in creative writing and psychology.

MORE INFORMATION

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Humanities & Social Sciences, Liberal Arts & Sciences A.A.

TRANSFER DEGREE

Literature Concentration **Note: This program is not accepting applications for the 2025-2026 academic year.*

DEGREE REQUIREMENTS	CREDIT HOURS
Literature and English Requirements (21 credit hours):	
ENG 101: Research and Composition	3
ENG 102: Literature and Composition	3
ENG 201: Survey of British Literature 1 or	
ENG 202: Survey of British Literature 2	3
ENG 203: American Literature 1 or	
ENG 204: American Literature 2	3
Non-European Literature Elective	3
English Electives ¹	6
Liberal Arts Requirements (34 credit hours):	
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
Foreign Language Elective	3
Humanities Electives ²	6
Laboratory Science Elective	4
Mathematics Elective ³	3
Mathematics or Laboratory Science Elective	3
Social Science Electives ⁴	9
Free Elective	3
Physical Education	2
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	

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.

MORE INFORMATION

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437

Individual Studies A.A.S./A.A./A.S.

CAREER AND TRANSFER DEGREES

**Note: JCC is not accepting applications for the A.A. and A.S. programs for the 2025-2026 academic year.*

Also offered 100% online

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

CREDIT HOURS

Major Requirements (13-14 credit hours):

ENG 101: Research and Composition	3
MTH 144: Elementary Statistics or higher	3-4
General Education Natural Science	3
General Education Diversity, Equity, Inclusion, & Social Justice	3
INT 111: College Foundation	1

Liberal Arts Requirements (9 credit hours):

Choose Approximately Three Liberal Arts Courses (Must be General Education and at least one course must satisfy Critical Thinking).	9
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Free Elective Requirements

Choose Approximately 13 Free Electives ²	39
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TOTAL 61-62

Distribution Requirements: Minimum 61 hours, of which 22 are to be Liberal Arts and Sciences. Remaining 39 hours free electives.

²No 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

Jefferson's Individual Studies A.A.S. 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

ASSOCIATE IN ARTS (A.A.) DEGREE REQUIREMENTS

CREDIT HOURS

Core Requirements (6-7 credit hours):

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

Liberal Arts Requirements (42-44 credit hours):

Mathematics or Science Electives	6-8
Humanities Electives	12
Social Science Electives	15
Liberal Arts Electives	9

Free Elective Requirements

12

TOTAL 60-63

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

HEGIS Code 5699

ASSOCIATE IN SCIENCE (A.S.) DEGREE REQUIREMENTS

CREDIT HOURS

Core 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
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Free Elective Requirements

Choose Approximately Ten Free Electives ¹	30
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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.

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

HEGIS Code 5699

MORE INFORMATION

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

MICROCREDENTIAL REQUIREMENTS	CREDIT HOURS	Designed to be meaningful, high-quality education programs to verify, validate and attest to specific skill sets and competencies of an individual, microcredential programs differ from degree and certificate programs in that they are generally offered in shorter or more flexible time spans with a narrow focus.
Requirements (9 credit hours):		The Kitchen Basics microcredential will provide those looking to start their career in the culinary industry with the background to work in the food service field, while learning necessary skills such as basic culinary, sanitation and safety, and beverage management.
CUL 102: Introduction to Culinary	2	Students who complete the Kitchen Basics microcredential earn nine college credit hours that may later be transferred to one of Jefferson's certificate or degree programs. Kitchen Basics course requirements are a perfect fit for JCC's Hospitality & Tourism A.A.S. and Applied Business Studies A.O.S. degree programs.
CUL 120: Nutrition	3	When you complete the Kitchen Basics microcredential, you will be able to:
CUL 130: Sanitation & Safety	1	- Identify the major nutrient needs for humans in different stages of their life cycle. - Identify and discuss the basic kitchen staples and products used in a professional kitchen. - Understand food handling as it relates to establishing the food safety system and personal hygiene. - Define the management process, detailing each function required to manage effectively and explain the basic formula for calculating cost of sales.
HRM 240: Food & Beverage Management	3	
TOTAL	9	

MORE INFORMATION

Application and Admissions Information
 Enrollment Services
admissions@sunyjefferson.edu
 315-786-2437

DEGREE REQUIREMENTS	CREDIT HOURS
College Foundations (1 credit hour):	
INT 111: College Foundations (Graduation requirement unless met by previous coursework.)	1
Mathematics Requirements (21 credit hours):	
MTH 174: Mathematical Probability and Statistics 1	3
MTH 221: Calculus 1	4
MTH 222: Calculus 2	4
MTH 241: Calculus 3	4
MTH 242: Differential Equations or MTH 245: Linear Algebra	3
MTH 184: Mathematical Probability and Statistics 2 or MTH 231: Discrete Math or MTH 242: Differential Equations or higher	3
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/Social Science Elective (1 course)	3
Humanities/Social Science Electives ¹ (2 courses)	6
Natural Sciences Electives ² (2 courses)	8
Social Science Elective	3
Diversity: Equity, Inclusion, and Social Justice Elective ³	3
Elective Requirements (9 credit hours)	
Restricted Elective: MTH 184, MTH 231, MTH 242 or higher, PHY 131 or higher, SCI 199, BIO 200, BIO 201, CHE 215, or CIS 216 Free Electives ⁴	6
Physical Education Electives (2 credit hours)	2
TOTAL	64
¹ Courses must be Humanities or Social Science electives selected from two different areas in the SUNY General Education Course Listing for Social Sciences, The Arts, U.S. History and Civic Engagement, World History and Global Awareness, World Languages.	
² Choose two of the following: BIO 131, BIO 132, BIO 202, BIO 217, BIO 218, BIO 251, BIO 252, CHE 131, CHE 132, CHE 211, CHE 212, GEO 131, GEO 132, GEO 141, GEO 144, PHY 131, PHY 132, PHY 143, PHY 144, PHY 145, SCI 199; at least one course must be selected from the area of Natural Sciences and Scientific Reasoning in the SUNY General Education Course Listing.	
³ Course must be an elective selected from the area of Diversity: Equity, Inclusion, and Social Justice in the SUNY General Education Course Listing.	
⁴ Courses tailored to the needs of the student, to be chosen in consultation with academic advisor. New students required to complete INT 111:College Foundations will complete 5 credits of free electives.	
HEGIS Code 5617	

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

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437

MICROCREDENTIAL REQUIREMENTS	CREDIT HOURS	
Requirements (9 credit hours):		
BUS 121: Business Financial Operations	3	Designed to be meaningful, high-quality education programs to verify, validate and attest to specific skill sets and competencies of an individual, micro-credential programs differ from degree and certificate programs in that they are generally offered in shorter or more flexible time spans with a narrow focus. JCC's non-profit leadership microcredential program prepares students to demonstrate competency in leadership characteristics and behaviors; demonstrate an understanding of non-profit culture, organizational goals, and strategies. Students who successfully complete the program will have an understanding of best practices for exceptional leadership and knowledge to establish strategies for success and identify opportunities to improve. Students who complete the non-profit leadership microcredential earn nine college credit hours that may later be transferred to one of Jefferson's certificate or degree programs. Non-profit leadership course requirements are a perfect fit for JCC's Applied Business Studies degree program. This program offers: • An overview of the financial aspects of running a business • An introduction to the skills and techniques used by management to achieve objectives • An understanding of nonprofit organizations, their role in the community and how they operate When you complete the non-profit leadership program, you will be able to: • Identify, describe, and discuss the roles, functions, and responsibilities of leadership and how they apply to non-profit organizational culture, structure, and operations. • Examine and analyze the non-profit organization's role in the community and the importance and impact of policies, ethical responsibility, and funding to the success of the organization. • Analyze and communicate effectively to financial operations and planning of non-profit organizations to stakeholders.
BUS 216: Non-Profit Management	3	
BUS 231: Principles of Management	3	
TOTAL	9	

MORE INFORMATION

Application and Admissions Information
 Enrollment Services
admissions@sunyjefferson.edu
 315-786-2437

DEGREE REQUIREMENTS	CREDIT HOURS
Nursing Requirements (39 credit hours):	
NUR 111: Nursing 1- Basic Needs	7
NUR 112A: Maternal and Newborn Health	3.5
NUR112B: Medical/Surgical 1	3.5
NUR 212: Pharmacology	3
NUR 231A: Medical/Surgical 2	5
NUR 231B: Psychosocial Nursing	5
NUR 232: Medical/Surgical 3	10
NUR 234: Seminar in Nursing	2
English Requirements (3 credit hours):	
ENG 101: Research and Composition	3
Social Sciences Requirements (6 credit hours):	
PSY 133: Introduction to Psychology	3
SOC 144: Introduction to Sociology	3
Math and Science Requirements (15 credit hours):	
BIO 202: Microbiology ¹	4
BIO 251: Anatomy and Physiology 1 ¹	4
BIO 252: Anatomy and Physiology 2 ¹	4
MTH 174: Mathematics Probability & Statistics	3
Restricted Elective Requirement (1 credit hour):	
ALH 145: Introduction to Medical Terminology or	1
ALH 110: Dosage Calculations or	2
INT III: College Foundations	1
TOTAL	64
¹ BIO 202, BIO 251 and BIO 252 MUST be within seven (7) years	
Advising Notes: - If a student has completed all coursework other than NUR prior to entering the degree, they cannot be full-time in their first year (7 credits each semester in year 1) - Applications are due January 31 - Matriculated nursing students must maintain a grade of "C" (70) or better in nursing courses and science courses. - All NUR courses must be taken in sequential order. - On the Nursing application rubric, students will lose points for retaking classes for a better grade.	
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.

Jefferson's Nursing A.A.S. program offers personalized instruction from faculty with real-world experience in high-tech classrooms featuring a fully equipped clinical practice simulation laboratory.

Upon completion of the Associate Degree Program in Nursing at JCC, the graduate will be able to:

- Practice concepts of learned attributes to care for clients at all developmental levels.
- Utilize the nursing process to meet the caring needs of individuals experiencing an illness or loss/dysfunction.
- Utilize effective communication skills when interacting with health team members, clients, families and peers.
- Demonstrate competency in performing technical skills for clients.
- Practice as a team member in collaboration with other health team

members.

- Create an environment for health teaching for individuals seeking to restore balance.
- Maintain ethical, legal, and professional responsibilities within the Registered Nurse scope of practice.
- Utilize theories and concepts of science, liberal arts and nursing to provide holistic care.

Admissions Requirements and Application

Grade point average: Cumulative GPA of 2.5 or higher or high school graduation grade average of 75 or higher.

Subject Area Requirements

SCIENCE

Satisfy BOTH of the following criteria to meet all prerequisites for BIO 251: Anatomy & Physiology 1, BIO 252: Anatomy & Physiology 2, and BIO 202: Microbiology:

- Satisfactorily complete BIO 106: Human Biology, BIO 111: Survey of Cell Biology, or BIO 131: Principles of Biology 1
- AND**
- 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)

MATHEMATICS

Satisfy ONE of the following criteria to meet all prerequisites for MTH 174: Mathematical Probability and Statistics 1:

- Direct placement into MTH 174: Mathematical Probability and Statistics 1
- OR**
- Completion of one of the following with a C or better: MTH 125: Intermediate Algebra, MTH 144: Elementary Statistics, MTH 154: Quantitative Reasoning, or any course MTH 165: College Algebra and Trigonometry or higher

ENGLISH

Satisfy ONE of the following criteria to meet the **prerequisites** for ENG 101: Research and Composition:

- Direct Placement into ENG 101: Research and Composition
- OR**
- Complete ENG 100: College Composition with a 70 or higher

Computer Requirements

Students entering this program are required to purchase or lease a computer laptop for in-classroom use. Computers are an integral part of all course instruction within the Nursing A.A.S. program. Please review recommendations for computer purchases on the College's website or check with the Helpdesk to ensure you purchase a computer that will be able to run any specialized software or textbook add-ons. Note: some technology such as Chromebook, iPads, and tablets are good for Internet access or to access cloud applications and storage but are not able to run specialized software required for some classes, some textbook add-ons, and will definitely not meet the needs of a "power user."

Program Health 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), proof of rubella immunization or results of a rubella titer (these requirements can be submitted upon admission), proof of influenza vaccination (annually). Proof of covid-19 vaccination and booster may be required by external clinical sites.
- Copy of certificate of completion from American Heart Association Basic Life Support for Healthcare Providers course (must be renewed annually; can be submitted upon admission).
- Malpractice insurance for nursing students 18 years of age and older is strongly recommended (<https://www.nso.com/malpractice-insurance/individual>).

The Nursing Student Handbook is available on the College's website.

Licensure

Students should be aware that licensure and certification requirements vary from state to state and are subject to change. Licensing agencies or boards also may have requirements in addition to an earned degree. Due to varying standards among states, the SUNY Jefferson Community College Nursing Program may not lead directly to licensure in all 50 states. Learn more about NYS and out of state professional licensure requirements on the College's website.

How to Apply

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 to the college Admissions Office
- Have met all program admission requirements
- The Supplemental Nursing Application deadline is January 31
 - The deadline for Supplemental Nursing Applications for Jefferson-Lewis BOCES LPN Graduates applying within the articulation agreement is March 1
- Note: The Weekend Option has been discontinued. We are no longer accepting applications for this program option.
- Freshmen Health Requirements Form (see the College's website)
- Senior Health Requirements Form (see the College's website)

Admission Review Process

- All on-time applications are reviewed by the Nursing Admission Review Committee in the month of February. This review includes an evaluation of each application using the admission rubric. All eligible applicants are given a score based on the rubric and prioritized by rubric score on an acceptance list (highest score to lowest). Remaining eligible applicants will be added to a wait list in priority order. If seats become available, applicants are offered acceptance from the wait list in order. The wait list order is not disclosed to applicants. The wait list will be maintained until the start of the fall semester.
- Applicants determined to be ineligible at the time of review may be placed on hold and reviewed again in May if the applicant is currently taking required pre-requisite coursework but meets all other requirements. Ineligible high school applicants at the time of review may be placed on hold and reviewed again in July if the high school applicant is currently taking required pre-requisite coursework but meets all other requirements.
- Late applications will be reviewed in May, following the processes above.

Readmission to the Program

If you have left the program you may be readmitted only once. You must meet all program requirements, re-apply, and be approved by Nursing Admissions Committee. The Supplemental Nursing Application is available on the College's website.

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. Transfer nursing credit will not be accepted.

Transfer and Complete a B.S. in Nursing After Graduation

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 Upstate Medical University, RN to B.S.
- Chamberlain College of Nursing, RN to B.S.
- SUNY Delhi, RN to B.S.

Accreditation

The Associate Degree Nursing Program at Jefferson Community College located in Watertown, NY is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
(404) 975-5000
<https://www.acenursing.org>

The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate Degree nursing program is: continuing accreditation. View the public information disclosed by the ACEN regarding this program at <http://www.acenursing.com/accreditedprograms/programsearch.htm>.

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 \$86,070 in 2023.

MORE INFORMATION

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437

Office Studies Certificate

CAREER

**Note: This program is not accepting applications for the 2025-2026 academic year.*

CERTIFICATE REQUIREMENTS	CREDIT HOURS
Office Technologies Requirements (16 credit hours):	
OFC 121: Beginning Keyboarding ¹	2
OFC 122: Intermediate Keyboarding	2
OFC 126: Business Communications	3
OFC 211: Administrative Software Applications	3
OFC 225: Administrative Support Services	3
OFC 226: Administrative Correspondence	3
Business Requirements (12-14 credit hours):	
BUS 116: Applied Business Mathematics ²	3-4
BUS 125: Managing Information in the Workplace	3
BUS 160: Spreadsheet Applications	3
Business Elective: Chosen from ACC, BUS, ECO and OFC	3-4
Liberal Arts Requirement (3 credit hours):	
ENG 100: College Composition or ENG 101: Research and Composition	3
TOTAL	31-33
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.

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.

MORE INFORMATION

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437

Paralegal A.A.S.

CAREER DEGREE

**Note: This program is not accepting applications for the 2025-2026 academic year.*

DEGREE REQUIREMENTS	CREDIT HOURS
Paralegal Requirements (24 credit hours):	
PLA 101: Introduction to Law and Paralegalism	3
PLA 112: Legal Research & Writing	3
PLA 211: Civil Litigation	3
PLA 213: Constitutional Law and American Society	3
PLA 221: Family and Domestic Relations Law	3
PLA 232: Property Law	3
PLA 242: Estates, Wills and Trusts	3
CRJ 102: Criminal Administrative Procedures	3
Accounting and Business Requirements (16 credit hours):	
ACC 101: Accounting Principles 1	4
BUS 152: Legal Issues of Small Business	3
BUS 127: Management Communications or PLA 275: Paralegal Internship	3
BUS 206: Legal Information Management and Technology	3
BUS 211: Business Law 1	3
Liberal Arts Requirements (21 credit hours):	
ENG 101: Research and Composition	3
Humanities Elective	3
Liberal Arts Electives	6
Mathematics Elective	3
Science Elective	3
Social Science Elective	3
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.

The Paralegal degree is developed so that you could enter the workforce once you graduate, but you can continue your education. Many of your credits will transfer. Jefferson has partnered with select academic institutions and developed transfer agreements that can help you transfer smoothly to specific bachelor's programs. Currently, formal transfer agreements exist with:

* SUNY Canton, Legal Studies, B.T.

* Nazareth College

MORE INFORMATION

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437

DEGREE REQUIREMENTS	CREDIT HOURS
College Foundations (1 credit hour):	
INT 111: College Foundations (<i>Substitute one credit of free elective if met by 24 credits of prior matriculated college coursework.</i>)	1
Physical Education Requirements (18 credit hours):	
PED 201: Introduction to Physical Education	3
PED 202: Sports in Society	3
HEA 101: Personal and Community Health	3
HEA 110: Responding to Emergencies	3
Team/Individual PE Activities and/or Athletic Team Participation	6
Liberal Arts Requirements (35 credit hours):	
BIO 106: Human Biology or BIO 111: Survey of Cell Biology or BIO 131: Principles of Biology 1	4
BIO 221: Survey of Anatomy and Physiology or BIO 251: Anatomy and Physiology 1 or BIO 252: Anatomy and Physiology 2	4
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 144: Elementary Statistics or MTH 174: Math Probability and Statistics 1	3
PSY 133: Introduction to Psychology	3
STA 151: Public Speaking	3
Art Elective ¹	3
Music Elective ¹	3
Free Electives	
Choose Approximately Two Free Electives	6
TOTAL	60
¹ Choose from area of The Arts in the SUNY General Education Course list.	
NOTES:	
Students should check with their academic advisors for appropriate course selection. It is suggested that students take ART 115, MUS 150 and BIO 252 for SUNY Cortland.	
Students must select one of each World History and Global Awareness and US History and Civic Engagement.	
Students will receive (1) credit for being a member of an intercollegiate sports team per season	
HEGIS Code 5299.30	

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

Application and Admissions Information
Enrollment Services
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Physical Science Concentration

Natural Sciences, Liberal Arts & Sciences, A.S.

TRANSFER DEGREE

50% or more of this program can be completed online

DEGREE REQUIREMENTS	CREDIT HOURS
College Foundations (1 credit hour):	
INT 111: College Foundations (Graduation requirement unless met by previous coursework.)	1
Math & Science Requirements (35 credit hours):	
CHE 131: General Chemistry 1	4
CHE 132: General Chemistry 2	4
MTH 174 Mathematical Probability and Statistics 1	3
MTH 221 Calculus 1	4
MTH 222 Calculus 2	4
One of the following science sequences:	8
PHY 131/132, CHE 211/212 or GEO 131/132 Science ¹ or Math ¹ Electives (2 courses)	8
Computer Science Requirement (3 credit hours):	
CIS 116 Introductory Programming	3
Liberal Arts Requirements (18 credit hours)	
ENG 101: Research and Composition	3
ENG 102: Literature and Composition	3
Humanities Elective ²	3
Humanities/Social Science Electives	6
Social Science Elective ³	3
Free Elective Requirement (7 credit hours)	
Free Electives ⁴	7
Physical Education	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 One course must be selected from either area of The Arts or World Languages in the SUNY General Education Course list.	
³ Course must be selected from the SUNY General Education Course Listing for Diversity: Equity, Inclusion and Social Justice and one of the following SUNY General Education Course Listings: Social Science, US History and Civic Engagement, or World History and Global Awareness.	
⁴ Courses tailored to the needs of the student, to be chosen in consultation with academic advisor. New students required to complete INT 111: College Foundations will complete 6 credits of free electives.	
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

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
- SUNY Upstate Medical University

MORE INFORMATION

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Psychology Concentration

Humanities & Social Sciences, Liberal Arts & Sciences, A.A.

TRANSFER DEGREE

DEGREE REQUIREMENTS	CREDIT HOURS
College Foundations (1 credit hour):	
INT III: College Foundations (<i>Substitute one credit of free elective if met by 24 credits of prior matriculated college coursework.</i>)	1
Psychology Requirements (12 credit hours):	
PSY 133: Introduction to Psychology	3
PSY 252: Behavioral Statistics and Research Methods in Psychology	3
Psychology 200-level electives (<i>Cannot receive credit for both 220 & 233</i>)	6
Liberal Arts Requirements (40 credit hours):	
ENG 101: Research and Composition	3
ENG 102: Literature and Composition	3
Literature Elective	3
STA Elective (GenEd HUM)	3
Humanities Gen Ed Elective (from GenEd Hum, Arts, or WL)	3
Humanities Electives (non STA)	3
History Gen Ed Elective (from US&CE or WH&GA)	3
History Elective	3
Restricted Social Science Electives (Choose from ANT, GEG, POL, or SOC)	3
Social Science Elective	3
MTH 174: Mathematical Probability and Statistics 1	3
Lab Science from BIO or CHE Gen Ed list. Recommend BIO 106.	4
Mathematics or Science Elective any math or science course	3
Elective Requirements (6 credit hours):	
Free Electives	6
Physical Education	2
TOTAL	60
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.

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/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, St. Lawrence University, and Syracuse University.

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MICROCREDENTIAL REQUIREMENTS	CREDIT HOURS
Requirements (10 credit hours):	
CIS 116: Introductory Programming	3
CIS 216: Advanced Programming	4
CIS 250: Data Structures	3
TOTAL	10

Designed to be meaningful, high-quality education programs to verify, validate and attest to specific skill sets and competencies of an individual, microcredential programs differ from degree and certificate programs in that they are generally offered in shorter or more flexible time spans with a narrow focus.

Upon completion of the Software Development microcredential, students will be able to create accurate and complete top-down designs, algorithms, and programs with functions and/or objects in computer programming languages currently used in industry and to use data modeling methods such as stacks, queues, linked lists, and tree structures.

Students who complete the Software Development microcredential earn ten college credit hours that may later be transferred to one of Jefferson's certificate or degree programs. Software Development course requirements are a perfect fit for JCC's Computer Science A.S., Computer Information Systems A.S., Computer Information Technology A.A.S., Engineering Science A.S., and Mathematics A.S. degree programs.

When you complete the Software Development microcredential, you will be able to:

- Create accurate and complete top-down designs, algorithms, and programs with functions and/or objects in computer programming languages currently used in industry.
- Use data modeling methods such as stacks, queues, linked lists, and tree structures.

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DEGREE REQUIREMENTS	CREDIT HOURS
College Foundations (1 credit hour):	
INT III: College Foundations <i>(Substitute one credit of free elective if met by 24 credits of prior matriculated college coursework.)</i>	1
Sports Management Requirements (11 credit hours):	
BUS 102: Foundations of Sports Management	3
BUS 202: Sport and Society	3
BUS 204: Leadership for Sports Professionals	3
BUS 276: Sports Management Practicum	2
Business Requirements (9 credit hours):	
BUS 112: Introduction to Business	3
BUS 231: Principles of Management	3
BUS 232: Marketing	3
Accounting Requirements (4 credit hours):	
ACC 101: Accounting Principles 1	4
Economics Requirements (3 credit hours):	
ECO 102: Microeconomics	3
Mathematics and Science Requirements (7 credit hours):	
MTH 144: Elementary Statistics or MTH 174: Mathematical Probability and Statistics 1	3
Lab Science Elective ⁷	4
English Requirements (6 credit hours):	
ENG 101: Research and Composition	3
ENG 102: Literature and Composition	3
Computer Information Systems Requirements (3 credit hours):	
CIS 110: Introduction to Computing and Applications	3
Humanities Requirements (6 credit hours):	
STA 151: Public Speaking	3
Humanities Elective ⁴	3
Social Science Requirements (6 credit hours):	
PSY 133: Introduction to Psychology	3
Social Science Elective ³	
Elective Requirements (6 credit hours):	
Liberal Arts Elective	3
Free Elective ¹	3
Physical Education Requirements (2 credit hours):	2
TOTAL	64
HEGIS Code 5099	
¹ Students not transferring to a bachelor's program and who have not received the MTH 125 equivalency or ENG 101 equivalency should take that course in their first semester. If the student is not transferring to a bachelor's program and tested in at level for English and Math is encouraged to take BUS 218 - Social Media, Advertising and Promotion; otherwise, the student should take a Liberal Arts elective to satisfy general education requirements. ² Students should take all MTH and ENG courses from their first semester on, in consecutive order, until the completion of the MTH and ENG requirements. (Do NOT take a semester off of MTH or ENG). Those students not testing into the minimum level of coursework in Math or English, may be required to take additional coursework in the summer and/or winter sessions in order to complete the program in 2 years. ³ The Social Science Elective must be chosen from the SUNY General Education Area of Diversity: Equity, Inclusion, and Social Justice. HIS 150 or HIS 151 are suggested.	

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.

⁴ The Humanities Elective chosen from the SUNY General Education Areas of World Language or Arts.

⁵ When appropriate, students may pair two English classes per semester to fulfill the degree requirement in this area.

⁶ Students should try to schedule only one of the following Sport-specific courses per semester (BUS 102, BUS 202, BUS 276, and BUS 204)

⁷ Student-athletes should not schedule the Lab Science Elective in the same semester as their sport.

⁸ Student-athletes should structure their course schedule to have fewer credits in the same semester as their sport (if possible).

⁹ Students are strongly advised against taking the following courses in the same semester:

- ACC 101 and Lab Science Elective and CIS 110
- BUS 124 and BUS 232
- BUS 231 and BUS 204

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Teaching Assistant Certificate

CAREER

**Note: This program is not accepting applications for the 2025-2026 academic year.*

CERTIFICATE REQUIREMENTS	CREDIT HOURS
Teaching Assistant Certificate Requirements (24-25 credit hours):	
EDU 210: Principles of Education	3
ENG 101: Research and Composition	3
ENG 102: Literature and Composition	3
HIS 150: American History to 1877 or HIS 151: American History 1877 to Present	3
MTH 148: Mathematical Reasoning for Elementary Teachers 1	3-4
PSY 133: Introduction to Psychology	3
PSY 220: Child and Adolescent Development	3
STA 151: Public Speaking	3
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.

MORE INFORMATION

Application and Admissions Information

Enrollment Services

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MICROCREDENTIAL REQUIREMENTS	CREDIT HOURS	A teacher assistant begins at level 1 with a high school diploma, Teacher Assistant Certification, Schools Against Violence Education (SAVE) certification, Child Abuse Workshop certification, completion of Dignity for All Students (DASA) training, and fingerprint clearance. The certificate is valid for three years as a <u>Teacher Assistant at BOCES</u> .
Requirements (9 credit hours):		
EDU 210: Principles of Education	3 3	
ENG 101: Research and Composition	3	
PSY 133: Introduction to Psychology	3	
TOTAL	9	The microcredential in Teacher Assistant Level 2 is designed for teacher assistants already at level I. To reach level II, a student must complete nine college credits. The three college courses will enable students to demonstrate competency in writing (ENG 101), understanding the principles of education (EDU 210), and basic knowledge from an introductory psychology class (PSY 133).
		Students who complete the teacher assistant level 2 microcredential by earning nine college credits may later enroll in one of Jefferson's degree programs. The teacher assistant level 2 course requirements fit into Jefferson's Childhood Education, Early Childhood, and Humanities and Social Science degree programs, with transfer pathways for a teaching certificate at a four-year teacher preparation program.
		When students complete the Teacher Assistant Level 2 microcredential, they will be able to:
		• Explain the responsibilities of educators as leaders within the context of daily decision making. • Examine a variety of teaching styles and models, including those from the historical and philosophical perspective. • Read analytically, synthesize effectively, evaluate critically, and provide commentary to assigned readings. • Research a topic, develop an argument, and organize supporting details. • Demonstrate coherent college-level communication (written and oral) that informs, persuades, or otherwise engages with an audience. • Differentiate among the major theoretical perspectives in psychology, and identify basic terms and concepts associated with these perspectives. • Demonstrate ability to use transferable skills from the courses to solve problems in one's own life and the lives of others.

