Fall Semester 2022

Faculty Report Back ................................................................. Monday, August 22
Instruction Begins ................................................................. Monday, August 29
Labor Day (No Classes) .......................................................... Monday, September 5
Recess (No Classes) ................................................................. Monday, October 10
Classes Resume ................................................................. Tuesday, October 11 (Monday Schedule)
Mid-Semester Grades Due .................................................. Wednesday, October 19 - Noon
Veterans Day (No Classes) ....................................................... Friday, November 11
Last Day for Withdrawal (Full Term Classes) ......................... Tuesday, November 15
Thanksgiving Recess Begins .................................................. Tuesday, November 22 - 10 p.m.
Classes Resume ................................................................. Monday, November 28 - 8 a.m.
Instruction Ends ................................................................. Monday, December 12 (Friday Schedule)
Reading Day/Make Up Day ................................................... Tuesday, December 13
Final Examinations ............................................................... Wednesday, December 14 - Tuesday, December 20
COMMENCEMENT CEREMONY ........................................... Thursday, December 22
Final Grades Due ................................................................. Friday, December 23 - Noon

Spring Semester 2023

Faculty Report Back ................................................................. Wednesday, January 18
Instruction Begins ................................................................. Monday, January 23
Winter Recess Begins .......................................................... Sunday, February 19 - 7 p.m.
Classes Resume ................................................................. Wednesday, February 22
Mid-Semester Grades Due .................................................. Wednesday, March 15 - Noon
Spring Recess Begins ............................................................ Sunday, March 26 - 7 p.m.
Classes Resume ................................................................. Monday, April 3 - 8 a.m.
Last Day for Withdrawal (Full Term Classes) ......................... Monday, April 17
Instruction Ends ................................................................. Tuesday, May 9
Reading Day/Make Up Days .................................................. Wednesday, May 10 and Thursday, May 11
Final Examinations ............................................................... Friday, May 12-Thursday, May 18
COMMENCEMENT CEREMONY ........................................... Friday, May 19, 7:00 p.m.
Final Grades Due ................................................................. Monday, May 22 - Noon
Last Reporting Day for Faculty ............................................. Thursday, May 25

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

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

Office of Admissions - admissions@sunyjefferson.edu
Educational Planning - advising@sunyjefferson.edu
Office of Financial Services - financialservices@sunyjefferson.edu
Student Records - studentrecords@sunyjefferson.edu
Transfer Planning - studentsuccess@sunyjefferson.edu

Residence Life & Housing Office
East Hall, Building 14
www. SUNYJefferson.edu/reslife
Tel: 315-755-0411
Email: reslife@sunyjefferson.edu
General Information

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**
  Create educational and career pathways that meet the needs of students and the community.
- **Partnerships**
  Strengthen partnerships with K-12 schools, universities, and employers to enhance program excellence, drive economic development, and ensure regional prosperity.
- **Student Experience**
  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**
  Secure financial sustainability through organizational efficiencies, best practices, and innovative initiatives.

Traits of Excellence
Students at Jefferson are expected to understand and commit to the Traits of Excellence. Commitment means understanding their accountability and individual responsibility for each of these four traits:
- **Interdependence**
- **Fairness**
- **Discovery**
- **Self-Awareness**

Students are expected to demonstrate their commitment to each trait in several ways.

Ways the College Fulfills Its Mission
Jefferson Community College is committed to building community and facilitating success by providing an educational, social, and cultural environment in which all members of the community can learn, question, grow, and contribute effectively to a changing world. In meeting that commitment, the College fulfills its mission by:
- Providing Associate Degree programs in the arts, sciences and professional fields enabling graduates to transfer and continue their study.
- Providing Associate Degree and certificate programs in career-oriented fields designed to prepare graduates for employment in a variety of vocational and technical areas.

Visit www.sunyjefferson.edu for the most current information.
• Providing opportunities for lifelong learning and for specific job training through certificate, microcredential, workshop, seminar and community service programs.
• Providing library, media, and other technical resources to support courses, curricula, and lifelong learning activities of the College and the community.
• Providing assessment, advisement, and counseling services to assist students in establishing and achieving their educational, vocational and personal goals.
• Providing appropriate equipment, facilities and human resources to support academic programming and support services.
• Providing a wide range of cultural programming for the members of the College community and area residents.
• Providing community service through the availability of College staff, facilities, resources and programs.
• Providing appropriate instruction, support services, and facilities for all members of the campus community - including the academically talented, the academically disadvantaged and the learning and physically disabled - to advance and enrich the educational experience.
• Expanding educational opportunities by establishing partnerships with area businesses, colleges, schools and community organizations and agencies.
• Promoting an understanding and appreciation of diverse cultures.
• Promoting the College's General Education Objectives and Statement of Student Development.
• Promoting the friendly spirit across the campus in the belief that this provides a better environment for learning.