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MICROCREDENTIAL REQUIREMENTS	CREDIT HOURS	
Requirements (9 credit hours):		
HIS 150: American History to 1877	3	
PSY 220: Child and Adolescent Psychology	3	
STA 151: Public Speaking	3	
TOTAL	9	The Teacher Assistant Level 3 microcredential is designed for teacher assistants who have already earned the Teacher Assistant Level 2 microcredential from Jefferson. To reach level 3, a student must complete nine college credits. The three college courses will enable students to demonstrate competency in public speaking (STA 151), American History (HIS 150), and child and adolescent psychology (PSY 220). Students who complete the Teacher Assistant Level 3 microcredential by earning an additional nine college credits may later enroll in one of Jefferson's degree programs. Teacher Assistant Level 3 course requirements fit into Jefferson's Childhood Education program, Early Childhood, and Humanities and Social Science, with transfer pathways for a teaching certificate at a four-year teacher preparation institution. When students complete the Teacher Assistant Level 2 microcredential, they will be able to: • Demonstrate Knowledge of major milestones and principles of physical, cognitive, and socio-emotional development in childhood. • Learn to communicate with adults and children.

MORE INFORMATION

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**Note: This program is not accepting applications for the 2025-2026 academic year.*

DEGREE REQUIREMENTS HOURS	CREDIT
Zoo Technology Requirements (25 credit hours):	
ZOO 114: Domestic Animal Industries ¹	2
ZOO 115: Zoo 1 Evolution of Zoos	1
ZOO 116: Zoo Clinical 1	1
ZOO 118: Animal Ethics & Welfare	1
ZOO 125: Zoo 2: Record Keeping & Regulations	1
ZOO 126: Zoo Clinical 2	2
ZOO 205: Behavioral Husbandry	1
ZOO 215: Zoo 3: Exhibit Design & Maintenance	1
ZOO 216: Zoo Clinical 3	2
ZOO 220: Zoo Conservation	2
ZOO 225: Zoo 4: Action Project Experience	1
ZOO 226: Zoo Clinical 4	2
ZOO 250: Introduction to Veterinary Science	2
ZOO 275: Animal Management Internship ^{1 2}	3
ZOO 276: Animal Management Internship ²	3
Computer Science Requirements (3 credit hours):	
CIS 110: Introduction to Computing and Applications	3
Liberal Arts Requirements (34 credit hours):	
BIO 121: Animal Nutrition	2
BIO 122: Aquarium Science	2
BIO 217: Vertebrate Biology 1	4
BIO 218: Vertebrate Biology 2	4
BIO 223: Animal Behavior	3
ENG 101: Research and Composition ¹	3
ENG 102: Literature and Composition or	
ENG 218: Technical and Professional Writing	3
MTH 144: Elementary Statistics or higher	3
STA 151: Public Speaking	3
BIO: Advised Elective ³	4
Social Science Elective ⁴	3
Free Elective Requirement (2 credit hours)	
Free Elective ⁵	2
TOTAL	64
¹ Course will transfer into Canton Veterinary Technician Program (may have program co-requisites) ² ZOO 275 & ZOO 276 Internships can be done by directed study in Semester 2, Summer Session, or Semester 3 ³ Chosen from the following Biology courses with the assistance of an advisor: BIO 111, BIO 112, BIO 131 ¹ , BIO 132. BIO 112 is the preferred choice. ⁴ Recommend PSY 133 Introduction to Psychology; PSY 133 will transfer to Canton Veterinary Technician Program. ⁵ Recommend general education course; depending on choice, course may transfer to Canton Veterinary Technician Program	
HEGIS Code 5403	

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, exhibiting, 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.

JCC'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, 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.

Continuing on to Veterinary Medicine

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. Visit www.sunyjefferson.edu/apply to apply for admission. 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 also available on the College's website. 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.

Minimum Admission Requirements

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.

Sequential Nature and Continuation In the 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 hr. each week for a semester; two or three hours of laboratory work count the same as one hr. 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, Theater Arts

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

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

Free Electives: 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. For a listing of the academic courses approved for study at Jefferson Community College, please go to our Course Descriptions & Schedule (SOAR) on the College website.

ACCOUNTING (ACC)

ACC 100: Office Accounting

This course is designed to provide a basic understanding of accounting fundamentals as practiced in business. Students completing this course will have an understanding of Generally Accepted Accounting Principles as applied in organizations. Prerequisite: None. 3 cr. 2 lec. 2 lab.

ACC 101: Accounting Principles 1

This course is designed to give the accounting and non-accounting major an understanding of basic accounting principles and practices as they apply to the sole proprietorship. Special emphasis will be placed on: the theory of debits and credits; the accounting cycle; 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.

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: Accounting Principles 1. 4 cr. 4 lec.

ACC 200: Intermediate Accounting 1

This course is designed to expand the student's knowledge of financial accounting theory, concepts, standards, and generally accepted accounting principles required for reporting business entities' operating results and financial position. Special emphasis will be placed on present and future value concepts, receivables, inventories, temporary investments, reporting of non-current assets, current and long-term liabilities, stockholders' equity, earnings per share, cash flows, and ethics in the accounting profession. Prerequisites: ACC 102: Accounting Principles 2 and BUS 160: Introduction to Spreadsheets 4 cr. 4 lec.

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: Management Accounting. 4 cr. 4 lec.

ACC 209: Management Accounting

This course is designed to expand the student's knowledge of financial accounting to include management accounting concepts used by manufacturing, service, and merchandising entities. Topics to be covered include: cost behavior, cost management concepts, cost-volume-profit analysis, differential cost analysis, capital investment decisions, budgeting, inventory management, profitability analysis, and quality costing. This course places emphasis on the relationship between planning and controlling costs. Moreover, the importance of using management accounting as a decision making tool will be emphasized. Prerequisite: ACC 101: Accounting Principles 1. Pre/corequisite: BUS 160: Spreadsheet Applications. 3 cr. 3 lec.

ACC 220: Accounting Information Systems

This course is an introduction to accounting information systems and 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 lab assignments utilizing a general ledger accounting software package. Prerequisite: ACC 102 and BUS 160. 3 cr. 4 lec./lab.

AGRI-BUSINESS (AGB)

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 given to 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.

ALLIED HEALTH (ALH)

ALH 110: Dosage Calculations for Nurses & 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 titrated IV medications, calculating dosage by weight and evaluating safe dosage are presented. Methods for calculating injectable medications from powder form are included. There is emphasis throughout the course on application of critical thinking skills to medication administration. Prerequisites: Math 098 or CPT placement into MTH 125 or higher. 2 cr. 2 lec.

ALH 145: Introduction to Medical Terminology

In this introductory course, students will learn terms utilized in the medical field. Spelling, pronunciation, abbreviations, and the definition of symbols will be emphasized. Prerequisite: None. 1 cr. 1 lec.

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, fingerspelling, conceptualization, and the grammar and syntax of American Sign Language. Receptive skills (reading of signs and fingerspelling) and expressive skills (signing and fingerspelling a person's own thoughts) are also emphasized as are an introduction to Deaf Culture and the Deaf Community. Prerequisite: None. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Foreign Language, or World Languages.

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. Prerequisite: ASL 121. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Foreign Language, or World Languages.

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. Prerequisite: None. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Social Sciences.

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. Pre/corequisite: ENG 100 or placement in ENG 101. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: World History & Globalization.

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. Prerequisite: None. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: The Arts.

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. Prerequisite: None. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: The Arts, or Humanities.

ART 114: History of Western Art 2

This course is a survey of Western art from about 1300 to 1800, concentrating on painting, sculpture, architecture, and related arts. Images and concepts from other cultures may be introduced for comparison. Works of art will be discussed in relationship to their historical context; there also will be analysis of artistic developments and techniques as they affect style. Prerequisite: None. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: The Arts, or Humanities.

ART 115: Art Appreciation 1

This course is designed to make the student cognizant of our visual and visually-minded world. Particular emphasis will be on the process of perception; on purposes, functions, and status of art and artist in various periods of Western and Eastern Civilizations; and on the concepts of Modern Art. Lectures and discussions around audio-visual presentations will alternate with studio sessions where the student will experiment in various art media. (Alternate academic years) Prerequisite: None. 3 cr. 2 lec. 1.5 studio hrs. 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. Prerequisite: None. 3 cr. 4 studio hrs. This course fulfills the following SUNY General Education learning outcome: The Arts.

ART 118: Basic Painting

ART 118 is a studio course concentrating on painting. Instruction is given in the fundamental principles of watercolor painting based on observation and imagination. Topics will include color mixing, opaque and transparent paint applications, composition, and mood. Prerequisite: None. ART 117: Basic Drawing. 3 cr. 4 studio hrs. This course fulfills the following SUNY General Education learning outcome: The Arts.

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.

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. Prerequisite: None. 3 cr. 4 studio hrs. 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.

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 hrs.

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. Prerequisite: ART 117: Basic Drawing. 3 cr. 4 studio hrs.

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 1. 3 cr. 4 studio hrs. This course fulfills the following SUNY General Education learning outcome: The Arts.

ART 242: Color Line and Design

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

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 095, MTH 096, or MTH 097. Prerequisites: ENG 100 or equivalent. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Natural Sciences, or Natural Sciences & Scientific Reasoning.

BIO 106: Human Biology

Learn 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 Natural 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, or Natural Sciences & Scientific Reasoning.

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. This course does not satisfy a lab science requirement for students in the Natural Sciences 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. Prerequisite: None 4 cr. 3 lec. 3 lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences, or Natural Sciences & Scientific Reasoning.

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.

BIO 122: Aquarium Science

This course is designed to provide students with practical experience in identification, techniques of collection, maintenance, breeding and nutritional requirements of aquatic species. Emphasis also will be placed on water chemistry, fish disease and the display of these species especially for educational purposes. 2 cr. 2 lec.

BIO 131: Principles of Biology 1: 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 Natural Sciences curriculum laboratory science requirement. Prerequisites: High School Biology or BIO 111: Survey of Cell Biology and High School Chemistry or CHE 107: Introduction to Chemistry 1. 4 cr. 3 lec. 3 lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences, or Natural Sciences & Scientific Reasoning.

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, and ecology. Laboratories

consist of hypothesis testing, taxonomy, and field investigations. Satisfies Natural Science curriculum laboratory science requirement. Prerequisites: High School Biology or BIO 111: Survey of Cell Biology or BIO 112: Survey of Ecology and Evolution, and one year of High School Chemistry, or CHE 107: Introduction to Chemistry 1. 4 cr. 3 lec. 3 lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences, or Natural Sciences & Scientific Reasoning.

BIO 200: Genetics

The course provides an overview of transmission, molecular and population genetics. Basic principles involved with nucleic acid, including chromosome structure, function and control of gene expression, modes of inheritance, DNA replication, mutation and repair mechanisms, and techniques used in recombinant DNA and biotechnology. Clinical genetics as well as qualitative and population genetics will also be addressed. Prerequisite: BIO 111: Survey of Cell Biology or higher. 3 cr. 3 lec.

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 microbial growth, bacterial genetics, and clinically significant bacteria, viruses and parasites. Additional aspects of microbiology are also covered including biotechnology and recombinant DNA technology, immunity, and food microbiology. Laboratory component provides activities in aseptic technique, staining, microscopic examination and interpretation, biochemical characterization of bacteria for identification, susceptibility, and enumeration, as well as polymerase chain reaction, electrophoresis and transformation techniques. Identification of an unknown bacterium provides the laboratory capstone experience. Prerequisites: BIO 106: Human Biology, or BIO 111: Survey of Cell Biology, or BIO 131: Principles of BIO 1: Cell and Molecular BIO, or BIO 251: Anatomy BIO and Physiology 1, AND high school chemistry or CHE 107: Introduction to Chemistry or higher. 4 cr. 3 lec. 3 lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences & Scientific Reasoning.

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. Prerequisite: BIO 111: Survey of Cell Biology or higher. 4 cr. 3 lec. 3 lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences, or Natural Sciences & Scientific Reasoning.

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. Prerequisite: BIO 111: Survey of Cell Biology or higher. 4 cr. 3 lec. 3 lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences & Scientific Reasoning.

BIO 220: Nutrition

The course is designed to explore the science of nutrition, nutrient requirements, food sources and dietary assessment and the role that nutrients play in maintaining health and physical well-being through the lifespan. The course will include the physiological functions of digestion, absorption, and metabolism of nutrients. Prerequisite: BIO 106: Human Biology, BIO 111: Survey of Cell Biology, or BIO 131: Principles of Biology 1. 3 cr. 3 lec.

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, lymphatic, respiratory, digestive, urinary and reproductive systems will be studied. This course is not open to students who have passed either BIO 251: Anatomy and Physiology 1 or BIO 252: Anatomy and Physiology 2. Prerequisite: BIO 106, 111, or 131. 4 cr. 3 lec. 3 lab.

BIO 223: Animal Behavior

The course is designed to teach a comprehensive overview of animal behavior. History of animal behavior studies and traditional experiments will be covered. Behavior and habitat relationships will be considered in terms of evolutionary adaptation. Proximate and ultimate mechanisms will be examined for a wide range of behaviors related to habitat selection, feeding, navigation and orientation, and social interaction. Prerequisite: BIO 111: Survey of Cell Biology or higher. 3 cr. 3 lec.

BIO 251: Anatomy and Physiology 1

The study of the structure and functions of the human body begins with examination of the molecular and cellular units of the body organs. Groups of body organs in turn make up the functional units known as systems. In this first course the integumentary, skeletal, muscular, cardiovascular, lymphatic and respiratory systems will be studied in detail. Prerequisite: BIO 106, 111 or 131. 4 cr. 3 lec. 3 lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences, or Natural Sciences & Scientific Reasoning.

BIO 252: Anatomy and Physiology 2

This part of human anatomy and physiology will continue the study of specific body systems. Each system will be examined for its structural features and for its role in the successful functioning of the whole organism. The body systems to be covered include digestive, nervous, endocrine, urinary and reproductive. Prerequisite: BIO 106, 111 or 131. 4 cr. 3 lec. 3 lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences, or Natural Sciences & Scientific Reasoning.

BUSINESS (BUS)

BUS 101: Introduction to Hospitality and Tourism

This course provides a basic understanding of the lodging, food service, 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.

BUS 102: Foundations of Sports Management

This course will provide the student with an overview of the different career opportunities that are available in the field of sport management. Students will review case studies of organizations and businesses to begin critical thinking and examine the best practices managers use within the field of sport management. In addition, this course examines the job responsibilities and competencies required of sport managers in a variety of sports or sports related organizations to have the students become acquainted with the roles of sports administrators and managers. Students will also discuss business principles, current issues and future trends. Prerequisite: None. 3 cr. 3 lec.

BUS 104: Personal Finance

This course provides an overview of personal finance as it relates to personal financial planning and budgeting, credit control, expense control, mortgage and consumer financing, tax planning and investments. It also covers the economic aspects of financial planning as it relates to household and business financial management. Prerequisite: None. 3 cr. 3 lec.

BUS 110: Rooms Division Management

This course presents a systematic approach to rooms division procedures by detailing the flow of business through a hotel beginning with the reservation process and ending with check-out and settlement. The course examines the function of the front office, housekeeping and uniformed service department. The various elements of effective management, paying particular attention to planning, implementing, and evaluating rooms division operations and human resource management, are also examined. Prerequisite: None. 3 cr. 3 lec.

BUS 112: Introduction to Business

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

BUS 116: Applied Business Math

This course is designed to provide students the mathematical and conceptual skills needed to solve everyday business and personal finance problems encountered in the working world. Areas covered include percentage, banking, trade and cash discounts, markups and markdowns, simple and compound interest, consumer credit, and payroll. Prerequisite: Equivalent of MTH 090 or higher. 3 cr. 3 lec.

BUS 118: Survey of Regional Tourism Destinations

This course examines tourism from community and regional perspectives. It is designed to help students develop basic knowledge in the history and local heritage in the development of tourist destinations in the Northern New York area as defined in the Thousands Island-Seaway Region. Various aspects of the development and planning for tourism attractions and services from historic sites, museums, tours and sightseeing to culture, culinary, arts and crafts, nature, fishing, guiding, outdoor and recreational activities will be explored. Prerequisite: None. 3 cr. 3 lec.

BUS 121: Business Financial Operations

This course provides an overview of the financial aspects of running a business. Topics include the basics of finance and economic concepts; financial management and planning, financial statements, profit, profitability, and break-even analysis; forecasting; managing working capital; budgeting, and finance. Prerequisite: BUS 116: Applied Business Math or MTH 125: Intermediate Algebra. 3 cr. 3 lec.

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. Prerequisite: None. 3 cr. 3 lec.

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.

BUS 150: Entrepreneurship

This course provides an introduction to the concept of entrepreneurship for students who may someday start or operate 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. Prerequisite: None. 3 cr. 3 lec.

BUS 152: Legal Issues for Small Business

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

BUS 153: Introduction to Winery Operation

This course is designed to introduce students to northern New York's expanding wine industry. Topics covered will include a survey of existing wineries, opportunities to enter the wine industry at any level from grape growing, wine making, wholesale and retail wine distribution, through tourism development. Students will learn about the professional organizations and resources available to support grape growers and vintners. Prerequisite: None. 1 cr. 1 lec.

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.

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 or gain work experience and to practice meeting with business people in various business career fields. This seminar is recommended as a preparatory course prior to a business internship experience. Prerequisite: None. 1 cr. 1 lec.

BUS 160: Spreadsheet Applications

This course provides an in-depth introduction to a spreadsheet program. Topics include formulas, functions, charting, formatting worksheets, absolute cell references, working with large data sets, 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, Pivot Tables, Pivot Charts, and additional spreadsheet capabilities. Prerequisite: None. 3 cr. 4 lec./lab.

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.

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 a leader's behavior. Students begin to explore their own leadership thoughts and tendencies to develop their own style. Emphasis is placed on the promotion of personal leadership development with a focus towards successful sport leadership. Students will analyze leadership practices within different sport settings by using case studies of sport leaders from multiple sport levels and structures are used to examine best practices in sport leadership. Prerequisite: BUS 102: Foundations of Sports Management. 3 cr. 3 lec.

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 words per minute. Prerequisite: ENG 101: Research and Composition. 3 cr. 4 lec./lab.

BUS 211: Business Law I

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

BUS 212: Business Law 2

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

BUS 216: Nonprofit Management

This course is designed to enhance understanding of nonprofit organizations, their role in the community and how a nonprofit organization works. Topics include an overview of nonprofit structure, volunteering, community responsibility, grant writing, nonprofit law, nonprofit finances, and board member responsibilities. Ethics will be embedded in the course. Area nonprofit organizations will be discussed in the course, and grants will be studied to increase students' critical thinking and problem-solving skills. Prerequisite: ENG 101: Research and Composition. 3 cr. 3 lec.

BUS 218: Social Media, Advertising and Promotion

This course investigates various promotional tools used in the marketing communication mix, such as advertising, sales promotion, and publicity, to sell products and services. An in-depth review of digital marketing and various social media platforms including their tools & techniques will also be discussed. Prerequisite: None. 3 cr. 3 lec.

BUS 221: Human Resource Management

A study of how organizations utilize human capital to achieve objectives. Emphasis is placed on the primary functions of human resource management, including strategic management, workforce planning and development, human resource development, compensation and benefits, employee and labor relations, and health, safety and security. Prerequisite: None. 3 cr. 3 lec.

BUS 226: Introduction to Finance

This course covers fundamental elements of business finance. Course topics include the concepts of financial analysis, time value of money, security valuations, risk and return, capital budgeting, and other issues in corporate decision-making. Prerequisite: ACC 101 and equivalent of MTH 125, 133, 155 or higher. 3 cr. 3 lec.

BUS 228: Administrative Office Management

This course is designed to develop managerial and supervisory skills for the administrative office manager. Included is a presentation of the fundamental principles and successful practices of office administration and [demonstration of] current office operations through case studies and observations when possible. Case studies and simulations of office situations will be used to increase students' critical thinking and problem-solving skills. Students will utilize integrated software for professional presentations and problem solving encountered by administrative personnel. Prerequisite: None. 3 cr. 3 lec.

BUS 230: Customer Service Relations

This course provides students with an overview of the basic concepts and current trends in the customer service industry. Emphasis will be placed on developing an organizational customer service philosophy as well as the role of consistency and quality in customer service delivery. Special areas of study include problem solving, development of a customer service strategy, creation of customer service systems, handling challenging customers, customer retention, and measuring satisfaction. Prerequisite: None. 3 cr. 3 lec.

BUS 231: Principles of Management

This course provides a thorough overview of how to manage people and organizations in today's business landscape. The course addresses the impact of management, considerations in ethics, social responsibility, diversity, equity, and inclusion, in the business environment using the four functions of management (planning, organizing, leading, and controlling). The course also develops the student's critical thinking skills by applying management concepts to current events. Additionally, this is a speaking intensive course and students will speak publicly with other students. Prerequisite: None. 3 cr. 3 lec.

BUS 232: Marketing

This course is an introduction to the marketing function in private and public organizations, designed to provide students with an overview of marketing concepts, tools, and methods of analysis. The course takes a practical, strategic approach to managing the marketing process. Steps include market research, segmentation, targeting, positioning, the four P's (product, place, price, promotion) are explored, along with concepts of customer value and satisfaction, competitive analysis, brand strategy, consumer behavior, advertising, and the impact of digital on marketing strategy and implementation. Prerequisite: None. 3 cr. 3 lec.

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.

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.

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 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.

BUS 275: Business Internship

This course will provide students the opportunity to practice the skills learned from their coursework in a curriculum related work setting. Credit for the internship will be earned by satisfactorily completing 90 hours of approved placement in a curriculum related position in a business or organization and by attending a weekly class and completing class assignments. This course is designed for career curricula students. Prerequisite: Successful completion of BUS 157 with a C or better. 3 cr. 1 lec. 6 lab.

BUS 276: Sports Management Practicum

In this course, the student will participate in a practicum experience providing an introduction to the sports industry through structured field experiences. Practicum sites can include (but not limited to) college recreation or athletic programs, community recreation agencies, sport businesses, and local area high school athletic teams. The student will complete 45 hours of practicum experience. Prerequisites: None. 2 cr. 1 lec. 1 lab.

BUS 290: Capstone in Business Studies

The Capstone in Business Studies course is an alternative to an internship placement for School of Business majors. The capstone project must be related to the major the student is studying for their Associates Degree or Certificate. This course requires students to apply skills and knowledge learned in the program to an employment project. Students will be required to incorporate knowledge acquired in their course of study in actual business situations. Prerequisites: ENG 101: Research and Composition. 3 cr. 1 lec. 6 lab.

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: Intermediate Algebra 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, or Natural Sciences & Scientific Reasoning.

CHE 130: Introduction to Organic and Biochemistry

The lecture course is designed to allow the student to familiarize himself/herself with the practical applications of chemistry and its relationship to everyday life. Basic concepts are developed in organic and biochemistry. Classes of compounds covered including aliphatic and aromatic hydrocarbons, alcohols, phenols, ethers, amines, aldehydes and ketones, carboxylic acids, amino acids and proteins, carbohydrates and lipids. Laboratory experiments are chosen to be meaningful and practical so as to develop a greater understanding of lecture topics. Prerequisite: CHE 107 or high school chemistry. (Per Departmental Standards Version of CHE 130, approved by Academic Affairs on 10/13/2011.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 4 cr. 3 lec. 3 lab.

CHE 131: General Chemistry 1

This course examines fundamental laws and principles underlying chemical action and the properties of elements and compounds based on the study of atomic structure, chemical bonding and the periodic system. The laboratory experience provides for quantitative and qualitative analyses. CHE 131 satisfies a Natural 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, or Natural Sciences & Scientific Reasoning.

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 Natural 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, or Natural Sciences & Scientific Reasoning.

CHE 211: Organic Chemistry 1

Learn 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 Natural Science curriculum laboratory science requirement. Prerequisite: CHE 132. 4 cr. 3 lec. 3 lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences, or Natural Sciences & Scientific Reasoning.

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 Natural Science curriculum laboratory science requirement. Prerequisite: CHE 211. 4 cr. 3 lec. 3 lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences & Scientific Reasoning.

COACHING (COA)

COA 200: Principles, Philosophy & Organization of Athletics in Education

This course introduces the basic principles and organization of coaching as integral parts of physical education and general education. Topics include the function and organization of leagues and athletic associations in New York State; state, local, and national policies as related to athletics; standards for the responsibilities and duties of the coach as an educational leader; coaching styles/philosophies; legal considerations; team management; athletic facilities; budget and record keeping; and, interacting with supervisors and officials. This is one of three mandatory courses required by the New York State Education Department to become permanently certified to coach high school athletics. Prerequisite: None. 3 cr. 3 lec.

COA 206: Theory and Techniques of Coaching

This course provides basic knowledge and skills in the use and development of sport-specific coaching methods and skills. New York State high school rules and regulations, teaching methods, performance skills, organization and management of practice sessions are explored. The special training and conditioning of the athletes in specific sports, the fitting equipment, specific safety precautions and officiating methods will also be examined. This is one of three mandatory courses required by the New York State Education Department to become permanently certified to coach high school athletics. Prerequisite: None. 3 cr. 3 lec.

COLLEGE LEARNING SKILLS (CLS)

CLS 090: Fundamentals of Reading

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

CLS 099: Critical Reading

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

CLS 101: Critical Reading and Thinking

This course is designed to instruct students in effective reading skills and critical thinking skills that are essential to meet the demands of college-level courses. Emphasis is placed on the development of college-level working vocabulary and inferencing skills and strategy application to college texts. This course will focus on improving reading and critical thinking proficiency and appreciation for extensive and varied reading, writing, listening and thinking exercises. This course will help prepare students for critical thinking and research across the curricular disciplines. Prerequisite: None. 3 cr. 3 lec.

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. Prerequisite: None. 1 cr. 1 lec.

CIS 110: Introduction to Computing and Applications

This is a non-programming course designed to familiarize the student with the use of modern computers as tools for problem solving. Students will complete projects using application software for word processing, spreadsheets, graphics, and presentations. Basic computer experience is required (i.e. operating system usage, fundamental word processor usage, etc.). Not recommended for students who place below MTH 125: Intermediate Algebra or students who test below CLS 101: Critical Reading and Thinking. Prerequisite: None. 3 cr. 3 lec. 1 lab.

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.

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. MTH 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.

CIS 119: Introduction to Web Page Design

This is an introductory course designed to familiarize the student with the history of the World Wide Web; its use as a means of information sharing; Web site design; basic Web coding; aesthetics and functionality of Web pages. Basic computer experience is required (i.e. operating system usage, fundamental word processor usage, etc.). Prerequisite: None. 3 cr. 4 lec./lab.

CIS 210: Advanced Computing with Microcomputers

This is a non-programming course designed to provide the student with advanced skills in applications software use and customizing 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: Introduction to Computing and Applications. 3 cr. 2 lec. 2 lab.

CIS 212: Analysis and Logical Design

Students with information technology skills will learn to analyze and design information systems. Students will practice project management during team-oriented analysis and design of a departmental level system. This course examines the system development and modification process. It emphasizes the factors for effective communication and integration with users and user systems. It encourages interpersonal skill development with clients, users, team members, and others associated with development, operation, and maintenance of the system. Structured and object oriented analysis and design approaches, use of modeling tools, adherence to methodological life cycle and project management standards are presented. Prior knowledge of software design methodologies along with knowledge of a programming language and/or database management software is important. Prerequisite: Successful completion of CIS 116: Introductory Programming. 3 cr. 2 lec. 2 lab.

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, and structures. This course is intended to fulfill requirements of CIS. Prerequisite: CIS 116: Introductory Programming with a final grade of C or better. 4 cr. 3 lec. 2 lab.

CIS 221: Computer Architecture

This course covers technical computer topics to the extent necessary to allow the student to develop an understanding of the interrelationships between computer hardware design and systems and application software. Prerequisite: Successful completion of CIS 116: Introductory Programming or NET 100: Networking Fundamentals. 3 cr. 3 lec.

CIS 222: Physical Design 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.

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. 3 cr. 2 lec. 2 lab.

CIS 250: Data Structures

This course is a further study of topics in program and algorithm development. Topics include structured and object-oriented programming concepts, arrays, structures, string processing, stacks, queues, linked lists, pointer variables, recursion, and internal searching and sorting methods. Prerequisite: Successful completion of CIS 216: Advanced Programming. 3 cr. 3 lec.

CRIMINAL JUSTICE (CRJ)

CRJ 101: Introduction to Criminal Justice

Discussion of the historical and philosophical background to the criminal justice system. The three major components of the criminal justice system, the police, courts, and corrections, will be emphasized including the study of their evolution, structure, agencies, career opportunities and requirements, responsibilities, and ethics. Examine the role of the Constitution and state and federal laws and the current issues surrounding each. 3 cr. 3 lec.

CRJ 102: Criminal Administrative Procedures

This course will provide an introduction to criminal law and the legal system. Topics covered include the history and structure of the American legal system, the role of government in defining conduct as criminal, the elements of a crime, criminal culpability, various defenses, specific constitutional amendments, searches and seizures, the use of search and arrest warrants. Examine how the legal system operates, basic categories of law, the individual within the legal system and the impact of law on society along with major US Supreme Court precedents concerning substantive and procedural criminal law. Prerequisite: CRJ 101. 3 cr. 3 lec.

CRJ 103: Introduction to Alcohol and Nicotine Studies

This course 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. Prerequisite: None 3 cr. 3 lec.

CRJ 106: Introduction to Policing

This course introduces the student to the history, procedures, organization, roles and duties of a law enforcement officer. Topics include police discretion, police subculture, stress, ethics, operations and differences between rural and urban policing. Prerequisite: None. 3 cr. 3 lec.

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). Pre/Corequisite: CRJ 101: Introduction to Homeland Security. 3 cr. 3 lec.

CRJ 110: Criminal Evidence

CRJ 110 is a detailed study of the rules of evidence in New York State and the Federal system. The process of admitting evidence into court is emphasized. Types of evidence, such as circumstantial and direct, are also discussed. Constitutional rights concerning search and seizure, self incrimination and due process are studied. Prerequisite: None. 3 cr. 3 lec.

CRJ 112: New York State Vehicle and Traffic Law

Explore vehicle and traffic laws of New York State. The contemporary up-to-date laws will be studied in order to understand the function of NYS vehicle and traffic laws within the criminal justice system. The role of administration and personnel in this field will be analyzed. The U.S. Supreme Court rulings along with NYS rulings that have impacted the NYS vehicle & traffic laws will be discussed. Prerequisite: None. 3 cr. 3 lec.

CRJ 115: Criminal Law

This course is a comprehensive study of criminal law, including definitions, culpability, defenses, sentencing, and classifications of specific offenses. Emphasis will be placed on New York State Penal Law statutes. The course will also include a study of the sources of criminal law as well as the basic elements of crime. Prerequisite: None. 3 cr. 3 lec.

CRJ 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. Prerequisite: None. 3 cr. 3 lec. Effective 201901 this course was replaced with HLS 117.

CRJ 120: Serial Homicide

This course is an examination of the nature of serial killing, the offenders and their victims. Five aspects of serial homicide will be discussed. 1) The emergence of serial homicide in America; 2) the cultural, biological and psychological theories of causation; 3) victimology; 4) demographic, social and behavioral characteristics of serial killers; and 5) detection and apprehension of serial killers by law enforcement. Prerequisite: None. 3 cr. 3 lec.

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, preventions/treatment, and initiatives, and other relevant topics. Prerequisites: None. 3 cr. 3 lec. Equivalent to HUS 126.

CRJ 141: Organized Crime

This course is a survey of organized Crime in America from its origins in rural and frontier America to its contemporary urban character. The succession of ethnic groups involved in organized crime in America will be studied with emphasis on the relationships among organized crime groups and to the criminal justice system. Specialized statutes enacted in response to organized crime, such as RICO, will also be studied. Prerequisite: None. 3 cr. 3 lec.

CRJ 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. Prerequisites: HUS/CRJ 126: Introduction to Substance Abuse with a C or higher and PSY 133: Introduction to Psychology. 3 cr. 3 lec.

CRJ 205: Forensic Investigation I

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: Criminal Administrative Procedures or CRJ 110: Criminal Evidence. 3 cr. 3 lec.

CRJ 207: Community Corrections

A course designed to provide a working familiarity with major community correctional systems. The pre-sentence investigation and report, sentencing; probation and parole supervision will be studied as well as related areas such as youthful offenders, deferred prosecution, pretrial release, and others. Prerequisite: None. 3 cr. 3 lec.

CRJ 208: Issues in Public Safety

This course is designed for in-depth study of selected topics of current concern to criminal justice, corrections, firefighting, paramedic, and other public safety professionals. Topics are selected from current issues and problems confronting public safety organizations. Diverging viewpoints are explored for each topic. Prerequisite: None. 3 cr. 3 lec.

CRJ 210: Professional Codes of Conduct

This course is designed to help students develop a framework for ethical behavior and to become more effective in addressing ethical issues in the 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. Prerequisites: ENG 100: College Composition and HUS 101: Introduction to Human Services (with a C or better) or CRJ 101 or FPT 101: Principles of Emergency Services. 3 cr. 3 lec.

CRJ 211: Practicum in Criminal Justice

This course is designed to provide students with first hand experience in the Criminal Justice system. Each student will be required to spend a minimum of ninety hours a criminal justice agency, observing and participating in various functions of the agency. Prerequisite: 30 credit hours including CRJ 101: Introduction to Criminal Justice and permission of instructor. 3 cr. 1 lec. 6 lab.

CRJ 212: Introduction to Security

This course explores the various fields of security. The historical and contemporary role of security in American society will be studied in order to understand the function of security within the criminal justice system. Administration and personnel in the field of security will be analyzed. The concepts specific to industrial, retail, finance, aviation, healthcare and educational security will be studied. The role of law enforcement in the field of security will also be discussed. Prerequisites: None. 3 cr. 3 lec.

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: Introduction to Substance Abuse with a C or better and Pre/corequisite ENG 100: College Composition. 3 cr. 3 lec.

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 102: Literature and Composition or ENG 218: Technical and Professional Writing. 3 cr. 3 lec.

CRJ 226: Concepts of Chemical Dependency

This class will explore the dynamics of chemical dependency of the major drugs (both legal and illegal) in our society today. The various models of addressing dependency will be discussed including the medical, human spirit, psychosocial, and pharmacological models. An in-depth analysis of dual diagnosis, co-dependency, infectious diseases and addictions, addiction and

the family, chemical abuse by children and adolescents, and the influence upon neonatal development will be examined. Various treatment approaches will be studied including interventions, relapse prevention and self-help groups. This course discusses cultural competency and the skills needed to understand, communicate with and effectively interact with people across diverse cultures. Prerequisite: CRJ/HUS 126 with a C or better. 3 cr. 3 lec.

CRJ 231: Sex Crimes

A survey of sex crimes including investigation of rape cases, sex crimes against children, and the terminology used to identify forms of sexual behavior. Prerequisite: 30 cr. hrs. 1 cr. 1 lec.

CRJ 232: Interviews and Interrogations

A survey of interviews and interrogation, with emphasis on the scientific and psychological methodology in obtaining information from victims, witnesses and suspects, and physiological indications of lying. Prerequisite: None. 1 cr. 1 lec.

CRJ 233: Basic Firearms

This course is an overview of the moral, legal, and psychological aspects of the use of physical force and deadly physical force. Emphasis will be placed upon the proper care and safe use of firearms and the development of basic firearms skills as stated in the Standards and Guidelines of the National Rifle Association and accepted by the Bureau of Municipal Police. Prerequisite: None. 3 cr. 3 lec.

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: Introduction to Substance Abuse (with a C or better) or CRJ 101: Introduction to Criminal Justice and Pre/corequisite ENG 100: College Composition. 3 cr. 3 lec.

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.

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 given to 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.

CUL 120: Nutrition

In this course, learn 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. Prerequisite: None. 3 cr. 3 lec.

CUL 130: Sanitation and Safety

The course examines the proper sanitation and safety methods in the food service industry. Emphasis will be placed on problems, procedures, techniques, and practices in sanitation and safety. This course includes the exam for a sanitation certificate, accredited by the American National Standards Institute (ANSI) Conference for Food Protection (CFP). Prerequisite: None. 1 cr. 1 lec.

CUL 140: Principles of Baking 1

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 crullers, 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. Prerequisite: None. 2 cr. .5 lec. 4.5 lab.

CUL 150: Introduction to Hors d'oeuvres and Appetizers

This course will instruct students in the specialty preparation of hot and cold hors d'oeuvres and appetizers such as: meat and fish satays, spreads, dips, flatbreads, and grilled items, as well as condiments and accompaniments. Special emphasis will be placed on sanitation and safety principles, menu development and platter design and presentation. Prerequisite: CUL 102: Introduction to Culinary Theory and Practice. 2 cr. .5 lec. 4.5 lab.

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: Introduction to Culinary Theory and Practice and CUL 130: Sanitation and Safety both with a C or better. 2 credits .5 lec. 4.5 lab.

CUL 240: Principles of Baking 2

This course is designed to provide students with advanced principles of baking that yield quality baked products. Emphasis is placed on the understanding of weights and measures, tool and equipment use, baking terminology, and ingredient functions. Students will learn and practice dough mixing methods, creaming and foaming methods, fermentation techniques, and sourdough applications. Students will work with a wide array of doughs and batters as they prepare hearth breads from around the world, rustic and specialty breads, Danish and puff pastries, croissants, pies, pate a'choux, muffins and quick breads. The methods of sanitation and safety will be addressed throughout the course. Prerequisite: CUL 140: Principles of Baking 1. 2 cr. .5 lec. 4.5 lab.

EARLY CHILDHOOD (ECD)**ECD 101: Introduction to Early Childhood Care and Development**

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 in the domains of physical, cognitive, language, and social-emotional, learning theories, educational philosophy, historical influences, family involvement and diversity. Assigned field observations are part of the course requirements. Recommended to take the student's first semester. Prerequisite: None. 3 cr. 3 lec.

ECD 102: Agencies and Resources

In this course, the student will explore the human service nonprofit sector and its resources which support individuals and families. Students will acquire practical skills that they can use to develop, maintain, and evaluate organizational effectiveness. Students will explore local resources and

analyze a micro-system for national relevance. Pre/corequisite: ENG 100: College Composition. Also recommended HUS 101: Introduction to Human Services, ECD 101: Introduction to Early Childhood Care and Development or ENG 101: Research and Composition. 3 cr. 3 lec.

ECD 145: School Age Child Care 1

This course offers the opportunity for students to explore the growth and development of school-age care (SAC). The focus is on the understanding of the history of SAC, maintaining healthy and safe environments, designing program environments, understanding the physical and cognitive development of children, and promoting children's communication skills. New York State (NYS) registration regulations, NYS SAC Credential and national standards for SAC will be explored. An appreciation of diversity issues when working with children and families will be emphasized throughout the course. This course requires 30 fieldwork hours in a SAC program. 4 cr. 3 lec. 2 lab.

ECD 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.

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. Students will create a Family Policy Handbook based on the NYS Office of Children and Family Services regulations. The handbook should include information on common childhood illnesses, effective guidance techniques, inclusion, curriculum and assessment, emergency procedures, nutrition, and suspected child abuse and maltreatment. There are two assigned field observations required for this class. Prerequisite: None. 3 cr. 3 lec.

ECD 190: Observation and Assessment of Young Children's Development

This course provides students with skills and methods of observing young children and their environment. Through formal and informal observations, students will develop a basic understanding of children's development. Students will reflect on the purposes of assessment including: (1) making sound decisions to support children's learning, (2) identification of concerns for typical development, (3) evaluation of environments and program. The observation lab portion of this class will require two hours of observation outside of class time per week. The lab experience will be with preschool aged children. For online courses some individual meetings may be required. Prerequisite: ECD 101 or pre/corequisite ECD 181. 3 cr. 2 lec. 2 lab.

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 preschoolers (3 to 6 years). Curriculum and environment planning include literacy, math, science and technology and all interest areas for the preschool classroom. The student will take into consideration the whole child in the domains of physical, cognitive, language, and social-emotional when planning activities. Pre/corequisites: ECD 190: Observation and Assessment of Young Children's Development and ECD 240: Fieldwork in Early Childhood Development (3-6 years). 3 cr. 3 lec.

ECD 202: Lesson Planning, Environments and Resources (Birth to 36 months)

This course will examine methods, materials, environments and resources used in developmentally appropriate planning for infants and toddlers (Birth-3 years). Curriculum and environment planning include literacy, math, science

and technology and all interest areas for the infant and toddler classroom. The student will take into consideration the whole child in the domains of physical, cognitive, language, and social-emotional when planning activities. Pre/corequisite: ECD 190: Observation and Assessment of Young Children's Development and ECD 240: Fieldwork in Early Childhood Development (3-6 years) . 3 cr. 3 lec.

ECD 210: Methods and Materials in Working with Exceptional Young Children

This course explores an inclusive approach to education that integrates typical children and children with special needs in early childhood care and education. The course will define the identification and development of the Individual Family Service Plan (IFSP) and Individual Education Plan (IEP) for exceptional young children and their families. Students will learn to arrange and plan the inclusive learning environment that enhances the potential of all children. This course will be useful to students of Early Childhood and Human Services. Prerequisite: ECD 101: Introduction to Early Childhood Development or Permission of Instructor. 3 cr. 3 lec.

ECD 220: Foundations for Teaching Math and Science to Young Children

This early childhood course includes an overview of developmentally appropriate math and science concepts for young children. Students will explore strategies for planning, implementation, and evaluation of math and science activities and learning experiences into the curriculum referencing national and state standards. Hands on and play-based activities and learning will be emphasized. Includes portfolio development and field experiences. Pre/corequisites ECD 201: Lesson Planning, Environments and Resources (3-6 years) or ECD 202: Lesson Planning, Environments and Resources (Birth-36 months). 3 cr. 3 lec.

ECD 240: Field Work in Early Childhood Development (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 then implemented at the field placement site. The student will spend a minimum of 90 hours at the fieldwork site. Students will assemble a professional portfolio which should include accomplishments from the early childhood program. Pre/Corequisites: ECD 190: Observation and Assessment of Young Children's Development and ECD 201: Lesson Planning, Environments and Resources (3 to 6 years). 3 cr. 1 lec. 6 lab.

ECD 280: Fieldwork in Early Childhood Development (Birth to 36 months)

This course is designed to give the student experience implementing Developmentally Appropriate Practice (DAP) in an early childhood settings for Infants, toddlers, and two-year-olds (twos). Under the supervision of an experienced early childhood teacher, 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. Lesson plans will be developed and then implemented at the field placement site. The student will spend a minimum of 90 hours at the fieldwork site. Students will assemble a professional portfolio which should include accomplishments from the early childhood program. Prerequisites: ECD 190: Observation and Assessment of Young Children's Development and ECD 202: Lesson Planning, Environments and Resources (Birth-36 months) 3 cr. 1 lec. 6 lab.

ECONOMICS (ECO)

ECO 100: Elements of Economics

This is a survey course in the core principles of microeconomics, macroeconomics, and international economics. The course addresses the foundations of the problem of scarcity and how individuals and institutions make decisions, demand and supply, influences of money on the economy,

international currencies, and trade. Prerequisite: Successful completion of MTH 098: Fundamentals of Math Literacy or results from placement into MTH 125: Intermediate Algebra or higher. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Social Sciences.

ECO 101: Macroeconomics

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: Successful completion of MTH 125 or results from placement into MTH 155 or higher. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Social Sciences.

ECO 102: Microeconomics

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 both resources and distributes income. Prerequisite: Successful completion of MTH 125: Intermediate Algebra or results from placement into MTH 155: Algebra, Functions and Modeling or higher. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Social Sciences.

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. Prerequisite: None. 3 cr. 3 lec.

EDU 211: Practicum in Education

This course, intended for students pursuing a degree in childhood education, is designed to provide a pre-student teaching field experience in a school classroom environment. Each enrolled student will spend a minimum of 30 hours working in a classroom, with substantial outside preparation and reflection expected. Each student will observe, work with individuals and small groups within the classroom and facilitate at least one large group session. Students will reflect upon their learning both orally and in writing. Prerequisite: EDU 210: Principles of Education with a grade of C or better. 2 cr. 1 lec. 2 lab.

EMERGENCY MEDICAL SERVICES (EMS)

EMS 121: Emergency Medical Technician

This course prepares and qualifies the student to sit for the New York State Emergency Medical Technician (EMT) certification exam, providing all other New York State Department of Health qualifications are met. The content covered is intended 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. Prerequisites: None. 8.5 cr. 7 lec. 3 lab .5 cln.

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: Emergency Medical Technician or equivalent and NYS EMT Certification and High School diploma or GED and 6 months EMT experience (as determined by Paramedic Program Director). Pre/corequisite: 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 cln.

EMS 145: Advanced EMT Field Summative Evaluation

This course provides an opportunity for the EMS student to manage patients in the pre hospital setting. Students will demonstrate competency at the level of an Advanced EMT in patient assessment, intravenous catheterization, communication techniques, trauma injury and medical emergency treatment plan formulation and implementation, as well as team leadership. The course is graded on a pass (P)/ fail (F) basis. Prerequisites: EMS 121: Emergency Medical Technician or equivalent and NYS EMT Certification and High School diploma or GED and 6 months EMT experience (as determined by Paramedic Program Director). Corequisite: EMS 140: Advanced Emergency Medical Technician, or Pre/corequisite: Current infection control, hazardous materials and incident command system training, conforming to the requirements of the Advanced EMT Program Handbook. Successful completion of this course and EMS 140 is required to gain New York State Advanced EMT certification exam eligibility, providing all other certification requirements are met. .5 cr. 1.5 cln.

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. Prerequisite: Current enrollment in, or successful completion of, MTH 185 or higher. 1 cr. .5 lec. 1.5 lab.

ENS 101: Engineering Graphics

This course is designed to give the student a basic knowledge of graphical concepts and relationships including orthographic projection, dimensioning, sectioning, tolerating, spatial analysis, and two and three-dimensional relationships. These concepts are studied via the use of a Computer Aided Design (CAD) software package. Students will create detailed two-dimensional drawings and generate accurate three-dimensional wire frame models of objects. The course includes a project where the students will design and build an object and then present it to the class. Prerequisite: None. 3 cr. 2 lec. 2 lab.

ENS 199: Introduction to Engineering Design and Build

This course is an introduction to the design process for an electrical or a 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. Prerequisite: None. 1 cr. 2 lab.

ENS 200: Engineering Design and Build

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

ENS 201: Statics

This course is the study of systems at rest. Topics include concepts of forces and moments, resolution and composition of vector quantities, conditions for static equilibrium, statics of particles, statics of rigid bodies in two and three dimensions, distributed forces, centroids and center of gravity, friction, and principle of virtual work. Prerequisite: Successful completion of MTH 222: Calculus 2 and PHY 143: Science and Engineering Physics. 3 cr. 3 lec.

ENS 204: Dynamics

This course is the study of systems in motion. Topics include Newton's Law of Motion, dynamic equilibrium of particles and rigid bodies with applications of D'Alembert's Principle in translation and rotation, moments of inertia, work, energy, and impulse and momentum. Prerequisite: Successful completion of ENS 201: Statics and MTH 222: Calculus 2. 3 cr. 3 lec.

ENS 206: Mechanics of Materials

This course is an elementary analysis of physical properties of deformable bodies. Topics include the following: stress and strain at a point, Mohr's Circle, torsion, axial loads, flexure, columns, beams, riveted joints, and pressurized vessels. Prerequisite: Successful completion of ENS 201: Statics. 3 cr. 3 lec.

ENS 207: Electrical Science

This is a Calculus-based introductory course in electrical circuit analysis. Topics include methods of AC and DC circuit analysis such as the Thevenin Equivalent, Kirchoff's Law, Nodal and Mesh analysis, the principle of superposition and operational amplifier models. Laboratories will include the use of meters, oscilloscopes, series/parallel circuits, and operational amplifiers. Laboratory time in this course is used for laboratory assignments, recitation, lecture, and tests. The course includes a project where the students will design and build a project that will produce electricity (wind, photovoltaics, etc.), or do some system control, or signal modification, and then present it to the class. Pre/Corequisite: Successful completion of MTH 242: Differential Equations and PHY 145: Science & Engineering Physics 3. 3 cr. 2 lec. 2 lab.

ENGLISH (ENG)

ENG 099: Basic Composition

English 099 is required of students whose writing skills are identified as pre-college. 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. Prerequisite: None. 0 cr. 3 lec.

ENG 100: College Composition

English 100 is an introduction to college-level academic writing. The course is designed to strengthen student skills in grammar, sentence structure, organization, and development of college-level writing, and to 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: College Composition based on current placement standards, or completion of ENG 099: Basic Composition, or approval by School Chair. 3 cr. 3 lec.

ENG 101: Research and Composition

English 101 is designed to improve students' abilities in research, information literacy awareness, written and oral communication, and argument. It offers the foundations for college-level discourse. Prerequisite: Placed into ENG 101 based on current placement standards, approval by School Chair or successful completion of ENG 100: College Composition. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Communication: written, oral, or basic.

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: Research and Composition. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Humanities.

ENG 107: Grammar Rules

ENG 107 is designed for students who need to develop or refresh their skills in Standard American English grammar, sentence structure, and usage. 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.

ENG 111: Research Strategies

ENG 111 is designed for students who wish to develop sophisticated skills and strategies for today's research writing in academic disciplines. Students acquire a broad and in-depth proficiency in navigating the complexities of contemporary research assignments. This highly interactive course focuses on strategies for locating sources in library databases and on the web; evaluating sources; paraphrasing, summarizing, and quoting diverse source material; synthesizing researched material into coherent paragraphs with student commentary; and documenting sources by using MLA-style parenthetical citations, signal phrases, and works cited. This course is an accompaniment to ENG 101: Research and Composition and therefore requires previous enrollment or co-enrollment in English 100 or 101. Pre/corequisite: ENG 100: College Composition or ENG 101: Research and Composition. 1 cr. 1 lec.

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. Prerequisite: ENG 101: Research and Composition. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Humanities.

ENG 144: African-American Literature

English 144 is a literature elective surveying short stories, folktales, novels, poems, plays and visual and performing arts in the African-American literary tradition from its origins in Africa to contemporary works. Reading selections will explore the importance of oral traditions such as storytelling, African carryovers, and signifying that continue to shape African-American narratives. 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 101: Research and Composition. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Humanities, or DEISJ.

ENG 151: Reading Poetry

This literature course provides opportunities for students to analyze the techniques and themes of poetry. Students study in-depth the poetic works of several prominent contemporary and traditional poets. In the process, they experience how poetry communicates via word choice, figurative language, imagery, sound devices, and structure. Students also explore several genres of poetry by reading and analyzing specific examples of each. They discuss the role poetry plays in contemporary cultures and

examine its impact on individuals and on societies as a whole. In addition to studying the content and form of poetry, students improve writing skills by writing literary analyses and by creating poetry of their own, which reflect assigned forms or themes. Prerequisite: ENG 101: Research and Composition. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Humanities.

ENG 152: Mystery: Introduction to Crime Culture

ENG 152 focuses on crime fiction. ENG 152 students will develop their critical thinking skills and hone abilities in literary analysis by engaging with a variety of written and visual texts. 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: Research and Composition 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Humanities.

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 than other literary forms, including inciting incident, central question, characterization through action, theatricality and the author's voice in dialogue. Thematic elements, dramatic genres and the script as part of a collaborative process will also be analyzed and discussed. Prerequisite: ENG 101: Research and Composition. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Humanities.

ENG 171: Reading Short Fiction

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. Prerequisite: ENG 101: Research and Composition 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Humanities.

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/corequisite: ENG 101: Research and Composition. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Humanities.

ENG 185: Reading Novels

This course focuses on the novel as a specialized literary form. English 185 students will read diverse novels with special emphasis on elements such as plot, setting, character, symbolism, narration, style, and tone. Students will analyze themes dealing with the human condition and individual and collective cultural perspectives. Orally and in writing, students will apply literary analysis to make informed judgments of texts. Prerequisite: ENG 101: Research and Composition. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Humanities.

ENG 186: Women in Literature

English 186 is a literature elective which introduces students to the roles women have been given and have taken in literature. Students will read diverse texts about and by women 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 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 101: Research and Composition. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Humanities.

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: Research and Composition. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Humanities.

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: Literature and Composition. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Humanities.

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: Literature and Composition. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Humanities.

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: Literature and Composition. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Humanities.

ENG 204: American Literature 2

English 204 is a literature elective which provides a survey of American literature since approximately 1865. Reading selections will reflect the major literary movements of a succession of historical periods, revealing the increasing diversity of American literary voices. Students will become familiar with significant economic, political, and social influences on texts and will engage in oral and written literary analysis, interpreting a variety of representative texts. Prerequisite: English 102: Literature and Composition. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Humanities.

ENG 209: World Mythology

English 209 is a literature elective providing a cross-cultural survey of the world's myths. English 209 familiarizes the student with specific myths and cosmologies, and includes literary analysis of myth, investigation of the meaning of myth, the purposes and functions of myth, how myth originates and evolves, and methods of interpreting myth. Prerequisite: ENG 102: Literature and Composition. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Other World Civilization, or DEISJ.

ENG 214: Survey of Childrens Literature

Survey of Children's Literature is designed to acquaint students with the range and depth of literature written for children from birth through adolescence. Students study literary and critical approaches to books read by or read to children, with an emphasis upon realistic fiction, information books, fantasy fiction, poetry, and folk literature. Prerequisite: ENG 102: Literature and Composition. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Humanities.

ENG 218: Technical and Professional Writing

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

ENG 220: Creative Writing

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

ENG 221: Writing Literary Non Fiction

This course is designed to give students the opportunity to read and practice writing literary nonfiction. Students will read a variety of selected literary nonfiction, paying particular attention to the major elements of this genre; narration, description, techniques of organization, point of view, creation of scenes, dialogue, style, and theme. Students will also write a variety of short and longer literary nonfiction pieces themselves, using personal experience, as well as academic and hands-on research. This course is designed for individuals interested in the genre of literary nonfiction, as well as those who wish to improve their writing skills beyond English 101. Prerequisite: ENG 101: Research and Composition. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: The Arts.

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 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 fiction pieces themselves. This course is designed for individuals interested in the genre of literary fiction, as well as those who wish to improve their writing skills beyond English 100. Prerequisite: ENG 100: College Composition or permission of the instructor. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: The Arts.

ENG 223: Poetry Writing

This course is designed to give students the opportunity to read and practice writing poetry. Students will read a variety of selected poetry, paying particular attention to how poetry communicates via word choice, figurative language, imagery, sound devices, structures, and other poetic devices. Students will also write a variety of poems and experiment with various forms and styles. This course is designed for individuals interested in creating original works of poetry. Prerequisite: ENG 100: College Composition or permission of the instructor. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: The Arts.

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: College Composition or permission of the instructor. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: The Arts.

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: Literature and Composition. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Humanities.

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.

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: Literature and Composition. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Humanities.

ENG 245: Survey of Native American Literature

This course will cover a range of Native American writings, from oral tribal stories and poems in translation, to autobiographical narratives and contemporary fiction and poetry. Students will be exposed to a range of writings representing diverse Native American communities and will study both oral narratives transformed to writing and texts originally presented in written form. The course will not focus on any one Native American community in depth, yet will allow this opportunity to students through paper assignments. The course will also demonstrate how an understanding of specific cultural and historical contexts informs each selected text. Prerequisite: English 102: Literature and Composition. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Other World Civilization, or DEISJ.

ENG 250: Writing Tutor Training

English 250 students will learn theory in writing and reading pedagogy and employ tutoring strategies and techniques useful for writers, future teachers, tutors, or editors in any discipline. The course is particularly useful for students majoring in liberal arts, teacher education, and creative writing. In addition to discussions and practice tutorials, students develop their own writing skills and styles. A practicum in tutoring writing is required in the course. Prerequisite: Completion of ENG 101 with "B" or better or by permission of instructor. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Humanities.

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. Prerequisite: None. 3 cr. 3 lec.

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, pre planning fire operations, and operating at emergencies. Prerequisite: None. 3 cr. 3 lec.

FPT 103: Fire Protection Systems

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

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.

FPT 109: Fire Behavior and Combustion

This course is designed as a basic introduction to the theories and fundamentals of and why fires start, spread, and how they are controlled. The application of scientific principles and concepts associated with the chemistry and dynamics of fire are stressed. Successful completion of this course meets the requirements for the United States Fire Administration, National Fire Science Curriculum. Prerequisite: None. 3 cr. 3 lec.

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. 3 lec.

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. Prerequisite: None. 3 cr. 3 lec.

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: Firefighting 1 and FPT 205: Firefighting 2, with IFSAC Certification. Pre/corequisite: ENG 100: College Composition or placement into ENG 101: Research and Composition. 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.

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 Fire Fighter Professional Qualifications and trains the Firefighter II as a team leader. This course will train the Firefighting 1 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.

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 Instructor 1. Pre/corequisite: ENG 100: College Composition or placement into ENG 101: Research and Composition. 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.

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: College composition and HUS 101: Introduction to Human Services (with a C or better) or CRJ 101: Introduction to Criminal Justice or FPT 101: Principles of Emergency Services. 3 cr. 3 lec.

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 activity 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. Prerequisite: None. 3 cr. 1 Lec. 6 lab.

FRENCH (FRE)

FRE 112: 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: Elementary French 2 or higher. Prerequisite: FRE 111: Elementary Conversational French 1, 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, or World Languages.

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. Prerequisite: None. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Foreign Language, or World Languages.

FRE 122: Elementary French 2

This humanities course is the second half of a 2-semester sequence that constitutes an introduction to French language and French cultures. It begins with a review of present and preterit tenses. The student will continue to develop the four basic skills of listening comprehension, speaking, and reading and writing with an emphasis on spoken communication. FRE 121 is a prerequisite (with a grade of C or better being strongly recommended)

for successful completion of this course. This course is not open to native speakers or to students with four years or more of high school French. This course satisfies a SUNY General Education learning outcome. Prerequisite: FRE 121: Elementary French 1, or its equivalent, or permission of the instructor. At the discretion of the instructor, a placement test may be administered to assess the student's level of proficiency. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Foreign Language, or World Languages.

FRE 221: Intermediate French 1

This humanities course is the first half of a 2-semester sequence that continues the development from FRE 122 of the four basic skills of listening comprehension, speaking, reading and writing with an emphasis on communication in French. Student participation in this course will be entirely in French. A study of French cultures and customs continues to be developed in this course. New students should have completed at least four years of high school French. This course is open to native speakers. Prerequisite: FRE 122: Elementary French 2, or permission of the instructor. At the discretion of the instructor, a placement test may be administered to assess the student's level of proficiency. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Foreign Language.

FRE 222: Intermediate French 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 French. The course also introduces literary analysis of French literature. New students should have completed at least four years of high school French. This course is open to native speakers. Prerequisite: FRE 221, its equivalent, or permission of the instructor and 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.

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. Students will learn to use a GIS for storing, displaying, and analyzing spatially located information. Course topics will include GIS design, data formats, and data representation, and the use of global positioning systems (GPS) for spatially locating data. This course emphasizes the application of GIS as an analytical tool in natural resource management, population characteristics, and marketing. Basic computer experience is required (e.g. operating system usage, word processor usage). Prerequisite: None. 3 cr. 2 lec. 2 lab.

GEOGRAPHY (GEG)

GEG 101: Introduction to World Geography

This course is an introduction to the basic concepts of physical and human geography. Geographic patterns of human-environment relations are emphasized and contemporary global forces impacting human-environment relations are included along with an in-depth examination of the interplay between physical and human geography in one non-Western region. Pre/corequisite: Placement into ENG 101 or higher. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Other World Civilization.

GEOLOGY (GEO)

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: Earth Sciences. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Natural Sciences, or Natural Sciences & Scientific Reasoning.

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. Prerequisite: None. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Natural Sciences.

GEO 110: Earth Sciences

This introductory course to the Earth sciences explores concepts in scientific investigation in the fields of astronomy, geology, oceanography, and meteorology. Labs are designed to provide experience with a scientific approach to observation, astronomical phenomena, geologic materials and principles, oceanography, weather maps, and forecasting. Recommended for non science majors. This course is not open to students who have taken GEO 102: Planet Earth. Prerequisite: None. 4 cr. 3 lec. 3 lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences, or Natural Sciences & Scientific Reasoning.

GEO 131: Physical Geology

This course examines the composition and structure of the Earth and the processes that shape its landscapes. Course and laboratory content includes the examination of mineral, water, and energy resources, surface processes, topographic and geologic maps. Major concepts are reinforced with field examinations. This course satisfies the science requirement for students from all areas, including math/science, and transfers as a lab science course at all four-year institutions. It is recommended to all non-science and science students who are interested in gaining scientific insights into environmentally related concerns. Pre/corequisites: MTH 098: Fundamentals of Math Literacy or placement into MTH 125: Intermediate Algebra or higher and ENG 099: Basic Composition or placement into ENG 100: College Composition or higher. 4 cr. 3 lec. 3 lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences, or Natural Sciences & Scientific Reasoning.

GEO 132: Historical Geology

Historical Geology is the study of the major developments in the history of the Earth and its systems - its lithosphere, hydrosphere, biosphere, and atmosphere - from their origin to the present. The course begins by examining fundamental concepts of sedimentary geology, stratigraphy, age dating methods, fossils and organic evolution. Later topics include Earth's formation and early history, the origin and evolution 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. Pre/corequisites: MTH 098: Fundamentals of Math Literacy or placement into MTH 125: Intermediate Algebra or higher or concurrent enrollment in MTH 095/125 combination, and ENG 099: Basic Composition or placement into ENG 100: College Composition or higher, and successful completion of one of the following: GEO 102: Planet Earth, GEO 105: Environmental Geology, GEO 110: Earth Sciences or GEO 131: Physical Geology. 4 cr. 3 Lec. 3 lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences, or Natural Sciences & Scientific Reasoning.

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. Pre/corequisites: MTH 098: Fundamentals of Math Literacy or concurrent enrollment in MTH 095/125 combination courses or placement into MTH 125: Intermediate Algebra or higher and ENG 099: Basic Composition or placement into ENG 100: College Composition. 4 cr. 3 lec. 3 lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences, or Natural Sciences & Scientific Reasoning.

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. Prerequisite: None. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Foreign Language, or World Languages.

GER 122: Elementary German 2

This humanities course is the second half of a 2-semester sequence that constitutes an introduction to German language and cultures. It begins with a review of present and preterit tenses. The student will continue to develop the four basic skills of listening comprehension, speaking, and reading and writing with an emphasis on spoken communication. GER 121 is a Prerequisite (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. Prerequisite: GER 121: Elementary German 1, or its equivalent, or permission of the instructor. At the discretion of the instructor, a placement test may be administered to assess the student's level of proficiency. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Foreign Language, or World Languages.

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: Elementary German 2, or permission of the instructor. At the discretion of the instructor, a placement test may be administered to assess the student's level of proficiency. 3 cr. 3 lec.

GER 222: Intermediate German 2

This Humanities course is the second half of a 2-semester sequence that continues the development 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: Intermediate German 1, or permission of the instructor. At the discretion of the instructor, a placement test may be administered to assess the student's level of proficiency. 3 cr. 3 lec.

HEALTH (HEA)

HEA 101: Personal and Community Health

This course is designed to provide basic information, options, and applications of health issues to aide individuals in making appropriate decisions leading toward the goal of optimal health behavior. The students will be encouraged

to think critically as consumers of health-related information and products in everyday life. Prerequisite: None. 3 cr. 3 lec.

HEA 102: Cardiopulmonary Resuscitation (CPR)

CPR for infants, children, and adults, is designed to acquaint students with vital lifesaving information and skills in order to perform CPR/AED, rescue breathing, and emergency first aid. Prerequisite: None. 1 cr. 1 lec. 1 Activity

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 Cardio Pulmonary Resuscitation (CPR), rescue breathing, and emergency first-aid. Prerequisite: None. 3 cr. 3 lec.

HEALTH CARE MANAGEMENT (HCM)

HCM 101: Introduction to Health Care Management

This course provides students with an overview of how health care institutions are organized and governed, the role of the management staff, physicians, nurses and other clinical support staff in these organizations, and the management systems designed for their efficient and effective operation. Prerequisite: None. 3 cr. 3 lec.

HCM 110: Introduction to the U.S. Health Care System

This course explores the U.S. Health Care System focusing on historical development, current configuration, and possible future directions. Includes study of health system development, key influencers, accessibility, financing, changing components and the effects of the system on patients, providers, government, insurers and society. Role of population health management and public health is explored, including impact of social, cultural, economic, and environmental factors on the health care systems and practices. Prerequisite: None. 3 cr. 3 lec.

HCM 220: Health Care Financing

This course addresses the systems and uses of accounting and financial planning in health care organizations; including planning and control of cost factors in the health care industry. All students will examine analysis of financial statements, reporting, ratios, and budgeting for health care organizations to make sound decisions. This course provides a conceptual and practical knowledge of health care finance, which includes all sources of funding the various programs, third party payers, managed care contracts, and valuations that have an impact on the health care organization. Prerequisite: ACC 101: Accounting Principles 1. 3 cr. 3 lec.

HISTORY (HIS)

HIS 111: History of Western Civilization 1

History 111 is a survey of the major social, economic, political, cultural, and intellectual dynamics that have shaped Western Civilization from the emergence of humankind to 14th Century. Areas to be included are Mesopotamia, Egypt, Greece, Rome, and emergence of Western European Kingdoms. The course will also examine the development and interaction of the three major monotheistic religions Judaism, Christianity and Islam. Prerequisite: None. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Western Civilization, or World History & Globalization.

HIS 112: History of Western Civilization 2

History 112 is a survey of the major social, economic, political, cultural and intellectual developments that have shaped Western Civilization from the Renaissance and Reformation through 19th Century. This course will examine such topics as the interplay between politics and religion, the Enlightenment,

the French Revolution, and the emergence of nationalism as a major force that shapes the 20th century. Prerequisite: None 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Western Civilization, or World History & Globalization.

HIS 113: History of Twentieth Century

History 113 is a survey of the major social, economic, political, cultural, and intellectual dynamics that have shaped the Twentieth Century. Included will be the two world wars, the Cold War, and the liberation movements of the developing world. Prerequisite: None. 3 cr. 3 lec.

HIS 114: History of New York State

Political, economic, and social development of the state from colonial times to the present; relationship of state history to major issues and events in American life. Prerequisite: None. 3 cr. 3 lec.

HIS 120: The United States and the Vietnam War

This course will examine the history of the Vietnam War. It will provide the student with the historical background that set the stage for the conflict, the events that led directly to the war, the major issues involved at home and abroad, and an overview of the major battles. Further, this course will also cover the non-military aspects of the war, such as the changing political climate in the United States during the late 1960's, that had a profound impact on the outcome of the struggle. Prerequisite: None. 3 cr. 3 lec.

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 from pre contact through Reconstruction. In this course, students will examine the American narrative from the perspectives and experiences of diverse people. Prerequisite: Placement into ENG 100: College Composition or higher. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: American History, or DEISJ, or US History & Civil Engineering.

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. In this course, students will examine the American narrative from the perspectives and experiences of diverse people. Prerequisite: Placement into ENG 100: College Composition or higher. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: American History, or DEISJ, or US History & Civil Engineering.

HIS 210: The American Civil War

This course presents a general survey of the major political, economic, social, and cultural influences as each has impacted the Civil War. It will focus upon the period preceding the Civil War, discuss the significant battles of the Civil War, and conclude with a review of the condition at the time of cessation of hostilities. The course will also analyze the historical effects of the Civil War on the American political process, the military, social programs, and the economic system. Prerequisite: HIS 150: American History to 1877. 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/corequisite: ENG 101: Research and Composition or equivalent. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: American History.

HIS 222: Introduction to African American History

This course introduces students to the people of African descent and their experience in America. Beginning with a study of West Africa, the course then follows the experiences of Africans and African Americans through the colonial era up until the present. The social, political, economic, and intellectual dynamics that have shaped the African American community and its relationship to wider America will also be addressed. Prerequisite: ENG 100: College Composition or placement into ENG 101: Research and Composition. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: DEISJ.

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: American History to 1877 or HIS 151: American History 1877 to Present or permission of instructor. 3 cr. 3 lec.

HIS 252: Modern U.S. History Through Comic Books

Comic books have both reflected and shaped U.S. culture and society. Throughout the semester in this course, students will examine how comic books illuminated major issues such as nationalism, urbanization, economic inequality, environmental protection, sexism, discrimination, civil rights, and the United States' place in the world. Pre/corequisite ENG 100: College Composition or placement into ENG 101: Research and Composition. 3 cr. 3 lec.

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 School of Liberal Arts at the time of registration. Prerequisites: ENG 101: Research and Composition and HIS 150: American History to 1877 or HIS 151: American History 1877 to Present; or permission of instructor. Variable credits: 1-3 cr. 1-3 lec.

HIS 261: Dialogues in Honor and Sacrifice

This course is designed specifically for student veterans to explore the concepts of honor and sacrifice through an examination of soldiers' experiences in the U.S. Civil War and the Vietnam War. The course encompasses disciplines throughout the humanities, including but not limited to, art, music, literature, poetry, writing, film, and history to guide student veterans through the experiences of Civil War and Vietnam War soldiers. This course requires a 3-day group trip to Washington DC and Gettysburg to visit national monuments, museums, and historic battlefields. This trip will be taken the week before the traditional fall semester begins. Pre/corequisite: Placement into ENG 101: Research and Composition or permission of the facilitator. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: The Arts.

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). Pre/corequisite CRJ 101: Introduction to Criminal Justice. 3 cr. 3 lec

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. Prerequisite: HLS 108: Introduction to Homeland Security. 3 cr. 3 lec.

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. Prerequisite: HLS 108: Introduction to Homeland Security. 3 cr. 3 lec.

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. Prerequisite: HLS 108: Introduction to Homeland Security. 3 cr. 3 lec.

HLS 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/corequisite: CRJ 101: Introduction to Criminal Justice. 3 cr. 3 lec.

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); civil 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. Prerequisite: HLS 108: Introduction to Homeland Security. 3 cr. 3 lec.

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. Prerequisite: HLS 108: Introduction to Homeland Security. 3 cr. 3 lec.

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. Measures taken by the private and corporate sectors to meet its evolving obligations to Homeland Security will also be examined. Prerequisite: HLS 108: Introduction to Homeland Security. 3 cr. 3 lec.

HOSPITALITY AND TOURISM (HOS)

HOS 101: Introduction to Hospitality and Tourism

This course provides a basic understanding of the lodging, food service, 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.

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. Prerequisite: None. 1 cr. 1 lec.

HOS 118: Survey of Regional Tourism Destinations

This course examines tourism from community and regional perspectives. It is designed to help students develop basic knowledge in the history and local heritage in the development of tourist destinations in the Northern New York area as defined in the Thousands Island-Seaway Region. Various aspects of the development and planning for tourism attractions and services from historic sites, museums, tours and sightseeing to culture, culinary, arts and crafts, nature, fishing, guiding, outdoor and recreational activities will be explored. Prerequisite: None 3 cr. 3 lec.

HOS 153: Introduction to Winery Operation

This course is designed to introduce students to northern New York's growing wine industry including existing wineries, opportunities to enter the wine industry at any level from grape growing, wine making, wholesale and retail wine distribution, to tourism development. Students will learn about the professional organizations and resources available to support grape growers and vintners. Prerequisite: None. 1 cr. 1 lec.

HOS 251: Event Management

The purpose of this course is to acquire an in-depth knowledge about the specialized field of event management and to become familiar with the management techniques and strategies required to successfully plan, promote, implement and evaluate special events. The students will gain an understanding of all aspects of event management including marketing strategies, sponsorship, budgeting, risk management, event operations and logistics. Prerequisite: None. 3 cr. 3 lec.

HOS 275: Jefferson Practicum

This course will serve as a capstone course for the Hospitality curriculum by providing senior level students with the practical experience of preparing and serving dinners for the general public. Topics to be covered in this course include: food production systems, dining service supplies and equipment, service methods and procedures, nutrition planning and awareness, sanitation and safety practices, and actual hands-on experience in delivering gourmet service to special groups and the general public. Students will work on advanced projects including food cost management, menu development, service techniques, and event management. Prerequisite: CUL 102: Introduction to Culinary Theory and Practice and CUL 130: Sanitation and Safety, both with a C or better. 2 cr. .5 lec. 4.5 lab.

HOTEL AND RESTAURANT MANAGEMENT (HRM)

HRM 110: Rooms Division Management

This course presents a systematic approach to rooms division procedures by detailing the flow of business through a hotel beginning with the reservation process and ending with check-out and settlement. The course examines the function of the front office, housekeeping and uniformed service department. The various elements of effective management, paying particular attention to planning, implementing, and evaluating rooms division operations and human resource management, are also examined. Prerequisite: None. 3 cr. 3 lec.

HRM 150: Introduction to Entrepreneurship

This is an introductory course for students who may someday start or operate 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. Prerequisite: None. 3 cr. 3 lec.

HRM 152: Wine Selection and Appreciation

This course is designed to deepen the serious wine student's appreciation and knowledge of the complex and exciting world of wine. This course could be of particular importance to the student contemplating the hospitality field as a career, the restaurateur directly involved in serving wine to the public, the liquor store operator in guiding his wine-purchasing decisions, and all those persons who desire to increase their personal knowledge of wine. Prerequisite: None. 3 cr. 3 lec. Equivalent to BUS 154. Minimum age of 18.

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.

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.

HUMAN SERVICES (HUS)

HUS 100: Survey of the Human Services Profession

This course is a survey of the most common practice settings where human service professionals work. The course will focus on defining human services and describing the general functions of a human service professional. This course will present the educational requirements and professional standards for a human service worker. Community professionals in human service work will be featured to discuss their work. This course may include a service learning component. Prerequisites: None. 3 cr. 3 lec.

HUS 101: Introduction to Human Services

This course is an introduction to the field of human services, social work and counseling. 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 the various 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. Pre/corequisite: ENG 100: College Composition or Placement in ENG 101: Research and Composition. 3 cr. 3 lec.

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. Prerequisite: None. 3 cr. 3 lec.

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: Introduction to Human Services with a grade C or better. 3 cr. 3 lec.

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. Prerequisites: None. 3 cr. 3 lec. Equivalent to CRJ 126.

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: Introduction to Human Services; HUS 102: Agencies & Resources or HUS 107: Introduction to Case Management Practice in Human Services with a grade of C or better; concurrent registration in HUS 240: Human Services Field Practicum 1. 3 cr. 3 lec.

HUS 202: Introduction to Group Counseling

This course introduces students to group counseling and the group process. The course exposes students to the unique function and the dynamics that occur within a group counseling setting. Students study the theories of group counseling, as well as the process of developing a counseling group: setting up a group-screening, assessment, group leadership, co-facilitating a group, styles of leadership, stages of the group and ending the group process. 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: Introduction to Helping Skills with a grade of C or better. 3 cr. 3 lec.

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. Prerequisites: HUS 126: Introduction to Substance Abuse. 3 cr. 3 lec.

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. Prerequisites: HUS/CRJ 126: Introduction to Substance Abuse with a C or higher and PSY 133. 3 cr. 3 lec.

HUS 210: Issues and Ethics in the Helping Professions

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 Services and Addiction Studies. This course will use the standards of National Association of Social Workers, American Counseling Association, American Association of Marriage and Family Therapists, Council on Human Service Education, CASAC Canon 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. Pre/corequisite: ENG 100: College Composition or placement into ENG 101: Research and Composition and HUS 101: Introduction to Human Services with a grade of C or better. 3 cr. 3 lec.

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: Introduction to Substance Abuse with a C or better and pre/corequisite ENG 100: College Composition. 3 cr. 3 lec.

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. Prerequisite: CRJ/HUS 126: Introduction to Substance Abuse with a C or better. 3 cr. 3 lec.

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: Introduction to Substance Abuse with a C or better or CRJ 101: Introduction to Criminal Justice and pre/corequisite ENG 100: College Composition. 3 cr. 3 lec.

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 hr. weekly seminar class conducted by a human service faculty member to integrate course content and to address practicum progress and problems. Prerequisites: HUS 101: Introduction to Human Services with a C or better and HUS 102: Agencies and Resources or HUS 107: Case Management in Human Services with a C or better. Corequisite HUS 201: Introduction to Helping Skills and overall GPA of 2.0 or permission of instructor. 3 cr. 1 lec. 6 lab.

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 90 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 hr. 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: Introduction to Human Services with a C or better, HUS 102: Agencies and Resources, HUS 201: Introduction to Helping Skills, and HUS 240: Human Services Field Practicum 1 with a C or better. 3 cr. 1 lec. 6 lab.

HUS 290: Human Services Degree Program Capstone

This course is the capstone to the human services degree and is designed to provide students with an 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 student will complete a community assessment which will include, but 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 HUS 240. 3 cr. 1 lec. 6 lab.

INTERDISCIPLINARY STUDIES (INT)**INT 102: Career Exploration**

This course is designed for undecided students to focus on their career choices, and decided students to confirm their choice. Students will explore their skills, interests, values, personality, and learning styles through self-assessment instruments and use various resources for career information. Information about goal setting and decision-making skills will help students integrate self awareness with career information and available opportunities in their career field to create a career plan. Prerequisite: None. 1 cr. 1 lec.

INT 111: College Foundations

The new student seminar course is designed to introduce students to the intellectual practices that are necessary for meaningful learning and academic success, facilitate a comprehensive introduction to JCC, and provide opportunities for career exploration. The class will also provide opportunities for students to become engaged members of the JCC community through curricular and co-curricular experiences and develop positive relationships with peers, faculty, and staff. Students will enroll in a class section best aligned with their professional goals, to include arts and humanities, behavioral sciences, business, education, public services, STEM, and health professions. Successful completion of INT 111 satisfies the new student orientation course that is required in Jefferson's graduation policy. Prerequisite: None. 1 cr. 1 lec. .5 other.

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.

ITALIAN (ITA)

ITA 111: Elementary Conversational Italian 1

This course is designed to meet the various conversational needs of the students enrolled in the class. 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. This course is not open to native speakers or students who have completed more than two years of high school Italian. Prerequisite: None. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Foreign Language, or World Languages.

ITA 112: Elementary Conversational Italian 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 Italian in a variety of realistic situations that the student may encounter. Native speakers should not take this course. This course is open to students who have completed ITA 111 or no more than three years of high school Italian. Prerequisite: ITA 111: Conversational Italian 1, no more than three years of high school Italian, 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, or World Languages.

JOURNALISM (JOU)

JOU 101: Introduction to Journalism

Journalism 101 is an introduction to the fundamentals of news and feature writing. Emphasis is placed on the techniques of news gathering and writing. This course will focus on the elements of lead, style, structure, and types of news and feature articles for all media. Students will become more astute and critical of all news mediums, including web based news, broadcast journalism, news magazines, and newspapers. They will be capable of identifying news and feature story methods, and the choices of journalists who report and write them. Students will be introduced to journalism as a career by working professionals. Prerequisite: None. 3 cr. 3 lec.

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. Prerequisite: MTH 090: Fundamentals of Mathematics or Math placement into MTH 094. Corequisite: MTH 144: Elementary Statistics. 0 cr. (3 credits imputed) 3 lec.

MTH 095: Fundamentals of Algebraic Thinking

This course is a noncredit corequisite course designed for students whose math skills are identified as pre-college and are simultaneously and continuously enrolled in MTH 125 Intermediate Algebra. The course will focus on a review of operations with real numbers, algebraic expressions, equations, functions, graphing, exponential and logarithmic functions, and contextual problem-solving. Prerequisites: Math placement into MTH 095 or successful completion of MTH 090: Fundamentals of Mathematics. Corequisite: MTH 125: Intermediate Algebra. 0 cr. (3 cr. imputed) 3 lec.

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. 0 cr. (4 cr. imputed). 4 lec.

MTH 118: Conquering Technology in Math Education

This course is designed to reinforce objectives taught in MTH 148 and MTH 149 (Mathematical Reasoning for Elementary Teachers 1 and 2) through the use of current technology and web based applications. Immersed in a one-to-one learning environment, students will increase their ability to use technology related to the education field and enhance their ability to effectively communicate elementary school mathematics. Prerequisite: Concurrent enrollment in MTH 148 or MTH 149 (Mathematical Reasoning for Elementary Teachers 1 or 2) or permission of the department chair. 1 cr. 1 lec.

MTH 125: Intermediate Algebra

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, quadratic, 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 this course is not recommended. Pre/corequisite: Concurrent enrollment in MTH 095: Fundamentals of Algebraic Thinking, or Successful completion of MTH 095 or higher or Math placement into MTH 125. 3 cr. 3 lec.

MTH 144: Elementary Statistics

MTH 144 is 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, 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 into MTH 144: Elementary Statistics or successful completion of MTH 098: Fundamentals of Math Literacy or higher and pre/corequisite: ENG 100: College Composition or English placement into ENG 101: Research and Composition or Concurrent enrollment in MTH 094: Fundamentals of

Statistical Thinking. Not open to students with a C or better in MTH 155 or higher without permission of the School Chair. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Mathematics, or Math & Quantitative Reasoning.

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 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 MTH 154: Quantitative Reasoning with a C or better or MTH 165: College Algebra and Trigonometry or higher or placement into MTH 148. 4 cr. 4 lec. This course fulfills the following SUNY General Education learning outcome: Mathematics, or Math & Quantitative Reasoning.

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 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. This course fulfills the following SUNY General Education learning outcome: Mathematics, or Math & Quantitative Reasoning.

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: placement into MTH 150 or successful completion of MTH 098: Fundamentals of Math Literacy or higher. Pre/corequisite ENG 100: College Composition or English placement into ENG 101: Research and Composition. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Mathematics, or Math & Quantitative Reasoning.

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. Prerequisite: MTH 098: Fundamentals of Math Literacy or placement into MTH 154. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Mathematics, or Math & Quantitative Reasoning.

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, modeling, transformations, complex numbers, systems of linear equations, right triangles and functional trigonometry. Prerequisites: placement in MTH 165 or a grade of C or better in either MTH 125: Intermediate Algebra or MTH 133: Technical Mathematics. 4 cr. 4 lec. This course fulfills the following SUNY General Education learning outcome: Mathematics, or Math & Quantitative Reasoning.

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 into MTH 174 or completion of MTH 125: Intermediate Algebra, MTH 144: Elementary Statistics, or MTH 154: Quantitative Reasoning with a C or better or MTH 155: Algebra, Functions and Modeling or higher. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Mathematics, or Math & Quantitative Reasoning.

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 1 or permission of the instructor. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Mathematics, or Math & Quantitative Reasoning.

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 in MTH 185. 4 cr. 4 lec. This course fulfills the following SUNY General Education learning outcome: Mathematics, or Math & Quantitative Reasoning.

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 or placement in MTH 221. 4 cr. 4 lec. This course fulfills the following SUNY General Education learning outcome: Mathematics, or Math & Quantitative Reasoning.

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. This course fulfills the following SUNY General Education learning outcome: Mathematics.

MTH 231: Discrete Mathematics

Introduction to non-continuous side of mathematics; methods of proof, logic, sets, relations, functions, number theory, mathematical induction, counting techniques and graph theory. This course is designed for students who plan to major in mathematics and/or computer science. Prerequisites: Completion of MTH 221: Calculus 1 with a C or better. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Mathematics, or Math & Quantitative Reasoning.

MTH 241: Calculus 3

This course is a continuation of MTH 222 and is designed to be an introduction to multivariable calculus. Topics include: Vectors and vector functions, partial differentiation, and multiple integration in rectangular, polar, cylindrical, and spherical coordinates, vector fields, line integrals, Green's Theorem, Stoke's Theorem, divergence, and curl. An emphasis will be placed on applications from science, engineering, and mathematics. Students are required to develop and demonstrate literacy with current technology as it applies to the study of Calculus 3. Prerequisite: Completion of MTH 222: Calculus 2 with a grade of C or better. 4 cr. 4 lec. This course fulfills the following SUNY General Education learning outcome: Mathematics, or Math & Quantitative Reasoning.

MTH 242: Differential Equations

This course provides an introduction to ordinary differential equations and their applications. Analytical methods include: separation of variables, linear first order equations, substitution methods, second order linear equations with constant coefficients, undetermined coefficients, variation of parameters, dynamical systems, series solutions about ordinary points, and the Laplace Transform. In addition to analytical methods, quantitative and qualitative analysis will be employed through the use of Euler's Method, phase lines, phase planes, and slope fields. Prerequisite: MTH 222: Calculus 2 with a grade of C or better or MTH 241: Calculus 3. 4 cr. 4 lec. 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: MTH 222 or higher. 3 cr. 3 lec. Fulfills the SUNY General Education learning outcome: Mathematics.

MUSIC (MUS)**MUS 100: Fundamentals of Music**

This course is an introduction to the rudiments of music with the basics of music notation examined through writing, music reading, listening, and sight singing. The elements of music as used in a variety of genres and historical periods included: melody, rhythm, harmony, and form. Topics covered include melodic and rhythmic notation, scales, key signatures, and principles of harmony. Ear training and sight singing enrich and expand the written study. This course is for students with little or no background in music and is recommended for music students with no prior knowledge of music theory. Prerequisite: None. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: The Arts.

MUS 115: Music Appreciation

Music Appreciation is an introduction to music in Western civilization and will examines performance media and the materials of music: melody, rhythm, harmony, form, timbre, texture, dynamics, and musical style. Emphasis will be placed on the development of analytical listening skills, written analysis, and on understanding the literature and compositional styles of major composers

of each musical era: medieval, renaissance, and baroque music; 18th century classicism and 19th century romanticism; and music from the 20th century to the present. Prerequisite: None. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: The Arts, or 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. Prerequisite: Previous choral performance experience or permission of the instructor. 1.5 cr. 4 lab .5 field experience. This course fulfills the following SUNY General Education learning outcome: The Arts.

MUS 122: SUNY Jefferson Jazz Ensemble

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. Fulfills the 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. 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. This course fulfills the following SUNY General Education learning outcome: The Arts.

MUS 140: History of American Popular Music

History of American Popular Music explores popular music from eighteenth century colonial America to the present. The course includes a survey of American popular music genres, including popular song, musical theater, ragtime, blues, jazz, folk music, country music, and rock and roll. Emphasis will be placed on the development of analytical listening skills, written analysis, and on understanding the many different genres of American popular music by studying representative literature, composers, and artists. Prerequisite: None. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: The Arts, or Humanities.

MUS 150: History of Rock and Roll

History of Rock and Roll traces the development of America's most popular music genre from its origins in blues, jazz, gospel, rhythm and blues, folk, country, and pop music to the present. The course includes a survey of all rock music sub genres from such 1950s styles as rockabilly and doo-wop to 1960s soul music and psychedelic rock; from such 1970s styles as progressive rock and punk to 1980s heavy metal and rap; and from such 1990s styles as grunge and techno to the crossover styles and other recent trends of the 2000s. Emphasis will be placed on the development of analytical listening skills, written analysis, and on understanding the many different sub genres of rock music by studying representative literature, composers, and artists. Prerequisite: None. 3 cr. 3 lec. 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. Prerequisite: None. 3 cr. 3 lec. Fulfills the SUNY General Education learning outcome: The Arts.

MUS 173: Voice Class 1

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

MUS 174: Guitar Class 1

Guitar Class 1 is group instruction in fundamental guitar technique designed for the beginning guitarist. Students learn basic musicianship skills and develop technical proficiency through performance of guitar music from various genres. Guitar Class 1 uses a performance-based approach with group guitar lessons in the music lab. This course is recommended for students planning a career in music, early childhood, or elementary education. Students must provide their own acoustic/classical guitar. Prerequisite: None. 3 cr. 3 lec. 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. Prerequisite: 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. 2 cr. 2 lab .5 field experience. 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, rhythmic 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. Prerequisite: MUS 100: Fundamentals of Music or proficiency on Placement Exam. 3 cr. 2 lec. 2 studio. This course replaced MUS 101. This course fulfills the following SUNY General Education learning outcome: The Arts, or Humanities.

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. Prerequisite: MUS 172: Piano Class 1. 3 cr. 3 lec. 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. Prerequisite: MUS 180- Applied Music Instruction 1. 2 cr. 2 lab .5 field experience. This course fulfills the following SUNY General Education learning outcome: The Arts.

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). Pre/corequisite CIS 111. 3 cr. 3 lec. 1 lab.

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: Networking Fundamentals. 3 cr. 4 lec./lab.

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. Pre/corequisite: BIO 251: Anatomy and Physiology 1 and PSY 133: Introduction to Psychology. 7 cr. 4 lec. 4 lab. 5 cln.

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/corequisites: BIO 204/252, and PSY 233, NUR 112B. (Per Departmental Standards Version of NUR 112A, approved by Academic Affairs on 5/13/2010.) 3.5 cr. 2 lec. 1 lab. 3.5 cln.

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 203/251, and PSY 133. Pre/corequisites: BIO 204/252 and PSY 233. Corequisite: NUR 112A. (Per Departmental Standards Version of NUR 112B, approved by Academic Affairs on 12/11/14.) 3.5 cr. 2 lec. 1 lab. 3.5 cln.

NUR 212: Pharmacology

The course focuses on major drug categories, their action, pharmacokinetics, use, and compatibility. It incorporates the physiology of body systems necessary to understanding how drugs work in the body. Nursing implications of drug therapy will be stressed. Prerequisites: NUR 111, NUR 112A, NUR 112B, BIO 251, BIO 252, PSY 133, PSY 233, and ALH 145. Pre/corequisite: BIO 202: Microbiology. Corequisites: NUR 231A and NUR 231B. 3 cr. 3 lec.

NUR 231A: Medical/Surgical 2

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 203/251, BIO 204/252, PSY 133, PSY 233. Pre/corequisite: BIO 202, NUR 212. Corequisite: NUR 231B. 5 cr. 3 lec. .75 lab 5.25 cln.

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 251, BIO 252, PSY 133, PSY 233. Pre/corequisite: BIO 202, NUR 212. Corequisite: NUR 231A. 5 cr. 3 lec. .75 lab. 5.25 cln.

NUR 232: Medical/Surgical 3

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. Corequisite: NUR 234. Pre/corequisite: NUR 212. 10 cr. 6 lec. 1.5 lab. 10.5 cln.

NUR 234: Seminar in Nursing

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. Prerequisites: NUR 111, NUR 112A, NUR 112B, NUR 231A, NUR 231B, NUR 212, ENG 101: Research and Composition, PSY 133: Introduction to Psychology, PSY 233: Lifespan Development,

BIO 251: Anatomy and Physiology 1, BIO 252: Anatomy and Physiology 2, BIO 202: Microbiology, and ALH 145: Introduction to Medical Terminology. Corequisite: NUR 232: Medical/Surgical 3. 2 cr. 2 lec.

OFFICE TECHNOLOGY (OFC)

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) Prerequisite: None. 3 cr. 4 lec./lab.

PARALEGAL (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. Prerequisite: None. 3 cr. 3 lec.

PLA 112: Legal Research and Writing

This course will provide students with an understanding of the functions of the law library and will assist them in developing their research skills through the use of digests, encyclopedias, reporter systems, practice manuals, and video presentations. Students will be required to participate in the drafting of special research projects, the preparation of legal memoranda, and the preparation of pleadings. Prerequisite: None. 3 cr. 3 lec.

PLA 211: Civil Litigation

The course provides an in-depth study of all the tools and procedures available to an attorney in preparing for and conducting civil litigation. Emphasis will be placed on the preparing of motions, subpoenas, gathering evidence, documentation, and witnesses. Prerequisite: None. 3 cr. 3 lec.

PLA 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 world. Supreme Court decisions from key U.S. Constitutional provisions such 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: College Composition with C or better or College Placement into ENG 101: Research and Composition or corequisite of ENG 101. 3 cr. 3 lec.

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.

PLA 232: Property Law

A study of property ownership, closings, property management, property financing, and instruments pertaining thereto including development of consumer rights and usury statute analysis. Students will be trained to assist in the investigation, preparation, and maintenance of records necessary to perform the above services in a corporate law department or law office. Prerequisite: None. 3 cr. 3 lec.

PLA 242: Estates, Wills and Trusts

This course includes study of wills and trusts, and a survey of the fundamental principles of law applicable to each, study of the organization and jurisdiction of the surrogates court, detailed analysis of the administration of estates, and a review of estate and inheritance taxes applicable to such estates. Prerequisite: None. 3 cr. 3 lec.

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. Prerequisite: None. 3 cr. 3 lec. 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: Introduction to Philosophy. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Humanities.

PHYSICAL EDUCATION (PED)

PED 110: Archery

Archery is an activity class designed to teach students the fundamental knowledge and skills of the sport. 1 cr. 2 activity.

PED 111: Golf

Golf is an activity class designed to teach students the fundamental knowledge and skills of the sport. Prerequisite: None. 1 cr. 2 activity.

PED 113: Bowling

Bowling is an activity class designed to teach students the fundamental knowledge and skills of the sport. Prerequisite: None. 1 cr. 2 activity.

PED 137: Yoga for Beginners

Yoga for beginners teaches basic postures and breathing exercises that derive from ancient India. Students are encouraged to develop a greater body-mind alliance, which is often not addressed in our culture. The combination of relaxation, general body toning, flexibility, and meditation gives the student an awareness of their enhanced human potential. Concepts of yoga philosophy are discussed, which provides the basis for the practice of these techniques. Prerequisite: None. 1 cr. 2 contact.

PED 146: Racquet Sports

Racket Sports is an activity class designed to teach students the fundamental knowledge and skills of tennis and racquetball. Prerequisite: None. 1 cr. 2 activity.

PED 165: Beginning Martial Arts

PED 165 is an introduction to the martial arts emphasizing improvement in body flexibility, muscular endurance, strength, coordination, poise, and mental concentration. It is designed as a non-contact activity with no special protective equipment required. 1 cr. 2 lab.

PED 169: Introduction to Dance

This course will provide a general Introduction to the World of Dance as an Interdisciplinary Art Form. Various founders of the world of Modern Dance will be studied and introduced. Dance techniques in Ballet, Jazz, Modern, Hip-Hop, African, Broadway and more will be introduced through movement instruction. Students will experience both being the performer and the choreographer. Additionally, Dance for the Athlete, Dance for Special Needs Individuals, and Dance for Children will be explored. 1 cr. 2 lab.

PED 174: Nordic Sports

Nordic Sports is an activity class designed to teach students the fundamental knowledge and skills of the sport. Prerequisite: None. 1 cr. 2 activity.

PED 177: Court Sports

Court Sports is an activity class designed to teach students the fundamental knowledge and skills of the sports. Prerequisite: None. 1 cr. 2 activity.

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.

PED 179: Advanced Dance

Advanced Dance will present an extended study of classical ballet, lyrical dance, traditional and modern jazz. Prerequisite: PED 169: Introduction to Dance or permission of instructor. 1 cr. 2 lab.

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.

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.

PED 184: Walking for Fitness

This course introduces fitness and wellness through walking and is designed to build a fitness foundation through walking. Emphasis is placed on a walking program, beginning a stretching program, nutrition/hydration processes needed for activity, injury prevention before, during, and after exercise, and the importance of overall wellness and fitness through walking. 1 cr. 2 lab.

PED 188: Team Sports

Team Sports is an activity class designed to teach students the fundamental knowledge and skills of the sports. Prerequisite: None. 1 cr. 2 activity.

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.

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. This is a comprehensive fitness program utilizing any cardiorespiratory activity and emphasizing lifetime fitness and wellness. 1 cr. 2 lab.

PED 194: Hiking

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

PED 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 or permission of instructor. For safety reasons, student to instructor ration must not exceed 7:1 per NYS DEC Guidelines. 1 cr. 2 contact hrs. Class will meet three times. The first class will be orientation to the class, review all of the course requirements and expectations, equipment needed, compass training, map reading, and class waivers. The two remaining classes will be specific 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. 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 camping days off campus. Prerequisites: None. 1 cr. 2 contact hrs.

PED 197: Care and Prevention of Athletic Injuries

This course is designed to provide entry-level knowledge regarding the prevention and treatment of athletic injuries. This includes the recognition of signs and symptoms of injuries that occur during exercise, physical activity, or athletic participation. This course does not count as a Physical Education activity elective. Prerequisite: None. 3 cr. 1 lec.

PED 201: Introduction to Physical Education

Introduction to Physical Education serves as an introduction to the basic concepts involved with career possibilities and will provide information about preparing for professional service in the many areas of Physical Education. Prerequisite: None. 3 cr. 3 lec.

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.

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. Prerequisite: College placement at MTH 221: Calculus 1 or successful completion of MTH 185: Precalculus or higher, or Precalculus secondary school math with permission of Department. 4 cr. 3 lec. 3 lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences or Natural Sciences & Scientific Reasoning.

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. This course fulfills the following SUNY General Education learning outcome: Natural Sciences or Natural Sciences & Scientific Reasoning.

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. This course fulfills the following SUNY General Education learning outcome: Natural Sciences or Natural Sciences & Scientific Reasoning.

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: PHY 143: Science and Engineering Physics 1 or an introductory calculus-based physics course and pre/corequisite: MTH 241: Calculus 3 or MTH 242: Differential Equations. 4 cr. 3 lec. 3 lab.

PHY 145: Science and Engineering Physics 3

This course is a continuation of Science and Engineering Physics 2 with emphasis on capacitance, resistance, DC circuits, magnetic fields, inductance, AC circuits, reflection, refraction, diffraction interference, and electromagnetic waves. Prerequisite: PHY 143: Science and Engineering Physics 1 and pre/corequisite: MTH 241: Calculus 3 or MTH 242: Differential Equations. 4 cr. 3 lec. 3 lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences or Natural Sciences & Scientific Reasoning.

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. Prerequisite: None. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Social Sciences.

POL 122: State and Local Government

This course is an examination of state and local governments within the American federal system. It will include the structure, function, political

processes and political economy of state and municipal governments, with an emphasis on the State of New York. Where possible, a seminar approach will be used in this course. A field experience is required. Prerequisite: None. 3 cr. 3 lec. 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. Prerequisite: CLS 099 or College Placement Reading Test at 253 or above, and pre/corequisite ENG 100: College Composition or College Placement at ENG 101. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Other World Civilizations.

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.

POL 290: State or Local Government Internship

The Internship is designed to provide students with work experience in an office for either state or local government in Jefferson Community College's service area. Each enrolled student will work a minimum of 90 hours per semester in the office, observing and participating in the outreach, research and constituent service work of the office. Student learning experience will be demonstrated by written work through a journal and project reports. Greater insight into, and familiarity with, the functioning of state and local government agencies is the major benefit of participation in this course. Prerequisite: permission of instructor.

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 competencies 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.

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. Prerequisite: None. 3 cr. 3 lec.

PSY 133: Introduction to Psychology

This course is a survey of psychological science and how it helps us to understand the mind and human behavior. In this course we will explore key theories and themes in psychology that can be used to improve our lives and the lives of others, learn how to use scientific thinking to be an informed consumer of psychology research, and learn transferrable skills that can

apply to a wide range of careers and goals. Pre/corequisite: ENG 100: College Composition or placement into ENG 101: Research and Composition. Recommended that all developmental reading and writing courses be completed. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Social Sciences.

PSY 220: Child and Adolescent Development

PSY 220 examines theories and research related to child development from the prenatal period through adolescence. Topics will include: physical development; cognitive development; 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: Lifespan Development) Prerequisite: PSY 133: Introduction to Psychology. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Social Sciences.

PSY 232: Social Psychology

This course involves an examination of the reciprocal effects of group membership on individual behavior and the individual's influence on group behavior. Topics will include issues of conformity, compliance, influence, attribution, socialization and social cognition. The course will also emphasize the organization and dynamics of groups and the development of shared opinions, attitudes and behaviors within groups. Prerequisite: SOC 144 or PSY 133. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Social Sciences.

PSY 233: Lifespan Development

PSY 233 examines theories and research related to lifespan development from the prenatal period to old age and the end of life. Topics will include: physical development; cognitive development; social and personality development throughout the lifespan; methods of research and assessment; and current issues in lifespan development. (Not open to students with credit in PSY 220: Child and Adolescent Development or PSY 222: Adult Development and Aging) Prerequisite: PSY 133: Introduction to Psychology. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Social Sciences.

PSY 235: Psychological Disorders & Mental Health

This course examines mental health and psychological disorders through historical and contemporary perspectives. Grounded in the biopsychosocial model, students will analyze the complex interplay of biological, psychological, and sociocultural factors that influence both mental well-being and the development of psychological disorders. By integrating theory with practical applications, students will develop an understanding of mental disorders and the skills to assess the multifaceted influences on human mental health. Prerequisite: PSY 133: Introduction to Psychology. 3 cr. 3 lec. 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. 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/corequisite: MTH 174. 3 cr. 2 lec. 2 lab.

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. 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. This course fulfills the following SUNY General Education learning outcome: Mathematics, or Natural Sciences, or Math & Quantitative Reasoning, or Natural Sciences & Scientific Reasoning.

SOCIOLOGY (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 imagination/perspective; culture and society; socialization; groups and organizations; deviance; social stratification; basic social institutions and social change. Pre/corequisite: ENG 100: College Composition or Placement into ENG 101: Research and Composition. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Social Sciences, or DEISJ.

SOC 241: Diverse Families

This course centers on the sociological analysis of family and relationship dynamics and demographics within U.S. society, including a cross-cultural comparison. Topics will include families in historical perspective, theories and methods for studying families, mate selection, gender, sexuality, love and intimacy, marriage, divorce, 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. Some work that you 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 in General Education. Prerequisite: ENG 100: College Composition or placement testing into ENG 101: Research & Composition. 3

cr. 3 lec. 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. This course fulfills the following SUNY General Education learning outcome: Other World Civilization, or Social Sciences.

SOC 244: Social Problems

This course applies the sociological perspective as it pertains to social problems at the local, national, and global levels. Objective and subjective aspects of social problems to be covered include, but are not 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-structural, rather than the individual, sources of problems in society. Prerequisite: SOC 144: Introduction to Sociology. Pre/corequisite: ENG 101: Research and Composition. 3 cr. 3 lec. 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 criminological explanations are included. Major different types of crime and major social responses to crime are presented and analyzed. Prerequisite: SOC 144 and pre/corequisite ENG 101. 3 cr. 3 lec. 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/corequisite ENG 101. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Social Sciences.

SOC 260: Topics in Sociology

This course is designed to allow focused exploration about topics of interest to students and faculty in the Social Science Department, specifically in Sociology. 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 & SOC 144. 1-3 cr. 1-3 lec.

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. This course fulfills the following SUNY General Education learning outcome: Foreign Language, or World Languages.

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 SPA 111 or no more than three years of high school Spanish. This course is not 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. This course fulfills the following SUNY General Education learning outcome: Foreign Language, or World Languages.

SPA 121: Elementary Spanish 1

This humanities elective, designed for students who have no background in Spanish, 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. 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. Prerequisite: None. This course fulfills the following SUNY General Education learning outcome: Foreign Language, or World Languages.

SPA 122: Elementary Spanish 2

This humanities course is the second half of a 2-semester sequence that constitutes an introduction to Spanish language and Hispanic cultures. It begins with a review of present and preterit tenses. The student will continue to develop the four basic skills of listening comprehension, speaking, and reading and writing with an emphasis on spoken communication. SPA 121 is a Prerequisite (with a grade of 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 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. Prerequisite: SPA 121, or its equivalent, or permission of the instructor. At the discretion of the instructor, a placement test may be administered to assess the student's level of proficiency. 3 cr. 3 lec. This course fulfills the following SUNY General Education learning outcome: Foreign Language, or World Languages.

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. 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. 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 competencies 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.

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 speech making process (research, organization, and delivery). 3 cr. 3 lec. 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. 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.

STA 210: Gender, Communication, and Culture

This course explores how gender is a socially constructed concept that affects communication and culture in different ways. By connecting theory and research, the course examines how communication in families, schools, media, and society in general creates and perpetuates gender roles, how we enact socially created gender differences, and how gender differences in public and private settings affect success, satisfaction, and self-esteem. Topics will include theories of gender development, gendered performativity, power, privilege, and social inequalities in American society using a historical and contemporary lens to include diverse classes, ethnicities, races, abilities, religion, gender identities, and sexual orientations. 3 cr. 3 lec. Prerequisite: ENG 100 or placement into ENG 101. This course fulfills the following SUNY General Education learning outcome: DEISJ, or Humanities.

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 in 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. This course fulfills the following SUNY General Education learning outcome: Humanities.

ZOOLOGY (ZOO)

ZOO 114: Domestic Animal Industries

This Zoo Technology clinical will provide students with an introduction to the domestic animal industries- horse, dairy, beef, sheep/goat, swine, poultry, and pet. Students will identify common breeds and study terminology, housing, nutrition, reproduction, economics and health issues. Lectures, laboratories and field trips will introduce students to different management systems for livestock and domestic animals. Additionally, students will gain experience working with domestic animals and participate at a JCC 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. Prerequisite: None. Students must be enrolled in Zoo Technology or Agribusiness curriculum. 2 cr. 1 lec. 3 lab.

ZOO 115: Evolution of Zoos

This course will compliment ZOO 116 in introducing students to the fundamental principles of zoological park operations, basic habitat design and maintenance, animal care routines and procedures, workplace safety, emergency situations and education programming. Students will study the history of zoos, modern zoos, zoo philosophies, and workplace policies. Students will also examine problems relating to private exotic animal ownership. Pre/corequisite: Zoo 116: Zoo Clinical 1. 1 cr. 1 lec.

ZOO 116: Zoo Clinical 1

This course will complement material covered in ZOO 115 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/corequisite: BIO 111 or higher and ZOO 114. 1 cr. 1 cln.

ZOO 118: Animal Ethics and Welfare

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

ZOO 125: Zoo 2- Record Keeping and Regulations

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

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. Prerequisite: ZOO 114, ZOO 115, ZOO 116 and BIO 111 or higher. Pre/corequisite: ZOO 125, ZOO 205 and BIO 217 or BIO 218. 2 cr. 6 cln.

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. Prerequisites: ZOO 114, ZOO 115 and BIO 111 or higher. 1 cr. 1 lec.

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/corequisites: BIO 217 or BIO 218. Concurrent enrollment: ZOO 216. 1 cr. 1 lec.

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/corequisites: BIO 217 or BIO 218. Concurrent enrollment in ZOO 215 is required. 2 cr. 6 cln.

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.

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.

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/corequisites: ZOO 250 and ZOO 225. 2 cr. 6 cln.

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. corequisite: ZOO 226. 2 cr. 2 lec.

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.

ZOO 276: Zoo Technology Internship 2

Zoo Technology Internship 2, a continuation of ZOO 275, 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. 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. Pre/corequisite: ZOO 275 and successful application to an animal internship position is required. 3 cr. 1 lec. 6 lab.

NON-CREDIT COURSE DESCRIPTIONS

Human Resources SHRM-CP/SRHM-SCP Certification Preparation Course (CED 667 701)

This SHRM-CP/SRHM-SCP Certification Preparation Course uses the SHRM Learning System, the preferred study resource, to help you learn and apply HR knowledge and competencies to real-life situations, and prepare for SHRM certification. Content will consist of training in Behavioral and Technical Competencies as outlined in the SHRM Learning System. This 65 hr. training includes 39 hours of classroom training and 26 hours of online training. Attendance and open class discussion is required. There will be a large amount of practice assigned online. In addition to study time, you will log on to the learning center for pre/post evaluations for each functional area (www.learnhrm.partnerrc.com) and take all pre and post assessments for each module. There will be a final exam very similar to the certification test question outline. Students wishing to sit for the exam are responsible for registering and meeting qualifications for the exam in accordance with SHRM guidelines outlined in the certification handbook. 65 non-credit hours.

Educational and College Services

Access & Opportunity Programs

Collaborative Learning Center, 1st Floor / 315-786-2288

Advancing Success in Associate Pathways (ASAP)

kingerson@sunyjefferson.edu / www.sunyjefferson.edu/asap

ASAP provides students with the support they need to finish their degree on time at the two-year level. The supports include cost of attendance award, textbook assistance, financial monthly incentives, personalized advisement and academic services, and career development activities.

ASAP at SUNY Jefferson assists students in earning their associate degree as quickly as possible with the goal of graduating in 3 years or less. Students receive dedicated academic, financial and personal support from a dedicated ASAP advisor. In addition students will benefit from career counseling, a monthly incentive of either a gas card or a grocery card, textbook assistance and a Cost of Attendance Award (after financial aid has been applied) if needed.

ASAP eligibility criteria is as follows:

- Applicants must be eligible for in-state tuition
- Complete the Free Application for Federal Student Aid (FAFSA) and the New York State Tuition Assistance Program (TAP) application
- Most degree programs at the College are eligible for the ASAP program. However, students enrolled in the Nursing A.A.S. program or those in pre-Nursing may require additional review to determine eligibility.
- Ability to graduate in 3 years or less
- Full-time student (12 credit hours)
- Have not yet completed more than 21 college credit hours (College in High School and AP credits excluded)
- If a transfer or current student must have a GPA of 2.0 or higher and in good academic standing at the previous institution.

Collegiate Science & Technology Entry Program (CSTEP)

www.sunyjefferson.edu/cstep

Collegiate Science and Technology Entry Program (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:

- Free CSTEP apparel and products
- Opportunities for tutoring and academic resources
- Paid internship and research opportunities
- Increased access to professional development opportunities
- Visits to 4-year colleges, local industries, and conferences
- Academic, career and personal counseling
- Private computer lab and quiet study spaces
- Financial assistance with college applications, certification exams, study guides, and access codes
- Free school supplies and technology loans (graphing calculators and laptops)
- Opportunities to 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 (a minimum of 12 credit hours or 7 hours in the Nursing program), pursuing an eligible career in STEM, health-related fields, and/or licensure in a professional field, and meet New York State income eligibility criteria. All CSTEP applicants must complete the JCC admissions application and AOP application.

TRIO Student Support Services (SSS)

studentsuccess@sunyjefferson.edu / www.sunyjefferson.edu/star

TRIO SSS is designed to provide services to JCC students to increase academic success. The TRIO program assists matriculated students (those enrolled in a degree program) to successfully adjust to the college environment, succeed academically, increase financial literacy, career readiness, and graduate from JCC and/or transfer to a four-year institution. Services include a **Summer Program** for entering students, with English and reading developmental review and option for placement testing; 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; career exploration through shadowing, internship, and occupational interviews; transfer advising and services; tickets to cultural events; & need-based scholarships. TRIO is intended to serve approximately 160 students per year; an application and eligibility process determines those to be served.

Eligibility criteria is as follows:

Students who are U.S. citizens, permanent residents, or naturalized citizens are eligible for TRIO if they are, one or more of the following:

- first generation (neither parent holds a four-year degree)
- have a documented disability on file with the college or
- meet the income guidelines plus demonstrate an academic need

The TRIO program is a TRIO student support services project, sponsored by the U.S. Department of Education in partnership with JCC's Student Affairs, Engagement, Retention and Academic Divisions.

International Students

admissions@sunyjefferson.edu

International support is available for international students who are enrolled at Jefferson Community College on an F-1 visa. F-1 students are authorized to stay in the United States for the entire length of their academic program as long as they successfully pursue full-time enrollment. Please contact us if you need assistance with

- Form I-20 or need updates
- Travel questions
- Change of status
- Transfer to another college
- Referral to campus or community services and resources, including health insurance
- Personal and cultural adjustments to JCC

Accommodative Services Office

Collaborative Learning Center, Room 2-207 / 315-786-2335 / accommodations@sunyjefferson.edu

The College provides access to reasonable accommodations for each qualified student with a disability through individualized services, the interactive process, specialized equipment, and a supportive environment. An accommodative specialist acts as a liaison between students and Jefferson staff/faculty as they pursue their educational goals. At the same time, the College also hopes to foster students' self-reliance and independence.

A disability is defined by the Americans with Disabilities Act as "any mental or physical condition that substantially limits an individual's ability to perform one or more major life activities."

Students must initiate a request for eligibility review by contacting the Accommodative Services Office (ASO) and complete the registration form. Students are required to follow the stated College policies and procedures when requesting access to reasonable accommodations. It is strongly recommended that students connect well in advance of classes. **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.
- Complete the online registration form to initiate the process for requesting accommodations
- Submit current and comprehensive documentation of the specific disability or disabilities to the Accommodative Services office located 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 Accommodative Services Office to discuss reasonable accommodations and complete the intake process.

Confidentiality

Students with disabilities are ensured that written records will be kept confidential and made available only to the Accommodative Services Office. The Family Educational Rights and Privacy Act (FERPA) of 1974 and the Health Insurance Portability and Accountability Act of 1996 (HIPAA) protect the confidentiality of student medical and disability records. Once submitted, disability-related information becomes the property of Jefferson Community College and is kept in separate files with access limited to the Accommodative Services Office. FERPA protects a student's record from being shared (without the student's permission) with faculty, administrators, other students, the press, or anyone without a legitimate (educational) reason for seeing the record. If consent is given by the student, only the diagnosis will be shared, not the documentation.

In order for parents or legal guardians to speak with the College staff regarding any information on the student (grades, services, attendance, etc.), the student must complete a release of information form.

Disability records do not follow the student upon transfer to another college or university and are not shared with employers. Students may request access to their documentation on file by notifying the first floor Collaborative Learning Center office in writing using the Request for Release of Documentation. Copies of documentation will be available within 2 business days of receipt of the request.

General services for students with disabilities include: admissions placement testing, accommodations process orientation, campus faculty and staff liaison, classroom accommodations, note taking coordination, assistive technology, exam/quizz accommodations, academic coaching, academic advising, supplemental tutoring referral, advocacy, local, state, and federal agencies liaison and high school resource.

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."

Advising, Career, and Transfer (ACT) Services

act@sunyjefferson.edu / 315-786-2396

Advising, Career, and Transfer (ACT) Services provides guidance from the moment students enroll through graduation and beyond. Operating under the college's mission to educate, inspire, and empower, ACT is committed to helping students clarify their goals, build academic and professional plans, and take intentional steps toward a meaningful future.

Academic advising begins with individualized Educational Planning Sessions for all new students. These sessions provide the foundation for student success by helping individuals explore their academic and career interests, select an appropriate major or program, and register for their first semester of classes, including INT 111: College Foundations, a required course designed to support college transition and success. Students are introduced to campus resources and are assigned a faculty advisor early in their first semester to ensure ongoing support, mentoring, and planning throughout their college experience.

Career services are designed to help students at every stage of career development, from initial exploration to job placement. Services include career assessments, job search strategies, resume and cover letter writing, mock interviews, and professional skill-building workshops. In addition, the ACT team offers one-on-one career coaching, employer networking opportunities, internship assistance, and job readiness programming. Career fairs, employer panels, and on-campus recruitment events allow students to connect directly with local and regional employers.

Transfer services provide support for students who plan to continue their education at a four-year institution. ACT staff along with the student's faculty advisors work together to help students explore transfer options, understand articulation agreements, prepare applications, and meet deadlines. The office hosts regular transfer events, including college fairs and on-campus visits from four-year partners. Students benefit from early planning and collaboration between their academic advisors and the ACT team to ensure a smooth transition.

Through these integrated services, the ACT Office plays a vital role in guiding students to make informed decisions, develop career confidence, and prepare for lifelong success, whether entering the workforce or pursuing further education. By fostering collaboration, self-discovery, and growth, ACT supports students as they build pathways to their personal, academic, and professional goals.

Athletics

McVean Center, Room 4-110 / 315-786-2232 / athletics@sunyjefferson.edu

We are the Cannoneers!

Jefferson is a member of the National Junior College Athletic Association (NJCAA) Region III and Mid-State Athletic Conference. The Cannoneers had a tremendously successful 2023-2024 year, with eight out of nine JCC programs advancing to NJCAA postseason competition! The women's soccer program finished as the Region III District A Runner-Up, the women's basketball program earned an at-large bid to the NJCAA Division III Women's Basketball National Championships after finishing as the Region III Runner-Up, the softball program also finished as the Region III District A Runner-Up, and men's cross country, men's golf, and women's golf teams qualified for nationals. Additionally, the athletics department added ice hockey as a club sport, competing in the Upstate New York Collegiate Hockey League (UNYHL) and making it to playoffs.

Jefferson offers 12 athletic programs: soccer (men/women), basketball (men/women), golf (men/women), men's lacrosse, baseball, softball, volleyball, eSports, and ice hockey.

College Mascot - Boomer T. Cannoneer

Our mascot, Boomer T. Cannoneer, is portrayed by a bald eagle in a military cannoneer uniform and holds a presence on the athletics logo which was rebranded in 2021. The new logo continues to feature cannons which were essential in keeping to the historical accuracy of the cannoneer, an important position in the military during the battles fought in Northern New York during the War of 1812. The eagle represents valor, courage and pride. Its talons represent strength and mirror chevrons in military ranks. The cannons portray our name sake. The crossed cannons symbolize Jefferson's strong relationship with Fort Drum, a nod to the two crossed swords of the 10th Mountain Division. Lastly, the star represents the Cannoneers' legacy and bright future.

Turf Facility

The College's new state-of-the-art 136,800 square foot multi-purpose turf facility opened in summer 2023. Located on JCC's campus adjacent to Interstate 81, the turf facility is home to Jefferson's soccer, baseball, softball, and lacrosse athletic programs. Features of JCC's turf facility include lighting by Musco Sports Lighting, a 20x25' Daktronics digital scoreboard with game statistics, and sound system. Plus, four dugouts, two batting cages two bullpens, and designated areas for bleachers.

Outdoor Courts

The newly renovated courts on the campus feature 4 combination tennis/pickle ball courts, 2 dedicated pickle ball courts and one 84' basketball court with glass backboards. The facility is open to the public when not in use by the College.

eSports

Jefferson College launched its inaugural eSports team in the fall of 2022, sanctioned by the NJCAA. This new opportunity allows Cannoneers to showcase their video gaming skills in tournament-style competitions while earning college credit for participating in a collegiate sport. The eSports arena, located on the top floor of the Jules Center (Building 6), features 28 gaming stations equipped with ergonomic chairs, cutting-edge Alienware PCs with headsets and video cameras, as well as three 70" smart TVs for Nintendo Switches, two Xbox consoles, and a PS5. The facility also includes lockers and a coaching station. All tournaments and matches, including popular games like Fortnite, Call of Duty, FIFA21, Madden21, Overwatch, Rainbow Six, Rocket League, and Valorant, are live-streamed on the College's Twitch platform.

Fitness Center

Jefferson has a state-of-the-art fitness center on campus with free memberships for students, faculty and staff. The room features a turf runway for sprinting, plyometric or sled pushes as well as functional fitness equipment like TRX bands, Slam balls, Medicine balls, hurdles, and a jump box. The Center also has two Olympic Lifting platforms, four barbell strength training stations, free weights, kettlebells and twenty-four cardiovascular stations (six treadmills, twelve spin bikes, four elliptical/steppers and four rowers).

Game Schedules

Jefferson students are admitted free to home games! For schedules of JCC athletic games and to submit an athlete interest form, visit www.cannoneerathletics.com.

College Auxiliary Services

Jules Center, Building 6 / 315-786-6583 / fsa@sunyjefferson.edu

Faculty Student Association

The Faculty Student Association (FSA) provides accounting services to student organizations and other groups on campus. FSA consists of all students, faculty and staff of the College. The FSA-LLC owns East Hall, the College's on-campus student housing, which is operated in partnership with Jefferson Community College. The organization is led by a Board of Directors appointed to represent each of these constituencies.

SUNYCARD

All JCC students, faculty, and staff can go to Campus Safety and Security in the John W. Deans Collaborative Learning Center, first floor to pick up their SUNYCard (new or replacement), which acts as a JCC photo identification card. All JCC students, faculty, and staff can go to Campus Safety and Security in the Deans Collaborative Learning Center (15-140B) to get their SUNYCard (new or replacement), which acts as a JCC photo identification card and provides access to the library, computer lab, fitness center, East Hall, and students' financial aid and student loan accounts. All cards will be issued Monday through Friday from 8:00 a.m. until 5:00 p.m. and by appointment only after hours. The card can also be used for meal plans. Please call (315) 786-2222 with any questions or to get entrance access during non-business hours.

The Bookstore

Operated by Barnes and Noble College, the bookstore carries a variety of general merchandise, course materials/ textbooks, supplies and technology, and student essentials. Launching in fall 2023 is the Boomer Bundle of Books, a Barnes and Noble equitable access program whereby all students receive their required course materials (either physical or digital formats) on or before the first day of class. Skip the wait in line and check out our merchandise and order your textbooks online at <https://sunyjefferson.bnccollege.com>. For more information, call (315) 786-2260 or come see us in the Jules Center, Building 6.

Dining Services

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 and menu are posted online at www.jccdining.com. The Courtyard Cafe is operated by American Dining Creations.

Child Care

Jefferson Campus Care is a New York State licensed facility through the New York State Office of Children and Family Services and partners with NY Quality Stars and the Watertown City School District for UPK services. Campus Care provides developmentally appropriate activities for children ages 18 months to 5 years. Hours of operation are Monday through Friday from 7:30 a.m. to 5:00 p.m. during the College's Fall and Spring semesters. To inquire about enrolling your child at Jefferson Campus Care, call the site

director at (315) 786-2357. The primary mission of Campus Care is to serve the JCC campus community and the community. Enrollment priority is given to the children of JCC students, faculty and staff.

Diversity, Equity and Inclusion Offices

Affirmative Action Officer - Lansing Administration Building, Room 1-108 / 315-786-2279

Chief Diversity Officer - McVean Center, Room 4-100A / 315-786-6561

Student Compliance Officer - Academics: Lansing Administration Building, Room 1-102 / 315-786-2235

Student Compliance Officer - Non-Academics & Residence Hall Compliance Officer: McVean Center, Room 4-100A / 315-786-6561

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.

Health and Wellness Center

Building 17 / 315-786-1042

Jefferson offers health & wellness services that support and promote the physical and mental health and wellness of our student body, staff and faculty. The Health & Wellness Center is open with staff and services provided by the North Country Family Health Center. Health services include personal counseling, treatment of illness, injuries and chronic health conditions, annual physicals, school and sports physicals and immunizations. Walk-in, same day and scheduled appointments available Monday - Friday, 8:30 a.m. - 4:30 p.m., by calling (315) 786-1042.

After Hours Coverage: Once you are registered with the Health & Wellness Center / North Country Family Health Center, you have access to a registered nurse, available by phone 24/7 - call (315) 786-1042. Jefferson also provides 24/7 virtual counseling to all students through [META teletherapy and wellness](#). Learn more on the College's website.

Library

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 supports student success with resources for the courses and curricula of Jefferson Community College. Library staff are available to assist students with research and related issues, and the physical library offers a welcoming atmosphere to work in.

General Collections - The library provides access to over 600,000 electronic books and houses approximately 42,500 book volumes. Library databases provide online access to over 160,000 electronic full text periodical titles and the library also subscribes to a select number of print periodicals. The library owns over 2,800 DVDs and music CDs that support classroom instruction. Additionally, online media databases provide access to more than 120,000 streaming video titles.

JCC Library's discovery tool, 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. The library is able to request research material (e.g., books and periodical articles, etc.) from other libraries via interlibrary loan. Interlibrary loan materials are delivered 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 Adirondack Region, 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. Please call 315-786-2225 in advance to schedule an appointment.

Student Life Office

McVean Student Center, Room 4-104 / studentactivities@sunyjefferson.edu
www.sunyjefferson.edu/student-life/activities

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 & Inclusion Office 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. The Student Activities & Inclusion Office supports the programming initiatives of the Campus Activities Board and provides direction and assistance to clubs.

Student Government Association

Student Government Association (SGA) 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. SGA is comprised of the Executive Board, the Student Assembly and committees. SGA 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 SGA 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 SGA staff or to get involved, contact the SGA Office.

Clubs and Organizations

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. Club and organization participation is a great way to meet other students, build skills and grow as a student and individual. For information about how clubs operate, or how to form a new club, contact the Student Activities & Inclusion Office.

Alpha Beta Gamma (ABG) National Business Honor Society

The Iota Eta Chapter of Alpha Beta Gamma National Business Honor Society was chartered at Jefferson in 2022 with the first class of inductees taking place in the fall semester. Alpha Beta Gamma is an international organization that recognizes and encourages students to engage in scholarship for Business and Professional curricula that leads to a business-oriented career at accredited Associate degree granting colleges. Jefferson's Iota Eta chapter of the society confers distinction among its members for high achievement in their studies as well as their contributions to intellectual climate and civic leadership. To qualify, students are required to have a minimum of a 3.0 GPA and must have earned 12 college credits.

Judicial Board of Review

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

Chaplain

A chaplain is available in the Gregor Building, 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 religious services.

Campus Activities Board

Campus Activities Board (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 at JCC like Fall Fest, Spring Fest, live performances, culture events, civic engagement activities and many more. CAB's events not only help student relax and enjoy their time on campus - they also provide students with a 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.

Testing Center

Collaborative Learning Center, Room 15-130 / 315-755-0300 / 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.

Veteran Services

Collaborative Learning Center, 1st Floor / 315-786-2256 / jworldturner@sunyjefferson.edu

Jefferson Community College's Veteran Services program is committed to serving those that served. Services are aimed at supporting our Veterans and Military-affiliated students including Veteran and Active Duty spouses and dependents as they navigate the admission process all the way to graduation. Services include, but are not limit to:

- Assistance understanding and applying for VA Educational benefits
- Academic coaching and advising
- Book and graphing calculator loan program
- Veteran lounge with computers and printers
- Military affiliated student outreach and workshops conducted on campus



Non-Discrimination Policies

Affirmative Consent Definition

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

This policy replaces the Nepotism Policy, adopted on October 5, 2011 in Resolution 168-11. This policy is to ensure there are no conflicts of interest or bias in matters of employment or in the educational setting due to family, romantic, or sexual relationships.

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 there 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

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 violence (including but not limited to domestic violence, dating violence, stalking, or sexual assault), 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 violence, including but not limited to domestic violence, dating violence, stalking, or sexual assault. 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 domestic violence, dating violence, stalking, or sexual assault) will be referred by the AVP of Student Affairs (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 AVP of Student Affairs. 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, gender expression, or perceived gender, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, veteran 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 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, Office 1-112 Lansing Administration Building, telephone: (315) 786-2279 or the College's Title IX Coordinator, Office 4-100(A) McVean Student Center, Telephone: (315) 786-6561; or by email: TitleIX@sunyjefferson.edu.

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) 428-3800; 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 315-786-1042;

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.

* Victims Assistance Center of Jefferson County, Inc.
418 Washington Street, Watertown, NY 13601
315-782-1823 Office / 315-782-3760 Fax / 315-782-1855 (24-Hour Hot Line)
victimassistancecenter@vacjc.com
<http://www.vacjc.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 Interim AVP of Student Affairs, (315) 786-6561, McVean Student Center, Office 4-100. 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://sunyjefferson.edu/student-life/safety-security/reporting-incident.php>. 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, Gabrielle Thompson, McVean Student Center, Office 4-100, or at (315) 786-6561.

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 Harassment Response and Prevention Policy

Jefferson Community College, the State University of New York (SUNY), and New York State are committed to protecting the safety and well-being of its students and staff and maintaining educational and working environments that are free from discrimination and harassment by adopting best practices to be uniformly applied at all SUNY and community college campuses.

Sexual Harassment is a form of workplace discrimination and employee misconduct, as well as a form of discrimination in the academic setting, that subjects an employee to inferior conditions of employment due to their gender, gender identity, gender expression (perceived or actual), and /or sexual orientation. Sexual Harassment is often viewed simply as a form of gender-based discrimination, but Jefferson Community College recognizes that discrimination can be related to or affected by other identities beyond gender. Under the New York State Human Rights Law, it is illegal to discriminate based on sex, sexual orientation, gender identity or expression, age, race, creed, color, national origin, military status, disability, pre-disposing genetic characteristics, familial status, marital status, criminal history, or status as a victim of domestic violence. The purpose of this policy is to teach employees to recognize discrimination, including discrimination due to an individual's intersecting identities; and provide tools to take action when it occurs. All employees, managers and supervisors are required to work in a manner designed to prevent sexual harassment and discrimination in the workplace, upholding Jefferson's commitment to a discrimination-free working and learning environment.

Sexual Harassment and discrimination are against the law. After reading this policy, employees will understand their right to a workplace free from harassment. Employees will also learn what harassment and discrimination look like, what actions they can take to prevent and report harassment, and how they are protected from retaliation after taking action. The policy will also explain the investigation process. Employees are encouraged to report sexual harassment or discrimination by filing a complaint internally with Human Resources at Jefferson Community College. Employees can also file a complaint with a government agency or in court under federal, state, or local antidiscrimination laws. To file an employment complaint with the New York State Division of Human Rights, please visit <https://dhr.ny.gov/complaint>. To file a complaint with the United States Equal Opportunity Commission, please visit <https://www.eeoc.gov/filing-charge-discrimination>.

Statement of Policy:

1. Jefferson Community College's policy applies to all employees, applicants for employment, and interns, whether paid or unpaid. This policy also applies to additional covered individuals. It applies to anyone who is employed by a contractor, subcontractor, vendor, consultant, or anyone providing services in our workplace. Also included are people providing equipment repair, cleaning services, or any other services through a contract with Jefferson Community College.

For the remainder of this policy, the term "covered individual" is used to refer to these individuals who are not direct employees of the College.

2. Sexual harassment is unacceptable. The College has implemented measures to address and prevent sexual harassment and is taking additional affirmative steps to increase awareness of, and sensitivity to, all forms of sexual harassment in order to maintain a workplace and learning environment free of its harmful effects. Any employee or individual covered by this policy who engages in sexual harassment or retaliation will be subject to remedial and/or disciplinary action (e.g., counseling, suspension, termination). In New York, harassment does not need to be severe or pervasive to be illegal. Employees and covered individuals should not feel discouraged from reporting harassment because they don't feel it is bad enough or because they do not want to see a colleague fired over less severe behavior. Just as harassment can happen in different degrees, potential discipline for engaging in sexual harassment will depend on the degree of harassment and might include education and counseling. It may lead to suspension or termination when appropriate.

3. Retaliation is prohibited. Any employee or covered individual that reports an incident of sexual harassment or discrimination, provides information, or otherwise assists in any investigation of a sexual harassment or discrimination complaint is protected from retaliation. No one should fear reporting sexual harassment if they believe it has occurred. So long as a person reasonably believes that they have witnessed or experienced such behavior, they are protected from retaliation. Any employee of Jefferson Community College who retaliates against anyone involved in a sexual harassment or discrimination investigation will face disciplinary action, up to and including termination. All employees and covered individuals working in the workplace who believe they have been subject to such retaliation should inform a supervisor manager, or Human Resources. All employees and covered individuals may also seek relief from government agencies, as explained in the section on Legal Protections.

4. Discrimination of any kind, including sexual harassment, is a violation of our policies, is unlawful, and may subject Jefferson Community College to liability for harm by targets of discrimination. Harassers may also be individually subject to liability and employers or supervisors who fail to report or act on harassment may be liable for aiding and abetting such behavior. Employees at every level who engage in sexual harassment, including supervisors who engage in sexual harassment or who allow such behavior to continue, will be penalized for such misconduct.
5. Jefferson Community College will conduct a prompt and thorough investigation that is fair to all parties. An investigation will happen whenever management receives a complaint about discrimination or sexual harassment, or when it otherwise knows of possible discrimination or sexual harassment occurring. Jefferson Community College will keep the investigation confidential to the extent possible. If an investigation ends with the finding that discrimination or sexual harassment occurred, Jefferson Community College will act as required. In addition to any required discipline, Jefferson Community College will also take steps to ensure a safe work environment for the employee(s) who experienced discrimination or harassment. All employees, including supervisors, are required to cooperate with any internal investigation of discrimination or sexual harassment.
6. All employees and covered individuals are encouraged to report any harassment or behaviors that violate this policy. Jefferson Community College will provide all employees access to a complaint form for employees to report harassment and file complaints. Use of this form is not required. For anyone who would rather make a complaint verbally or by email, these complaints will be treated with equal priority. An employee or covered individual who prefers not to report harassment to their manager or employer may instead report harassment to the New York State Division of Human Rights and/or the United States Equal Employment Opportunity Commission. Complaints may be made to both the employer and a government agency.
7. Supervisors are **required** to report any complaint that they receive, or any harassment that they observe or become aware of, to Human Resources.
8. This policy applies to all employees and covered individuals, such as contractors, subcontractors, vendors consultants, or anyone providing services in the workplace, and all must follow and uphold this policy. This policy must be provided to all employees in person or digitally upon hiring and should be posted prominently in all work locations. For those offices operating remotely, in addition to sending the policy through email, it will also be available on the College's shared network.

Adoption of this policy does not constitute defense to charges of unlawful sexual harassment. Each claim of sexual harassment will be determined in accordance with existing legal standards, with due consideration of the particular facts and circumstances of the claim, including but not limited to the existence of an effective anti-harassment policy and procedure.

What Is Sexual Harassment?

Sexual harassment is a form of gender-based discrimination which is unlawful under federal, state, and (where applicable) local law. Sexual harassment includes harassment on the basis of sex, sexual orientation, self-identified or perceived sex, gender expression, gender identity, and the status of being transgender. Sexual Harassment is not limited to sexual contact, touching, or expressions of a sexually suggestive nature. Sexual harassment includes all forms of gender discrimination including gender role stereotyping and treating employees differently because of their gender.

Understanding gender diversity is essential to recognizing sexual harassment because discrimination based on sex stereotypes, gender expression and perceived identity are all forms of sexual harassment. The gender spectrum is nuanced, but the three most common ways people identify are cisgender, transgender, and non-binary. A cisgender person is someone whose gender aligns with the sex they were assigned at birth. Generally, this gender will align with the binary of male or female. A transgender person is someone whose gender is different than the sex they were assigned at birth. A non-binary person does not identify exclusively as a man or a woman. They might identify as both, somewhere in between, or completely outside the gender binary. Some may identify as transgender, but not all do. Respecting an individual's gender identity is a necessary first step in establishing a safe workplace.

Sexual harassment is unlawful when it subjects an individual to inferior terms, conditions, or privileges of employment. Harassment does not need to be severe or pervasive to be illegal. It can be any harassing behavior that rises above petty slights or trivial inconveniences. Every instance of harassment is unique to those experiencing it, and there is no single boundary between petty slights and harassing behavior. However, the Human Rights Law specifies that whether harassing conduct is considered petty or trivial is to be viewed from the standpoint of a reasonable victim of discrimination with the same protected characteristics. Generally, any behavior in which an employee or covered individual is treated worse because of their gender (perceived or actual), sexual orientation, or gender expression is considered a violation of Jefferson Community College's policy. The intent of the behavior, for example, making a joke, does not neutralize a harassment claim. Not intending to harass is not a defense. The impact of the behavior on a person is what counts. Sexual harassment includes any unwelcome conduct which is either directed at an individual because of that individual's gender identity or expression (perceived or actual), or is of a sexual nature when:

- The purpose or effect of this behavior unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive work environment. The impacted person does not need to be the intended target of the sexual harassment.
- Employment depends implicitly or explicitly on accepting such unwelcome behavior; or
- Decisions regarding an individual's employment are based on an individual's acceptance to or rejection of such behavior. Such decisions can include what shifts and how many hours an employee might work, project assignments, as well as salary and promotion decisions.

There are two main types of sexual harassment:

- Behaviors that contribute to a hostile work environment include, but are not limited to, words, signs, jokes, pranks, intimidation, or physical violence which are of a sexual nature, or which are directed at an individual because of that individual's sex, gender identity, or gender expression. Sexual harassment also consists of any unwanted verbal or physical advances, sexually explicit derogatory, or discriminatory statements which an employee finds offensive or objectionable, causes an employee discomfort or humiliation, or interferes with the employee's job performance.
- Sexual harassment also occurs when a person in authority tries to trade job benefits for sexual favors. This can include hiring, promotion, continued employment or any other terms, conditions, or privileges of employment. This is also called quid pro quo harassment.

Any employee or covered individual who feels harassed is encouraged to report the behavior so that any violation of this policy can be corrected promptly. Any harassing conduct, even a single incident, can be discrimination and is covered by this policy.

Examples of Sexual Harassment

The following describes some of the types of acts that may be unlawful sexual harassment and that are strictly prohibited. This list is just a sample of behaviors and should not be considered exhaustive. Any employee who believes they have experienced sexual harassment, even if it does not appear on this list, should feel encouraged to report it:

- Physical acts of a sexual nature, such as:
 - Touching, pinching, patting, kissing, hugging, grabbing, brushing against or poking another person's body.
 - Rape, sexual battery, molestation or attempts to commit these assaults, which may be considered criminal conduct outside the scope of this policy (please contact local law enforcement if you wish to pursue criminal charges).
- Unwanted sexual comments advances or propositions, such as:
 - Requests for sexual favors accompanied by implied or overt threats concerning a target's job performance evaluation, a promotion or other job benefits.
 - Subtle or obvious pressure for unwelcome sexual activities.
 - Repeated requests for dates or romantic gestures, including gift-giving.
- Sexually oriented gestures, noises, remarks or jokes, or questions and comments about a person's sexuality or sexual experience, or romantic history which create a hostile environment. This is not limited to interactions in person. Remarks made over virtual platforms and in messaging apps when employees are working remotely can create a similarly hostile work environment.
- Sex stereotyping occurs when someone's conduct or personality traits are judged based on other people's ideas or perceptions about how individuals of a particular sex should act or look:
 - Remarks regarding an employee's gender expression, such as wearing a garment typically associated with a different gender identity; or
 - Asking employees to take on traditionally gendered roles, such as asking a woman to serve meeting refreshments when it is not part of, or appropriate to, her job duties.
- Sexual or discriminatory displays or publications anywhere in the workplace, such as:
 - Displaying pictures, posters, calendars, graffiti, objects, promotional material, reading materials or other materials that are sexually demeaning or pornographic. This includes such sexual displays on workplace computers or cell phones and sharing such displays while in the workplace.
 - This also extends to the virtual or remote workspace and can include having such materials visible in the background of one's home during a virtual meeting.
- Hostile actions taken against an individual because of that individual's sex, sexual orientation or gender expression, such as:
 - Interfering with, destroying or damaging a person's workstation, tools or equipment, or otherwise interfering with the individual's ability to perform his or her employment duties.
 - Sabotaging an individual's work.
 - Bullying, yelling, name-calling.
 - Intentional misuse of an individual's preferred pronouns; or
 - Creating different expectations for individuals based on their perceived identities.
 - Dress codes that place more emphasis on women's attire.
 - Leaving parents/caregivers out of meetings.

Who can be a target of sexual harassment?

Sexual harassment can occur between any individuals, regardless of their sex or gender. New York Law protects employees and all covered individuals described earlier in this policy. **Harassers can be anyone in the workplace.**

A supervisor, a supervisee, or a coworker can all be harassers. Anyone else in the workplace can also be harassers including an independent contractor, contract worker, vendor, client, customer, patient, constituent, or visitor.

Sexual harassment does not happen in a vacuum and discrimination experienced by an employee can be impacted by biases and identities beyond an individual's gender. For example:

- Placing different demands or expectations on black women employees than white women employees can be both racial and gender discrimination.
- An individual's immigration status may lead to perceptions of vulnerability and increased concerns around illegal retaliation for reporting sexual harassment; or
- Past experiences as a survivor of domestic or sexual violence may lead an individual to feel re-traumatized by someone's behaviors in the workplace.

Individuals bring personal history with them to the workplace that might impact how they interact with certain behavior. It is especially important for all employees to be aware of how words or actions might impact someone with a different experience than their own in the interest of creating a safe and equitable workplace.

Where can sexual harassment occur?

Unlawful sexual harassment is not limited to the physical workplace itself. It can occur while employees are traveling for business or at employer sponsored events or parties. Calls, texts, emails, and social media usage by employees or covered individuals can constitute unlawful workplace harassment, even if it occurs away from the workplace premises, on personal devices or during non-work hours.

Retaliation

Retaliation is unlawful and is any action by an employer or supervisor that punishes an individual upon learning of a harassment claim, that seeks to discourage a worker or covered individual from making a formal complaint or supporting a sexual harassment or discrimination claim, or that punishes those who have come forward. These actions need not be job-related or occur in the workplace to constitute unlawful retaliation. For example, threats of physical violence outside of work hours or disparaging someone on social media would be covered as retaliation under this policy.

Examples of retaliation may include, but are not limited to:

- Demotion, termination, denying accommodations, reduced hours, or the assignment of less desirable shifts.
- Publicly releasing personnel files.
- Refusing to provide a reference or providing an unwarranted negative reference.
- Labeling an employee as "difficult" and excluding them from projects to avoid "drama".
- Undermining an individual's immigration status; or
- Reducing work responsibilities, passing them over for a promotion, or moving an individual's desk to a less desirable office location.

Such retaliation is unlawful under federal, state, and (where applicable) local law. The New York State Human Rights Law protects any individual who has engaged in "protected activity." Protected activity occurs when a person has:

- Made a complaint of sexual harassment or discrimination, either internally or with any government agency.
- Testified or assisted in a proceeding involving sexual harassment or discrimination under the Human Rights Law or any other anti-discrimination law.
- Opposed sexual harassment or discrimination by making a verbal or informal complaint to management, or by simply informing a supervisor or manager of suspected harassment.
- Reported that another employee has been sexually harassed or discriminated against; or
- Encouraged a fellow employee to report harassment.

Even if the alleged harassment does not turn out to rise to the level of a violation of law, the individual is protected from retaliation if the person had a good faith belief that the practices were unlawful. However, the retaliation provision is not intended to protect persons making intentionally false charges of harassment.

Reporting Sexual Harassment

Preventing sexual harassment is everyone's responsibility. Jefferson Community College cannot prevent or remedy sexual harassment unless it knows about it. Any employee or covered individual is encouraged to report such behavior to a supervisor, manager or Human Resources. Anyone who witnesses or becomes aware of potential instances of sexual harassment should report such behavior to a supervisor, manager or Human Resources.

Reports of sexual harassment may be made verbally or in writing. A form for submission of a written complaint is attached to this Policy, and all employees are encouraged to use this complaint form, but it is not required. Employees who are reporting sexual harassment on behalf of other employees should use the complaint form and note that it is on another employee's behalf. A verbal or otherwise written complaint (such as an email) on behalf of oneself or another employee is also acceptable.

Employees and covered individuals who believe they have been a target of sexual harassment may also seek assistance in other available forums, as explained below in the section on Legal Protections.

Supervisory Responsibilities

All supervisors who receive a complaint or information about suspected sexual harassment, observe what may be sexually harassing or discriminatory behavior, or for any reason suspect that sexual harassment or discrimination is occurring, **are required** to report such suspected sexual harassment Human Resources. Supervisors should not be passive and wait for an employee to make a claim of harassment. If they observe such behavior, they must act.

In addition to being subject to discipline if they engaged in sexually harassing or discriminatory conduct themselves, supervisors will be subject to discipline for failing to report suspected sexual harassment or otherwise knowingly allowing sexual harassment to continue. Supervisors will also be subject to discipline for engaging in any retaliation.

While supervisors and managers have a responsibility to report harassment and discrimination, supervisors and managers must be mindful of the impact that harassment and a subsequent investigation has on victims. Being identified as a possible victim of harassment and questioned about harassment and discrimination can be intimidating, uncomfortable and re-traumatizing for individuals. Supervisors and managers must accommodate the needs of individuals who have experienced harassment to ensure the workplace is safe, supportive, and free from retaliation for them during and after any investigation.

Bystander Intervention

Any employee witnessing harassment as a bystander is encouraged to report it. A supervisor or manager that is a bystander to harassment is **required** to report it. There are five standard methods of bystander intervention that can be used when anyone witnesses harassment or discrimination and wants to help.

- A bystander can interrupt the harassment by engaging with the individual being harassed and distracting them from the harassing behavior.
- A bystander who feels unsafe interrupting on their own can ask a third party to help intervene in the harassment.
- A bystander can record or take notes on the harassment incident to benefit a future investigation.
- A bystander might check in with the person who has been harassed after the incident, see how they are feeling and let them know the behavior was not ok; and
- If a bystander feels safe, they can confront the harassers and name the behavior as inappropriate. When confronting harassment, physically assaulting an individual is never an appropriate response.

Though not exhaustive, and dependent on the circumstances, the guidelines above can serve as a brief guide of how to react when witnessing harassment in the workplace. Any employee witnessing harassment as a bystander is encouraged to report it. A supervisor or manager that is a bystander to harassment is required to report it.

Complaint and Investigation of Sexual Harassment

All complaints or information about sexual harassment will be investigated, whether that information was reported in verbal or written form. An investigation of any complaint, information, or knowledge of suspected sexual harassment will be prompt, thorough, and started and completed as soon as possible. The investigation will be kept confidential to the extent possible. All individuals involved, including those making a harassment claim, witnesses, and alleged harassers deserve a fair and impartial investigation.

Any employee may be required to cooperate as needed in an investigation of suspected sexual harassment. Jefferson Community College will take disciplinary action against anyone engaging in retaliation against employees who file complaints, support another's complaint, or participate in an investigation.

The College recognizes that participating in a harassment investigation can be uncomfortable and has the potential to traumatize an employee. Those receiving claims and leading investigations will handle complaints and questions with sensitivity toward those participating. While the process may vary from case to case, investigations should be done in accordance with the following steps.

- Upon receipt of complaint, Human Resources will conduct a prompt review of the allegations, assess the appropriate scope of the investigation, and take any interim actions (e.g., instructing the respondent to refrain from communications with the complainant), as appropriate. If complaint is verbal, request that the individual completes the "Complaint Form" in writing. If the person reporting prefers not to fill out the form, Human Resources will prepare a Complaint Form or equivalent documentation based on the verbal reporting.

- If documents, emails or phone records are relevant to the investigation, take steps to obtain and preserve them.
- Request and review all relevant documents, including all electronic communications.
- Interview all parties involved, including any relevant witnesses.
- Create a written documentation of the investigation (such as a letter, memo or email), which contains the following:
 - A list of all documents reviewed, along with a detailed summary of relevant documents.
 - A list of names of those interviewed, along with a detailed summary of their statements.
 - A timeline of events.
 - A summary of prior relevant incidents, reported or unreported; and
 - The basis for the decision and final resolution of the complaint, together with any corrective action(s).
- Keep the written documentation and associated documents in a secure and confidential location.
- Promptly notify the individual who reported and the individual(s) about whom the complaint was made of the final determination and implement any corrective actions identified in the written document.
- Inform the individual who reported of the right to file a complaint or charge externally as outlined in the next section.

Legal Protections and External Remedies

Sexual harassment is not only prohibited by Jefferson Community College but is also prohibited by state, federal, and, where applicable, local law.

Aside from the internal process at Jefferson Community College, employees may also choose to pursue legal remedies with the following governmental entities. While a private attorney is not required to file a complaint with a governmental agency, you may seek the legal advice of an attorney.

New York State Division of Human Rights:

The New York State Human Rights Law (HRL), codified as N.Y. Executive Law, art. 15, § 290 et seq., applies to all employers in New York State with regard to sexual harassment, and protects employees and covered individuals regardless of immigration status. A complaint alleging violation of the Human Rights Law may be filed either with the Division of Human Rights (DHR) or in New York State Supreme Court.

Complaints with DHR may be filed any time **within** three years of the harassment. If an individual does not file at DHR, they can sue directly in state court under the Human Rights Law, **within three years** of the alleged sexual harassment. An individual may not file with DHR if they have already filed a HRL complaint in state court.

Complaining internally to Jefferson Community College does not extend your time to file with DHR or in court. The three years is counted from date of the most recent incident of harassment.

You do not need an attorney to file a complaint with DHR, and there is no cost to file with DHR.

DHR will investigate your complaint and determine whether there is probable cause to believe that sexual harassment has occurred. Probable cause cases are forwarded to a public hearing before an administrative law judge. If sexual harassment is found after a hearing, DHR has the power to award relief. Relief varies but may include requiring your employer to take action to stop the harassment, or redress the damage caused by the harassment, including paying of monetary damages, punitive damages, attorney's fees and civil fines.

DHR's main office contact information is: NYS Division of Human Rights, One Fordham Plaza, Fourth Floor, Bronx, New York 10458. You may call (718) 741-8400 or visit: www.dhr.ny.gov.

Contact DHR sexual harassment hotline at (800) HARASS3 for more information about filing a sexual harassment complaint. The hotline can also provide you with a referral to a volunteer attorney experienced in sexual harassment matters who can provide you with limited free assistance and counsel over the phone.

The United States Equal Employment Opportunity Commission:

The United States Equal Employment Opportunity Commission (EEOC) enforces federal anti-discrimination laws, including Title VII of the 1964 federal Civil Rights Act (codified as 42 U.S.C. § 2000e et seq.). An individual can file a complaint with the EEOC anytime within 300 days from the most recent incident of harassment. There is no cost to file a complaint with the EEOC. The EEOC will investigate the complaint and determine whether there is reasonable cause to believe that discrimination has occurred. If the EEOC determines that the law may have been violated, the EEOC will try to reach a voluntary settlement with the employer. If the EEOC cannot reach a settlement, the EEOC (or the Department of Justice in certain cases) will decide whether to file a lawsuit. The EEOC will issue a Right to Sue letter permitting the individual to file a complaint in federal court if the EEOC closes the charge, is unable to determine if federal employment discrimination laws may have been violated or believes that unlawful discrimination occurred but does not file a lawsuit.

Individuals may obtain relief in mediation, settlement or conciliation. Federal courts may award remedies if discrimination is found to have occurred. In general, private employers must have at least 15 employees to come within the jurisdiction of the EEOC.

An employee alleging discrimination at work can file a "Charge of Discrimination." The EEOC has district, area, and field offices where complaints can be filed. Contact the EEOC by calling 1-800-669-4000 (TTY: 1-800-669-6820), visiting their website at www.eeoc.gov or via email at info@eeoc.gov.

If an individual filed an administrative complaint with DHR, DHR will file the complaint with the EEOC to preserve the right to proceed in federal court.

Title IX of the Education Amendments of 1972

Title IX, passed in 1972, was the first comprehensive federal law to prohibit sex discrimination against students and employees of educational institutions.

The law states:

"No person in the United State shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance."

Title IX benefits both males and females. It requires educational institutions to maintain policies, practices and programs that do not discriminate against anyone based on sex. Under this law, males and females are expected to receive fair and equal treatment in all aspects of higher education.

Any member or visitor of the college community who has **questions or concerns about sex discrimination or sexual harassment** is strongly encouraged to contact the Title IX Coordinator or any campus administrator.

Any member or visitor of the college community **who experiences sexual assault, including rape**, is strongly encouraged to report his/her incident to the local police: 911, Campus Safety and Security Office (315) 786-2222, the Title IX Coordinator, or any campus administrator.

Additionally, the NYS Police maintains a dedicated hotline for reporting sexual assaults on college and university campuses at 1-844-845-7269.

Local Protections

Many localities enforce laws protecting individuals from sexual harassment and discrimination. An individual should contact the county, city or town in which they live to find out if such a law exists. For example, employees who work in New York City may file complaints of sexual harassment with the New York City Commission on Human Rights. Contact their main office at Law Enforcement Bureau of the NYC Commission on Human Rights, 40 Rector Street, 10th Floor, New York, New York; call 311 or (212) 306-7450; or visit www.nyc.gov/html/cchr/html/home/home.shtml

Contact the Local Police Department

If the harassment involves unwanted physical touching, coerced physical confinement or coerced sex acts, the conduct may constitute a crime. Those wishing to pursue criminal charges are encouraged to contact the local police department.

Conclusion

The policy outlined above is aimed at providing employees at Jefferson Community College and covered individuals an understanding of their right to a discrimination and harassment free workplace. All employees should feel safe at work. Though the focus of this policy is on sexual harassment and gender discrimination, the New York State Human Rights law protects against discrimination in several protected classes including sex, sexual orientation, gender identity or expression, age, race, creed, color, national origin, military status, disability, pre-disposing genetic characteristics, familial status, marital status, criminal history, or domestic violence survivor status. The prevention policies outlined above should be considered applicable to all protected classes.

Sexual Violence Response Procedures

In accordance with the student's Bill of Rights, reporting individuals 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 disclose 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)
- * Anonymously via an internet at www.sunyjefferson.edu/incidentreport or anonymous telephone reporting at (315) 786-2359;

Visit www.sunyjefferson.edu for the most current information.

- * Personal Counselor or Nurse in the Health and Wellness Center (Building 17), operated by North Country Family Health Center at (315) 786-1042;
- * 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: <https://opdv.ny.gov/survivors-victims> (or by calling 1-800-942-6906), and assistance can also be obtained through:
 - * Legal Momentum: <https://www.legalmomentum.org/>
 - * NYSCASA: <http://nyscasa.org/get-help>
 - * NYSCADV: <http://www.nyscadv.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).
 - * Safe Horizons: <https://www.safehorizon.org/>
(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. Reporting individuals are encouraged to additionally contact a campus confidential or private resource so that the campus can take appropriate action in these cases).
- * To disclose the incident to one of the following college officials who can offer privacy and can provide information about remedies, accommodations, evidence preservation, and how to obtain resources. Those officials will also provide the information contained in the Students' Bill of Rights, including the right to choose when and where to report, to be protected by the institution from retaliation, and to receive assistance and resources from the institution. These college officials will disclose that they are private and not confidential resources, and they 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. They will notify reporting individuals that the criminal just process uses different standards of proof and evidence than internal procedures, and questions about the penal law or the criminal process should be directed to law enforcement or district attorney,
 - * Title IX Coordinator, Gabrielle Thompson, located in the McVean Student Center, Office 4-100, or at (315) 786-6561;
 - * Campus Security at (315) 786-2222 (24 hour response), office located in the John Deans CLC Building, 15-140.
 - * Residence Life Coordinator at (315) 755-0411, (315) 755-0412 or (315) 755-0413, offices located in East Hall.
- * To file a criminal complaint with Campus Security and/or with local law enforcement and/or state police:
 - * Campus Security at (315) 786-2222 (24 hour response), office located in the John Deans CLC Building, 15-140;
 - * Watertown Police Department at 911;
 - * The NYS Police dedicated hotline for reporting sexual assaults on NY college 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 and the reporting individual's identity shall remain private at all times if said reporting individual wishes to maintain privacy. If a reporting individual wishes to keep their identity anonymous, he or she may call (315) 786-6561 anonymously to discuss the situation and available options.
 - * Title IX Coordinator, Gabrielle Thompson, located in the McVean Student Center, Office 4-100, or at (315) 786-6561;
 - * Private email: titleix@sunyjefferson.edu
- * When the accused is an employee, a reporting individual 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 reporting individual 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.
 - * Margaret LaVancha, Executive Director of Human Resources, (315) 786-2279, mlavancha@sunyjefferson.edu.
- * You may withdraw your complaint or involvement at any time.
- * Every college shall ensure that, at a minimum, at the first instance of disclosure by a reporting individual to a college representative, the following information shall be presented to the reporting individual: "You have the right to make a report to University Police or Campus Security, local law enforcement, and/or State Police or choose not to report; to report the incident to your institution; to be protected by the institution from retaliation for reporting an incident; and to receive assistance and resources from your institution."

II. Resources

- To obtain effective intervention services. Short term counseling services are free for students.
 - Personal Counselor in the Health and Wellness Center (Building 17), or at (315) 786-1042. Short term counseling services are free for students.
 - Health and Wellness Center (Building 17), or at (315) 786-1042. Limited services are available free of charge to students; referrals are made to the community. [Describe applicable charges or include a statement of no charge]. Sexual contact can transmit Sexually Transmitted Infections (STI) and may result in pregnancy. Testing for and emergency contraception is available [provide contact information for one or multiple on or off-campus locations where students can obtain tests for STIs and describe whether such testing is free or at a cost].

- Victims' Assistance Center may be reached through a 24 hour Hotline: (315) 782-1855, Office: (315) 782-1823, Toll Free: 866-782-1855 or in person at 418 Washington Street, Watertown. <http://www.vacjc.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>, or by calling 1-800-247-8035. Options are explained here: <https://ovs.ny.gov/help-crime-victims>.
- To best preserve evidence, victims/survivors should avoid showering, washing, changing clothes, combing hair, drinking, eating, or doing anything to alter physical appearance until after a physical exam has been completed.

III. Protection and Accommodations

- When the accused is a student, to have the college issue a "No Contact Order," consistent with college policy and procedure, 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. Both the accused/respondent and reporting individual may request a prompt review of the need for and terms of a No Contact Order, consistent with College/University policy. Parties may submit evidence in support of their request.
- To have assistance from campus security or other college officials in initiating legal proceedings in family court or civil court, including but not limited to 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. Parties may request a prompt review of the need for and terms of an interim suspension.
- When the accused is not a student but is a member of the college community and presents a continuing threat to the health and safety of the community, to subject the accused to interim measures in accordance with applicable collective bargaining agreements, employee handbooks, and College/University policies and rules.
- 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. Parties may request a prompt review of the need for and terms of any interim measures and accommodations that directly affect them. While reporting individuals 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:
 - Title IX Coordinator, Gabrielle Thompson, located in the McVean Student Center, Office 4-100, or at (315) 786-6561.

IV. Student Conduct Process

- * To request that student conduct charges be filed against the accused. Conduct proceedings are governed by the procedures set forth in Jefferson Community College student handbook 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 respondent and the reporting individual will have:
 - * The same opportunity to be accompanied by an advisor of their choice who may assist and advise the parties throughout the conduct process and any related hearings or meetings. 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, impartiality, the rights of the respondent, including the right to presumption that the respondent is "not responsible" until a finding of responsibility is made, 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 (including fairness, impartiality, and a meaningful opportunity to be heard) and is not conducted by individuals with a conflict of interest.
 - * The right to receive advance written or electronic notice of the date, time, and location of any meeting or hearing they are required to or are eligible to attend. Accused individuals will also be told the factual allegations concerning the violation, a reference to the specific code of conduct provisions alleged to have been violated, and possible sanctions.

- * 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 offer evidence during the investigation and to review available relevant evidence in the case file (or otherwise held by the College).
- * The right to present evidence and testimony at a hearing, where appropriate.
- * 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 with persons other than the other party in the conduct process or their own mental health diagnosis or treatment from admittance in college disciplinary stage that determines responsibility. Past findings of domestic violence, dating violence, stalking, or sexual assault 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 decision, any sanctions and the rationale for the decision and any sanctions.
- * The right to written or electronic notice about the sanction(s) that may be imposed on the accused based upon the outcome of the conduct. For students found responsible for sexual assault, the available sanctions are suspension with additional requirements and expulsion/dismissal.
- * Access to at least one level of appeal of a determination before a panel, which may include one or more students, that is fair and impartial and does not include individuals with a conflict of interest.
- * The right to have access to a full and fair record of a student conduct hearing, which shall be preserved and maintained for at least five years.
- * The right to have all information obtained during the course of the conduct or judicial process be protected from public release until the appeals panel makes a final determination unless otherwise required by law.

Student Location Policy

Purpose: This Policy establishes how Jefferson Community College will determine the primary physical location of prospective and current students in accordance with the state authorization requirements of 34 CFR § 600.9(c), the professional licensure disclosure requirements of 34 CFR §668.43(a)(5)(v) and 668.43(c) and other applicable requirements necessary for the awarding of Title IV Financial Aid eligibility.

Definitions:

1. A Prospective Student is an individual who has contacted Jefferson Community College regarding admission and does not meet the definition of a Current Student.
2. A Current Student is an individual who has completed the registration requirements (except for payment of tuition and fees).
3. The term State refers to any of the fifty U.S. States, the District of Columbia, and other U.S. territories including the Commonwealth of Puerto Rico (PR), or the U.S. Virgin Islands (VI)
4. The Permanent/Current Address is the address of the student's permanent principal home as provided to the College on the application for admission or otherwise indicated in the student information system; it is the address where the current student currently lives and intends to stay or if the student is temporarily living at another address, it is the address to which the current student returns or intends to return.
5. The location refers to the State or other locale in which the student is currently living (e.g. current permanent/home address or mailing address if no current permanent/home address exists) at the time of enrollment before making a financial commitment.

Statement of Policy:

1. This Policy applies to all prospective and current students.
2. For the purpose of compliance with the professional licensure disclosure requirements of 34 CFR §668.43(a)(5)(v) and 668.43(c), a Prospective Student's Location is derived from the address information provided by the prospective student on the completed College registration form or admissions application. If a prospective student has submitted both a course registration form and an admissions application, the prospective student location will be determined by the most recent submission.
3. For the purpose of compliance with the state authorization requirements of 34 CFR § 600.9(c) and the professional licensure disclosures requirements of 34 CFR §668.43(a)(5)(v) and 668.43(c), a current student's location is based on the permanent address provided by the current student to Jefferson Community College at the time of first enrollment or admission and maintained in the College's student information system. If a permanent address is not available, the College will use the mailing address to determine the current student's location.

4. Prospective students will update their location by contacting the Enrollment Services Office directly and providing updated address information.
5. Current students will update their location in the College's student information system when this information changes or as soon as reasonably practicable, or when prompted by the College.
6. When student location data is needed for data reporting purposes, such as reports required by SUNY, New York State, or the U.S. Department of Education, Jefferson Community College will follow the applicable reporting entity's rules for determining a current or prospective student's location.
7. Exceptions to this Policy may be made on a case-by-case basis by the College Registrar in consultation with other appropriate college offices.
8. The Provost, Vice President of Academic and Student Affairs is responsible for overseeing this policy.

Student Pregnancy and Parenting Policy

Purpose: To establish a policy to prohibit harassment and discrimination of pregnant and/or parenting students. This policy applies to all students attending Jefferson and covers academic classes, activities, sporting events, clubs, etc.

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

1. A pregnant/Parenting student is a student who is in the process of having a child naturally, via surrogacy, adoption and or legal guardianship, and foster care.
2. Pregnant/Parenting students can be the individual who is pregnant or the partner of the pregnant individual. It also refers to students who are in the process of surrogacy, adoption, foster care and/or legal guardianship.

Jefferson Community College is committed to fostering a welcoming, accessible, and inclusive educational environment for students who are pregnant and/or parenting while attending Jefferson. Jefferson Community College, the staff, and faculty cannot discriminate based on pregnancy/and or parenting students and must accommodate students according to current college procedure.

The College's policy is in accordance with federal and state laws and regulations prohibiting discrimination and harassment due to pregnancy and/or parenting students. These laws include the Americans with Disabilities Act (ADA), Title IX of the Education Amendments of 1972, the Pregnancy Care Act, and the New York State Human Rights Law. These laws prohibit discrimination and harassment, including students who are pregnant and/or parenting.

Students are not legally required to inform faculty, staff, or any member of the administration of their pregnancy or parenting status, unless they are seeking accommodations. The College wishes to create an environment that encourages voluntary sharing of this information, so that the College can provide support for the physical and mental health of the student.

1. This policy applies to all part-time and full-time undergraduate students attending Jefferson Community College for academic classes and campus activities including but not limited to sporting events and clubs.
2. Each student interested in pursuing pregnant/parenting accommodations must follow the college's Accommodation Procedures.
3. The Title IX Coordinator is responsible for overseeing this policy.

Students' 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.

All students have the right to:

- Make a report to local law enforcement and/or state police;
- Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
- Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from outside pressures from the institution;
- Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
- Be treated with dignity and to receive from the institution courteous, fair, and respectful health care and counseling services, where available;
- Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
- Describe the incident to as few institutional representatives as practicable and not to be required to unnecessarily repeat a description of the incident;

- Be free from retaliation by the institution, the accused, and/or the respondent, and/or their friends, family and acquaintances within the jurisdiction of the institution;
- Access to at least one level of appeal of a determination;
- Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or respondent throughout the judicial or conduct process including during all meetings and hearings related to such process;
- Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial 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.
- Confidentially disclose a crime or violation to the Personal Counselor or Nurse in the Health and Wellness Center, Building 17, (315) 786-1042.
- Make a report to:
 - Title IX Coordinator: Gabrielle Thompson, at (315) 786-6561, located in the McVean Student Center, Office 4-100;
 - Campus Safety and Security at (315) 786-2222, office located in Deans Collaborative Learning Center, 15-140;
 - Watertown Police Department at 911;
 - NYS dedicated hotline for reporting sexual assaults on college and university campuses at 1-844-845-7269;
 - and/or Family Court or Civil Court.

Technology Accessibility Policy

Jefferson Community College is committed to providing equal access to persons with disabilities by ensuring our digital content is accessible by everyone regardless of physical or cognitive ability. This policy establishes standards for technology accessibility necessary to meet this goal and comply with state and federal laws, including but not limited to The Americans with Disabilities Act (PL 110-325 (S 3406)), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C.) of the US Department of Health and Human Services regulations implementing the Act and Section 508 of the Rehabilitation Act (29 U.S.C. § 794d), as amended by the Workforce Investment Act of 1998 (P.L. 105-220).

This policy applies to all persons and programs that

1. Create digital content on behalf of Jefferson Community College OR
2. Acquire, implement or maintain software or digital services on behalf of Jefferson Community College.

Statement of Policy:

1. Jefferson Community College has adopted Web Content Accessibility Guideline WCAG 2.0 AA (or current version mandated by law) as its standard to ensure compliance with state and federal laws.
2. All active digital content must comply with the technology accessibility standard defined in this document. Archived digital content need not comply unless it returns to active status or is requested by an individual needing compliance.
3. Software Applications and Digital Services must comply with the technology accessibility standard defined within this document and include proof via a VPAT and accessibility testing by campus representatives. Software applications and digital services compliance will be reviewed at least annually.
4. All new software applications, digital services, and third-party web services, shall be reviewed including proof via a VPAT and accessibility testing by campus representatives before contracting/purchasing
5. 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.

Exemptions

The following circumstances may qualify as exemptions from this policy (all require a request for exemption):

1. Where compliance is not technically possible or may require extraordinary measures due to the nature or intent of the information resource, application or service. Lack of sufficient funding for any particular college, department, program or unit of the College would not be considered for an exemption.
2. Where compliance would result in a fundamental alteration of the software application or digital service and not satisfy the original intent.
3. Where, in the case that software applications and digital services that are procured through third party vendors or contractors; and that no alternative accessible products are available from other third party vendors or contractors, procurement can be made of a non-compliant product.
4. Where the product is not currently in compliance, but efforts are underway to fix the defects by a defined date.

Requesting an Exemption from the Policy

Purchasers and developers of software applications and digital services may request exemption from meeting the requirements of this policy by completing the Request for Technology Accessibility Exemption Form, then submitting it to the Chair of the Technology Accessibility Advisory Committee for review and approval (if determined to be a justifiable reason for exception.)

Definitions

- **Accessible:** digital content is available and consumable by everyone regardless of physical or cognitive ability.
- **Accessible format:** the structure and composition of digital documents and applications that are readable and usable by people with disabilities, using assistive technologies.
- **Archived Digital Content:** content that is no longer available to a wide audience but is subject to record retention plans
- **Digital Content:** includes web pages, video and audio files, email message, documents, spreadsheets, presentations, images, library databases and other digital materials
- **Disability:** as defined by the Americans with Disabilities Act as “any mental or physical condition that substantially limits an individual's ability to perform one or more major life activities.”
- **Section 504 of the Rehabilitation Act of 1973 (29 U.S.C.):** prohibits discrimination on the basis of disability in any program or activity receiving Federal financial assistance.
- **Section 508 of the Rehabilitation Act (29 U.S.C. § 794d), as amended by the Workforce Investment Act of 1998 (P.L. 105-220):** requires federal agencies to develop, procure, maintain and use information and communications technology (ICT) that is accessible to people with disabilities - regardless of whether or not they work for the federal government.
- **Software Applications and Digital Services:** includes social media, websites, databases, web- and computer-based software applications.
- **Voluntary Product Accessibility Template (VPAT):** is a document which evaluates how accessible a particular product is according to the WCAG 2.0 AA standards. It is a self-disclosing document produced by the vendor which details each aspect of the WCAG 2.0 AA requirements and how the product supports each criteria.
- **WCAG:** The Web Content Accessibility Guidelines (WCAG) were developed by the W3C (World Wide Web Consortium) to provide a “single shared standard for web content accessibility that meets the needs of individuals, organizations and governments.”

Related Documents:

Web Accessibility (<https://sunyjefferson.edu/accessibility/>)

Service Animal Policy (<https://sunyjefferson.edu/academics/programs/catalog/service-animals-on-campus.php>)

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.

For information, counseling, or to file a complaint of discrimination or harassment on the basis of sex, which includes sexual violence, sexual assault, and sexual harassment, contact our Title IX Coordinator:

Gabrielle M. Thompson
McVean Office 4-100
(315) 786-6561

Responsibilities of a Title IX Coordinator:

A Title IX Coordinator is responsible for oversight of campus education related to Title IX, grievance procedures, and ensuring the College remains in compliance with all requirements of Title IX and related laws.

Notification and Education:

- Dissemination of educational materials
- Coordinating training for students and employees about their rights under Title IX

Grievance Procedures:

- Receive and process inquiries and complaints of alleged discriminatory behaviors that are in violation of Title IX.
- The Process for student grievances is detailed in the Student Code of Conduct.
- Employee grievances are addressed through appropriate collective bargaining and employment-related policies and procedures.

Monitor compliance:

- Review Title IX cases that were received in other offices. The Title IX Coordinator partners with the following offices to safeguard students rights and responsibilities:
 - Security
 - Health Office
 - Human Resources
 - Residence Life
 - Athletics

Examine and review of all Jefferson Community College internal practices related to all aspects of Title IX; remain abreast of current state and federal laws as it relates to Title IX; implement best practices utilized by other institutions.

Deputy Title IX Coordinator for Employees:

Margaret LaVancha, Executive Director of Human Resources, (315) 786-2279, mlavancha@sunyjefferson.edu

Campus Safety and Security

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. Visit www.sunyjefferson.edu/annualsecurityreport to access the full report.

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 Safety & 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 Safety & 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. The Office of Campus Safety & Security works very closely with the Watertown Police Department, Jefferson County Sheriff's Department and New York State Police.

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 Safety & 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 Life 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.

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, Health and Wellness Center, Access and Opportunity Programs, TRIO SSS Program, Victims Assistance Center Campus Activities, 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, 418 Washington 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 Campus Safety & Security Office, the Affirmative Action Officer, V.P. for Administration and Finance or the AVP for Student Affairs are prepared to receive such reports.

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

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

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

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
- b. Jefferson Community College FERPA Policy – incorporated by reference
- 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, Institutional Research, and Financial 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.

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.

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
 - b. 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 myJCC 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:
 1. Respond to the user
 2. Address issues identified by the user
 3. Improve the website
 4. Notify the user about updates, services, special events or activities offered by JCC
 5. Ask the user to participate in surveys
 6. 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 webmaster 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 webmaster is:
Jefferson Community College
Attn: Webmaster
1220 Coffeen Street
Watertown, New York 13601
- b. The webmaster 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 webmaster 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
 1. 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
 2. Made pursuant to a court order or by law
 3. For the purpose of validating the identity of the user
 4. 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

JCC provides links to third parties as a convenience in locating relative information and services for our users. JCC does not take any responsibility for the content, the accuracy of the information and/or quality of products or services provided by or advertised on these third-party web sites.

12. Disclaimer

The information provided in this policy should not be construed as giving business, legal or other advice or warranting as fail proof, the security of information provided through sunyjefferson.edu.

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.

14. Contact information

For questions regarding this policy, please contact the webmaster (webmaster@sunyjefferson.edu) or by regular mail:

Webmaster
Jefferson Community College
1220 Coffeen Street
Watertown, New York 13601

15. 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. Users 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.

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.
 5. Online data collection programs are defined as any web form, application or survey tool that is made available to the public and stores some or all of the personally identifiable information elements. Surveys, while they may or may not collect personally identifiable information, must be reviewed by a designated data/cyber security officer to ensure that the data being collected is securely stored in a manner consistent with all designed security standards established for personally identifiable information (PII).
 6. Disclosure of personally identifiable information to parties outside the university
JCC does not sell, rent, give away or loan any personally identifiable information about students, faculty or staff to any third party other than agencies directly connected to the university. Agencies who have access to personally identifiable information are required to protect this information in a manner that is consistent with this privacy policy and those set forth by the State of New York and the Federal government. Violators of these privacy acts will be prosecuted by every extent of the law.
 7. Consent
By using the College technology infrastructure, you consent to the collection and use of your personally identifiable information by JCC. The policies that govern the usage of JCC's technological infrastructure and your personally identifiable information will be made available.
 8. Failure to uphold the general standards of usage constitutes a violation of this policy and may be subject to disciplinary action. The general standards of usage require:
 - a. Compliance with all applicable laws, regulations, and College policies;
 - b. Truthfulness and honesty in personal and computer identification;
 - c. Respect for the rights and property of others, including intellectual property rights;
 9. Chapter 279, Public Officers Law 96-a, prohibits the State from any of the following, unless required by law.
 - Intentionally communicating or making available to the general public an individual's social security number.
 - Printing an individual's social security number on any card or tag required for the individual to access products, services or benefits provided by the State and its political subdivisions.
 - Requiring an individual to transmit his or her social security number over the Internet, unless the connection is secure or the number is encrypted.
 - Requiring an individual to use his or her social security number to access a website, unless a password or unique personal identification number or other authentication device is also required for access.
 - Including an individual's social security number, except the last four digits, on any materials that are mailed to the individual or sent to him or her in an email that is copied to third parties, except that social security numbers may be included in applications and forms sent by mail, including documents sent as part of an application or enrollment process, or to establish, amend or terminate an account, contract or policy, or to confirm the accuracy of a social security number.
 - Printing a social security number, under any circumstances, in whole or in part, on a postcard or other mailer not requiring an envelope, or visible on an envelope or without the envelope having been opened.
 - Encoding or embedding a social security number in or on a card or document, including by bar code, chip, magnetic strip, or other technology, where printing a social security number thereon is prohibited under this law: Student Support Services, Social Security Number (SSN) Initiative, nysed.gov, <https://opengovernment.ny.gov/system/files/documents/2020/09/pppl.pdf> (January 12, 2010).

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/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:

- a. Procedure for Processing Infringements
- b. If there is suspicion of copyright infringement, please contact Institutional Technology (IT), as soon as possible. IT will conduct an investigation into the allegations.
- c. 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.
- d. In the case of an allegation, the DMCA requires that all claims of infringement be in writing and include:
 - e. A physical or electronic signature of the copyright owner or person designated to act on his/her behalf
 - f. Identification of the allegedly infringed copyrighted work, including:
 - g. Identity of the copyright owner, if not the complainant
 - h. Citation of the copyrighted works (author/creator, title/description, copyright date)
 - i. Statement of copyright ownership
 - j. Evidence of copyright registration
 - k. Identification of the host web site and sufficient information to locate it including:
 - l. URL (web address)
 - m. date time and time zone the web site was observed
 - n. contact information for the complainant or person designated to act on his/her behalf, including address, telephone number, and if available, email address
 - o. 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
 - p. 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
 - q. 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:
 - r. 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).
 - s. 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.
 - t. Upon receipt of that statement, the agent then requests that IT unblock the IP address.
 - u. 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.
 - v. 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.
 - w. 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.)
- x. **Reporting a Copyright Violation**
 - To report alleged copyright infringements, please contact:
Institutional Technology
Room 5-001
1220 Coffeen Street
Watertown, NY 13601
Phone: 315-786-2301
Fax: 315-786-2511
- y. 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.

Password Policy

Passwords are a common means of authenticating a user's identity when accessing Jefferson Community College's network, information systems, and specialized software. The purpose of this policy is to establish a standard for creation of strong passwords and the protection of those passwords. This policy applies to all authorized users accessing the College's technology resources regardless of their capacity, role or function.

Statement of Policy:

Passwords are an important aspect of computer security and the front line of protection for user accounts and Jefferson Community College's data and infrastructure.

1. All passwords are to be treated as sensitive, confidential Jefferson Community College information.
2. All users will follow standards and procedures as put forth and communicated by Institutional Technology regarding password criteria and guidelines for length and complexity.
3. Password guidelines will be revised, when necessary, by Institutional Technology.
4. Passwords must be changed if they are believed to be compromised, forgotten, or of insufficient complexity.
 - a. Password cracking or guessing may be performed on a periodic or random basis by Institutional Technology or delegates.
5. 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 them, including the passwords that they establish.
6. It may, at times, be necessary for authorized systems administrators to suspend an individual's access to College computing resources immediately for violations of this policy pending interim resolution of the situation. In the case of egregious and continuing violations, suspension of access may be extended until final resolution by the appropriate disciplinary authority.
7. The President, or designee, is responsible for developing appropriate procedures and implementing this policy.

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. 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, mis-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.

I understand that it is my responsibility to maintain adequate and current virus protection software on my computer and/or connected device. It is also my responsibility to keep my connected device up-to-date on any security updates released by my operating system vendor. Failure to do so could result in my being removed from the JCC wireless system. I will not introduce any shared drives, data, or devices to the network maintained by JCC. I will not add, change, delete or modify in any way the networking configuration installed on my computer system which was setup by Jefferson Community College. I also will not share any of this configuration information with other people.

If the wireless device is altered in any way which affects Jefferson Community College, I shall reimburse Jefferson Community College the cost to repair any damages caused to their network. Jefferson Community College reserves the right to place a hold on my student account to recover any costs which may be incurred to repair any such damages.

Jefferson Community College reserves the right to revoke this access at any time deemed appropriate. This network configuration shall be removed within 24 hours of Jefferson Community College's request, or within 24 hours of my no longer being enrolled or employed at JCC. If I cannot do this myself, JCC will remove the necessary items for me.

By signing this agreement, I also agree to the terms & conditions set forth by the Wireless Network Access Requirements. Copies of the Wireless Network Access Agreement are available in Gregor Bldg. 5-004 or by calling 315-786-6511.

If you are having difficulty connecting to the wireless network, please bring your device to the IT department. Jefferson Community College will not be responsible for any loss of data, or functionality to your computer by executing these tasks. JCC IT staff will only perform troubleshooting techniques related to connecting the device to the JCC wireless network.

If you have any questions about any of these requirements, please stop in and ask (Gregor Bldg. 5-004), or contact the IT department at 315-786-6511.

Student 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. In some cases, the College may 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 faculty member 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 faculty member with regard to the College's Academic Honesty Policy may follow the steps outlined below within four months after the incident in question.

Step I. The student will present any grievance to the faculty member 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 Provost, Vice President for Academic and Student Affairs. The Provost, Vice President for Academic and Student 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 Provost, Vice President for Academic and Student 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 office of the Provost, Vice President for Academic and Student Affairs. 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 Compliance Officer for Students at 315-786-6561, McVean Student Center, Room 4-100.

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 their 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 45 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. 10. 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 AVP of 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 AVP of 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 this document.

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:

- 5.3.1 Disruption of classes,
- 5.3.2 Blockage of entrances and exits,
- 5.3.3 Destruction of College or personal property, and
- 5.3.4 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 the Student Life 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:

- 5.8.1 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 AVP of 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.

Student Code of Conduct

1. Preamble

Jefferson Community College (Jefferson) 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.

As an educational institution, Jefferson has set reasonable standards of behavior in an attempt to safeguard the educational process, protect individual and institutional rights and property, and to help ensure the safety, health and well-being of all members of the Jefferson community. Jefferson may ask students whose behavior is incompatible with the mission and/or principles of the code of conduct or the college to leave the institution.

The student judicial process is designed to ensure fair and impartial treatment of any person(s) accused of a violating of a rule, regulation or policy of the college through due process and procedure conducted with fairness to all. Due process, as defined within these procedures, assures written notice and a conduct meeting before an objective decision maker(s). Any sanctions will be proportionate to the severity of the violation. The student's cumulative conduct history will be taken into account.

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. The JBR will consist of 3-5 people with at least one student, one faculty member and one staff member.
- 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 "Chief Judicial Officer (CJO)" refers to the person overseeing processes for the administration of the campus rules and regulations, student code of conduct and procedural policies for Administrative Hearings and Judicial Board of Review hearings.
- 2.8. The term "judicial body" applies to the Judicial Board of Review, Administrative Hearing, Convener, or any person or persons authorized by the Chief Judicial Officer (CJO) to determine whether a student has violated the code and to recommend sanctions when necessary.
- 2.9. The term "judicial advisor" refers to any individual assigned to advise a judicial body and/or student.
- 2.10. The term "reporting party" refers to any persons or person or student organization who has filed disciplinary charges against a student. If the College is the reporting party, then the CJO or designee will appoint a person to represent the College.
- 2.11. The term "responding party" refers to any student or student organization accused of a violation who has pending disciplinary charges filed against him/her.
- 2.12. 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.
- 2.13. 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.

- 2.14. The term “appeals review officer” refers to the College President, Chief Judicial Officer, or designee.
- 2.15. 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.
- 2.16. The term “convener” refers to a college official or the judicial body authorized by the President of the College to administer the judicial process and to impose sanctions upon students found to have violated the Code. The convener may be any of the following:
- 2.16.1. The CJO or designee who each may also serve as a judicial board in its entirety. The CJO delegates daily operation of the judicial system to the following, including, but not limited to the CJO, Campus Judicial Officer(s) and Resident Directors.
 - 2.16.2. The JBR will consist of 3-5 people with at least one student, one faculty member and one staff member.
- 2.17. 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.
- 2.18. The term ‘informal resolution’ refers to a one-on-one meeting between the student and the judicial officer to resolve charges informally.
- 2.19. The term “community member” refers to any administrators, staff, faculty and students at Jefferson.
- 2.20. The terms “judicial officer” or “hearing officer” refers to an individual assigned to mediate or facilitate an administrative or informal hearing.
- 2.21. The term “consent” refers to a knowing, voluntary and mutual decision among all participants to engage in an activity.
- 2.22. The term “confidential” refers to limited access or restriction to the access of information limited to a select group of college or law enforcement officials.

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 business 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 CJO or their designee. The CJO delegates daily operations to the college judicial officer and all related personnel including, but not limited to, the CJO, Campus Judicial Officer(s), and Residence Life professional staff. The CJO or designee may work with off-campus authorities prior, during, or after an investigation is started. The CJO 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 – General safety and/or College Property

5.3.1. 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.

5.3.2. 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 and related type items.

5.4. 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, creed, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, criminal conviction, ancestry, gender, religion, religious practice, age, disability or sexual orientation of a person, regardless of whether the belief or perception is correct or not.

5.5. 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.

5.6. 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.

5.7. 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.

5.8. 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.

5.9. 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.

5.10. 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.

5.11. 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.

- 5.11.1. Wrongful Use of Email: Including, but not limited to, use of College provided internet services for commercial purposes and/or personal financial gain; misrepresenting one's identity/ misrepresentation of Jefferson Community College; interference with JCC technology operations through electronic chain letters, unsolicited electronic communications, disruption of electronic communications, corruption of electronic communications systems and services, and obstruction of the College's electronic communications system and services.
- 5.11.2. Technological Abuse: Including, but not limited to, the theft of technological services; unauthorized entry into a file or system to use, read, or change its contents, or for any other purpose; the unauthorized transfer of a file; allowing other persons to use your personal account, and the unauthorized possession, use of, or disclosure of another student's personal account data, including their log-in and password information.

5.12. Gender Based Discrimination

Unwelcome physical, verbal, emotional, or psychological actions directed towards an individual or group of individuals without their consent that can be interpreted as threatening, violent, aggressive, offensive, and harmful or otherwise negatively impact the individual or group of individuals.

- 5.12.1. Sexual Harassment: Unwelcome verbal or physical conduct which is sexually offensive, e.g., unwanted sexual flirtations or touching, verbal abuse of a suggestive nature, graphic or suggestive comments about an individual's dress or body, use of sexually degrading words to describe an individual, and/or the display of sexually suggestive objects or pictures. 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.
- 5.12.2. Sexual Violence/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.
- 5.12.3. Dating Violence: A violent act committed by one person against another, who is, or has been in a social relationship of a romantic or intimate nature with the victim, where the existence of the relationship shall be determined based on the victim's statement, together with consideration of the length of the relationship, the type of the relationship, and the frequency of the relationship.
- 5.12.4. Domestic Violence: A violent act committed by one person against another, who is either the current or former spouse or intimate partner, who shares a child with the victim, or who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner.
- 5.12.5. Stalking: "Stalking" shall be defined as engaging in a course of conduct consisting of two or more acts by which the stalker directly, indirectly, or through third parties follows, monitors, observes, surveils, threatens, or communicates about a person or interferes with his or her property; is directed at a specific person, which causes a reasonable person to fear for his or her safety or the safety of others, or causes that person to suffer substantial emotional damage.

5.13. Unlawful Use of Athletics Facilities

No person shall use the college athletics facilities without the express permission of the College and/or its duly designated representatives, or as otherwise required by their individual/athletic program, and no person shall use said facilities for other than their intended purposes. Any person utilizing the facility should provide ID upon request.

5.14. Unlawful Use of Library Facilities

No person shall use the college library facilities and the materials (books, periodicals, research materials, etc.) and equipment (computers, printers, etc.) contained therein without the express permission of the College and/or its duly designated representatives, or as otherwise required/necessitated by their academic program, and no person shall use said facilities for other than their intended purposes. Any person utilizing the facility should provide ID upon request.

5.15. Abuse of the College Judicial System

Including, but not limited to the failure to obey the summons of a judicial board or college official; the falsification, distortion, or misrepresentation of information before a judicial board; the disruption of or interference with the orderly conduct of a judicial proceeding; knowingly requesting a judicial proceeding without cause; attempting to discourage an individual's proper participation in, or use of, the college judicial system; attempting to influence the impartiality of a member of a judicial board prior to and/or during the course of a college judicial proceeding; harassment (verbal or physical) and/or intimidation of a member of a hearing committee prior to, during, and/or after a judicial proceeding; failure to comply with/be bound by the sanction(s) imposed subsequent to a hearing, or any other disciplinary proceeding, and soliciting/influencing or attempting to influence another person to commit an abuse of the college judicial system. Retaliation or harassment against any person because of their complaint or participation in the student conduct process. Violation of a no-contact order.

5.16. Classroom Disruption

Behavior that a reasonable person would view as substantially or repeatedly interfering with the conduct of a class. Disruptive behavior interferes with the instructor's ability to conduct the class, or the ability of other students to learn. Students engaging in classroom disruption shall be disciplined as provided in the College's Classroom Behavioral Procedures.

5.17. General Prohibitions

5.17.1. Gambling: Gambling of any form on campus without appropriate licensure.

5.17.2. Smoking: Smoking of any kind in college buildings (including but not limited to any form of non-tobacco or tobacco substance that is inhaled/and or exhaled) and violations of the college smoking and tobacco use policies.

5.17.3. Pets/Animals: Bringing pets or animals of any kind on campus except service or Emotional Support Animals, animals for educational purposes, or as part of sponsored events.

5.17.3.1. Service Animals: May be used on campus and/or within the residence hall. As defined by the ADA, as amended in 2008 and 2010, as "any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including physical, sensory, psychiatric, intellectual, or other mental disability.

5.17.3.2. Emotional Support Animals: May be used as part of a medical treatment plan as therapy animals and determination is made on an individual basis. These animals are not considered service animals under the ADA, which makes them ineligible to bring to campus. ESAs only apply to residential students and permitted in Residential Hall upon approval because ESAs are covered under the Fair Housing Act (FHA) rather than ADA.

5.17.4. Hazardous Behavior: Skateboarding, roller skating (including shoes with wheels), or similar activities (such as remote control cars) that are considered to be potentially and needlessly hazardous to both operators and bystanders.

5.17.5. Projectiles: Using unapproved projectiles, including, but not limited to, snowballs, Frisbees, baseballs, and boomerangs inside buildings.

5.17.6. Contraband: Use, possess, sell, or distribute alcohol, narcotics, or any other controlled substance except as expressly permitted by law and campus rules.

- 5.17.7. Weapons: 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, fire-bombs and other destructive devices, to include their possession/storage in a vehicle on campus.
- 5.17.8. Disruptive Behavior: 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.
- 5.17.9. Disorderly Conduct: 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.
- 5.17.10. Black River Usage: Entering and/or utilizing all areas of the Black River that are immediately adjacent to campus property, except as permitted under supervised instructional activities.
- 5.17.11. Illegal Behavior: 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.
- 5.17.12. Policy or Rule Violations: Engage in behavior that violates published College policies, rules and regulations or the SUNY Rules for the Maintenance of Public Order.
- 5.17.13. Sanction Compliance: 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. (Policy new adapted by JCC May 2017).
- 5.17.14. Trail Usage: Students are not permitted on the trails surrounding campus between dusk and dawn unless part of a college sponsored event/program/activity. (Policy new adapted by JCC May 2017).
- 5.17.15. Recording Devices: 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. (Policy new adapted by JCC May 2017).
- 5.17.16. Pornographic Image Distribution: Publishing, distributing or showcasing a sexually explicit image of another person(s) along with personal identifying information of the depicted person to any entity without the depicted person's consent, for no legitimate purpose, and/or with the intent of causing the depicted person substantial emotional distress.

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. For crimes of violence, including, but not limited to sexual violence, defined as crimes that meet the reporting requirements pursuant to the federal Clery Act established in 20 U.S.C. 34 1092(f)(1)(F)(i)(I)-(VIII), the College shall make a notation on the transcript of students found responsible after a conduct process that they were “suspended after a finding of responsibility for a code of conduct violation” or “expelled after a finding of responsibility for a code of conduct violation.” For the respondent who withdraws from the institution while such conduct charges are pending, and declines to complete the disciplinary process, the College shall make a notation on the transcript of such students that they “withdrew with conduct charges pending” and will apply a disciplinary hold. One year after the suspension has expired, students may petition to the CJO for removal of a suspension notation on the academic transcript. Notations for expulsion cannot be appealed and will not be removed from student 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 CJO 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 CJO 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 CJO.

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. 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.
- 8.1.2. Community Service: Designated amount of volunteer hours to be completed on and/or off campus.
- 8.1.3. Disciplinary Fines: Monetary fine placed on a student's account at Jefferson Community College.
- 8.1.4. Disciplinary Hold: A hold placed on a student's account for disciplinary reasons preventing further registration, enrollment, and participation in college activities.
- 8.1.5. 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.
- 8.1.6. Educational Programming: A learning program to promote an understanding of inappropriate behaviors and positive change. Student must provide written verification from a representative of the organization that service has been completed within the assigned allotted time frame.
- 8.1.7. Expulsion: Permanent separation of the student from the College. The student will be barred from College premises, classes, and other College-sponsored activities on or off campus.

- 8.1.8. Notice against trespass/Campus Ban: Individual not welcome on any college property for pre-determined period of time.
- 8.1.9. Not Responsible (No Sanction): Responding party is found to be not responsible for alleged violations brought forward against them. No further judiciary action is required.
- 8.1.10. 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. Students may not represent the college in any outside capacity or hold office in any student organization during the period of probation.
- 8.1.11. Redress: An apology, either written or verbal.
- 8.1.12. Referral for Assistance: Recommendation that assistance be sought from various campus services and/or outside agencies to specifically address the situation.
- 8.1.13. 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.
- 8.1.14. 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.
- 8.1.15. Restriction: Denial of access to any facility, activity, services, class or program, or denial of student privileges for a designated period of time.
- 8.1.16. 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.
- 8.1.17. 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.
- 8.1.18. Suspension or Termination of Employment: Removal from employment within the College (paid or volunteer) for a specific period of time (suspension) or permanently (termination).
- 8.1.19. Verbal Warning: A verbal statement to the student offender who has violated the code.
- 8.1.20. 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.

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 permanently suspended from the College for academic or behavioral reasons forfeit all technology privileges associated with being a Jefferson student during the time frame of the existing sanction.

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 CJO 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. Students receiving suspension

(temporary or permanent) or expulsion are expected to cease all activity with the college as determined by college officials. Depending on a determination of culpability, students living on campus may be expected to vacate the residence hall as directed and incur any expenditures thereafter at their own expense.

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 CJO or designee. Responsibilities include, but are not limited to, the following:

- 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 if said appeal meets established criteria in section 14. 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. Student is permitted to reschedule hearing once if the initial time/date presented conflicts with student schedule. In situations where students need to reschedule, student should contact judicial officer at least one business day before initial hearing was scheduled. Reschedule of hearing should occur within reasonable timeframe as agreed upon by student and judicial officer. Cases involving behavior in sections 5.12 will be referred to the JBR. In these particular cases the JBR will consist solely of faculty and staff.

11.2. Informal Resolution

Charges may be resolved informally in a one-on-one meeting between the student(s) 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 student(s) will be educated about expected campus behavior and may be given a verbal warning. The disposition of the incident may be finalized at this level by

mutual consent of the parties involved. If mutual consent of parties involved is not reached, the informal resolution may be referred to mediation or to an administrative or JBR hearing for arbitration. Informal resolutions can only occur if the situation in question did not require a formal incident report. If a formal incident report is filed, an administrative or JBR hearing will occur.

11.3. Mediation

Upon consultation with the involved parties, the CJO 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 CJO or designee will select the mediator; if the mediator is unsatisfactory to either party, the CJO or designee may select another mediator or move the case to traditional adjudication channels.

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 CJO or designee and handled as an unmet sanction.

Mediation is not an option and will not be permitted for allegations of sexual assault, sexual harassment, sexual violence, and domestic violence, or stalking.

11.4. Student Status

Students going through the judicial process may have access to campus resources at the discretion of the college. Students who have repeat offenses or involvement with incidents considered an immediate threat to the campus community or individuals within the community may have modified access to campus resources contingent on the situation. Responding party is considered not responsible until a finding of responsibility has been rendered.

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 reporting party, 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 reporting party 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 CJO (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 CJO (or designee) or Campus Security. The Director of Campus Safety and Security (or designee) will submit the complaint to the CJO (or designee).
- 12.5. After reviewing a complaint, the CJO or designee may initiate the disciplinary process by giving the appropriate parties written notice of the alleged violation(s) including the date, time, location of alleged incident. 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 CJO 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 CJO 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 2.1.6) 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 judicial 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, any of the involved parties may request for the hearings to be conducted separately. Whether to hold separate hearings shall be at the discretion of the CJO 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 reporting party and the responding party are responsible for presenting their own cases and, therefore, advisors are not permitted to speak or to participate directly in any hearing before a judicial body. Any cost incurred due to use of an advocate would be at a student's own expense.
- 13.6. There is no statute of limitations for infractions for current students.
- 13.7. All involved or associated parties will have the opportunity to review the incident report and evidence prior to the hearing.
- 13.8. At the hearing all 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, all 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.
- 13.9. In cases of sexual violence, testimony may be provided via alternative arrangements, including telephone/videoconference or testifying with a room partition and each party may make an impact statement at the conclusion of the hearing.
- 13.10. The hearing decision will be based solely upon matters introduced into evidence before or at the hearing. Illegally acquired evidence will not be admitted.
- 13.11. A record of the hearing will be made, however the medium (handwritten notes, audio recording, etc.) is at the discretion of the convener). Records are kept for a minimum of three years.
- 13.12. 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.
- 13.13. 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.
- 13.14. Judicial body members who do not feel they can be impartial during a particular case will participate in the proceedings. Where necessary, temporary voting alternates to the JBR can be appointed by the CJO or designee.
- 13.15. 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 responding party or reporting party. Such appeals shall be in writing and shall be delivered to the CJO 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 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 and may request an in-person meeting with student appealing initial hearing decision.

15. Interim Suspension

The CJO 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 CJO or designee.

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 CJO 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. Students living on campus may be expected to vacate the residence hall as directed and incur any expenditures thereafter at their own expense.

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 re-enrolls at which time the record retention time period restarts.

A student may request, in writing, to have disciplinary records purged upon graduation from the College. In these instances, the CJO 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 CJO or designee will maintain all student disciplinary records. Such records will be kept separately from all other academic record except when required by law.

17. Readmission after Suspension

After the suspension period expires; a student may apply for readmission through the CJO 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 CJO or designee. Readmission materials must be received thirty days prior to the semester start. Students will be notified of the decision in writing.

18. 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 CJO or designee for final determination.

The Statement of Student Rights and Responsibilities shall be reviewed every three years under the direction of the CJO 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.

The college reserves the right to modify the JBR as needed based on member availability and nature of the incident in question. The college judicial process is not a legal proceeding. Any parties involved have the right to pursue legal counsel at their own expense anytime throughout the college judicial process.

Retaliation of any form is prohibited by the college. Any parties found responsible for retaliation may be subject to further disciplinary action through the college judicial process and/or law enforcement.

19. Sanction Violations and Outcomes

General guide showcasing a range of sanction punishments both educational and punitive that can be expected based upon a particular violation. All possible sanctions listed are centered on first time violations. Multiple code of conduct violations may result in more severe sanctions. Note: Chart is a guideline, the college has the discretion to include more or less of listed sanctions at discretion if deemed appropriate based on situation.

Voter Registration

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. If you have questions about voting or how to register to vote, contact the Student Life Center in the McVean Student Center, Room 4-104, at (315) 786-2431 or email studentactivities@sunyjefferson.edu.

Voter Registration Forms



Jefferson County Board of Elections Contact Information

175 Arsenal St., Watertown, NY 13601

Phone: 315-785-3027

Fax: 315-785-5197

Voter registration forms are available in the Student Life Center, Room 4-104.



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.

ALERTUS

This downloadable app allows faculty, staff, and students an easy and quick way to alert Campus Safety with any safety concerns. The app is compatible with Apple and Android devices.

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.

myJCC

Information may be posted on myJCC notifying students and faculty of appropriate actions to take. Please bookmark myJCC online at <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 myJCC for further instructions.

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 belonging (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 des.
- 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 the largest comprehensive university system in the United States. SUNY's impact in New York State and across the globe begins with its 64 institutions, including research universities, academic medical centers, liberal arts colleges, community colleges, colleges of technology and an online learning network. SUNY serves nearly 1.3 million students in credit bearing courses and programs and through continuing education and community outreach programs. Nearly 3 million SUNY alumni are located around the globe, each making their own unique impact.

SUNY Chancellor
John B. King, Jr.

State University of New York
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Camille J. Varlack



Learn more about SUNY at www.suny.edu
or scan the QR code.

376,534
TOTAL ENROLLMENT

165,608
COMMUNITY COLLEGE
ENROLLMENT

56%
FEMALE

44%
MALE

18.5%
COMMUNITY COLLEGE
GRADUATION
RATE

9,521
COMMUNITY COLLEGE
FACULTY

9,677
COMMUNITY COLLEGE
NON-FACULTY

College Directory

Office of the President	(315) 786-2404
Provost, Vice President of Academic & Student Affairs	(315) 786-2235
Vice President for Administration and Finance	(315) 786-2401
Associate Vice President (AVP) of Enrollment Services	(315) 786-2290
AVP of Liberal Arts	(315) 786-6542
AVP of STEM, Health, & Business	(315) 786-2323
AVP of Student Affairs	(315) 786-6561

Accommodative Services Office
accommodations@sunyjefferson.edu
(315) 786-2335

Advancing Success in Associate Pathways (ASAP)
kingerson@sunyjefferson.edu
(315) 786-6573

Advising, Career, and Transfer (ACT) Services
act@sunyjefferson.edu
(315) 786-2396

Affirmative Action Officer
(315) 786-2279

Alumni Office
alumni@sunyjefferson.edu
(315) 786-2326

Assessment and Accreditation
(315) 786-2235

Athletics Department
athletics@sunyjefferson.edu
(315) 786-2232

Faculty Student Association
fsa@sunyjefferson.edu
(315) 786-6583

Bookstore
bncbookstore@sunyjefferson.edu
(315) 786-2260

Campus Advocate
jdalton@sunyjefferson.edu
(315) 777-9511

Child Care Center / Campus Care
(315) 786-2357

College Placement / Testing Center
thetestingcenter@sunyjefferson.edu
(315) 755-0300

Computer Center
helpdesk@sunyjefferson.edu
(315) 786-6511

CSTEP Office
(315) 786-2396

Diversity Officer
(315) 786-6561

Enrollment Services
(315) 786-2437

Admissions Office
admissions@sunyjefferson.edu

Educational Planning (Advising)
advising@sunyjefferson.edu

Financial Services
financialservices@sunyjefferson.edu

Student Records/Registrar
studentrecords@sunyjefferson.edu

Workforce Solutions
ced@sunyjefferson.edu
(315) 786-2233

EDGE Concurrent Enrollment
(315) 786-2309

Fitness Center
fitness@sunyjefferson.edu
(315) 786-2468

Fort Drum Office
ftdrum@sunyjefferson.edu
(315) 786-6566

Foundation/College Development
foundation@sunyjefferson.edu
(315) 786-2291

Food Pantry
foodpantry@sunyjefferson.edu
(315) 786-2288

Health & Wellness Center
(315) 786-1042

Human Resources
(315) 786-2407

Institutional Effectiveness & Research
data@sunyjefferson.edu
(315) 786-2485

Instructional Technology - IT Help Desk
helpdesk@sunyjefferson.edu
(315) 786-6511

Immunizations
immunization@sunyjefferson.edu
(315) 786-2403

Lewis County JCC Education Center
(315) 376-9701

Library
library@sunyjefferson.edu
(315) 786-2225

Public Relations
marketing@sunyjefferson.edu
(315) 786-2234

Residence Life Compliance Officer
(315) 786-6561

Residence Life & Housing
reslife@sunyjefferson.edu
(315) 755-0411

Safety & Security
Emergency calling from-
campus phone: 2222
non campus phone: (315) 786-2222
Chief's Desk: (315) 786-6517

School of
Arts & Humanities
(315) 786-2414

Education, Behavioral Sciences &
Public Services
(315) 786-2414

STEM, Health Professions, & Business
(315) 786-2320

Small Business Development Center (SBDC)
sbdcc@sunyocc.edu
(315) 498-6070

Student Affairs Office
immunization@sunyjefferson.edu
(315) 786-2403

Student Life Center
studentactivities@sunyjefferson.edu
(315) 786-2431

Student Compliance Officer
Academics: (315) 786-2235
Non-Academics: (315) 786-6561

The NEST
(315) 778-8968

Title IX Coordinator-Students
titleix@sunyjefferson.edu
(315) 786-6561

TRIO SSS
(315) 786-2288

TTY
(315) 786-2463

Veteran Services
(315) 786-2283