Accreditation
Jefferson Community College was chartered in 1961 and was initially accredited in 1969 by the Middle States Association, 3624 Market St., Philadelphia, PA 19104-2680, (215) 662-5606. The College’s accreditation was re-affirmed by the Middle States Association on June 25, 2015. www.msache.org

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

Statement and Objectives of General Education

General Education is a set of courses through which you will become broadly educated. These courses are opportunities for you to gain skills and insights that will be useful in your entire life, no matter what you choose as a major or career objective. JCC considers General Education courses to be an integral part of the total degree program. Made up of a local set of objectives and SUNY-wide categories, the general education program contains courses that will enable you to acquire and use the knowledge, skills, and abilities necessary to do well at Jefferson and after being graduated. You should work closely with your advisor to choose a general education program that complements your degree and interests.

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

Jefferson Community College Statement of General Education
Jefferson Community College affirms its view of education as an ongoing continuum of personal, intellectual, emotional and social growth. This view recognizes the student’s need to acquire substantive knowledge, the need to develop personal and intellectual resources fundamental to evaluation and assessment, and the need to develop the ability to communicate the processes of this effort to others. JCC recognizes the merit of General Educational Objectives for students pursuing studies in its Associate Degree programs.

Objectives of General Education
In the establishment of specific and measurable General Education Objectives, JCC is making a statement of intent to provide its students with the capacity and the skills to continue their educations as a lifelong pursuit, should they so choose. Therefore, under the auspices of its various Associate Degree programs, JCC is committed to enabling its students to meet the following General Education Objectives:
• Graduates shall be able to utilize effective communication skills in reading, writing, speaking and listening.
• Graduates shall be able to solve problems through logical reasoning and the scientific method and they shall be able to discern thought patterns and beliefs in their own decisions and in the works of others.

Visit www.sunyjefferson.edu for the most current information.
• Graduates shall be mathematically competent to interpret, compute and apply quantitative data.
• Graduates shall demonstrate the ability to select and use the most appropriate technological tool(s) and understand technology’s impact on self and society.
• Graduates shall have the ability to access, evaluate, synthesize and communicate information effectively using a variety of sources, including print and electronic.
• Graduates shall demonstrate knowledge of diverse peoples and their cultures.

SUNY-Based General Education Objectives
In December 1998, and modified in 2010, the SUNY Board of Trustees adopted a resolution establishing a 30 credit hour General Education requirement for all baccalaureate degree candidates to begin with the freshman class entering in the fall of 2000. The resolution requires all students earning SUNY baccalaureate degrees to complete general education course work in mathematics and basic communication and at least 5 of the following 8 categories of knowledge and skill areas

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

Critical thinking and information management are expected to be infused throughout the General Education program.

Effective fall 2015, Jefferson's AA and AS degree programs (with the exception of Individual Studies) have been designed to meet the SUNY requirements.

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 the premier choice for affordable higher education.

The College is supervised by SUNY and sponsored by Jefferson County. Its service area is largely rural, with agriculture and tourism the dominant industries. In 1985, the US Army posted the 10th Mountain Division at nearby Fort Drum, bringing some 30,000 new residents to the area and doubling the population of the Watertown metropolitan area. Jefferson admitted 119 full- and 221 part-time students to its first class in September of 1963. In the fall 2021 semester, Jefferson's total headcount was 1,216 full-time and 1,243 part-time students.

In 2022, JCC launched short, industry-specific bundles of courses called “microcredentials” in the areas of healthcare, leadership, human services, business, technology, and hospitality and tourism. The College offers 13 Associate in Applied Science (A.A.S.), 1 Associate in Occupational Studies (A.O.S.) career curricula, 21 transfer Associate in Arts (A.A.) or Associate in Science (A.S.) curricula, 8 certificate programs and 10 microcredential programs. Additionally, Jefferson offers two jointly registered programs with SUNY Potsdam. Eight degree programs and three certificate programs are available entirely online. Upon successful completion of a microcredential, students receive a college transcript and digital badge (see image on right) to include on their resume and electronic portfolio and college credits are transferrable into compatible degree/certificate programs at JCC.

In 2021, JCC invested over $75,000 in new classroom technology to reimagine how professors teach and how students learn. Nine hyflex classrooms on campus provide students with the flexibility to attend class in person, online from the comfort of their home, or a mix of both.

Jefferson has articulation agreements with colleges and universities across the United States, as well as three jointly-registered programs (Business Administration, Liberal Arts - Childhood Education B-2, and Liberal Arts - Childhood Education B-6) with SUNY Potsdam. Additionally, through Jefferson’s Higher Education Center Initiative, the College partners with four-year institutions to offer bachelor’s and advanced degree programs locally.

JCC continues to expand its professional growth and pre-certification workshops to include Class A CDL training, HVAC and computer information (IT) training along with allied health pre-certification training and notary public pre-licensure workshops. The College works with local employers to fill gaps in the workforce. During the summer months, the College offers workshops for kids as well as athletic camps.

Visit www.sunyjefferson.edu for the most current information.
In Spring 2021, the College adopted its first mascot, a bald eagle dressed in a military cannoneer uniform named Boomer T. Cannoneer, and unveiled new branding for the athletics department. In 2022, the College added esports, sanctioned by the National Junior College Athletic Association (NJCAA), to its sports roster. The esports arena is located on the top floor of Jules Center (Building 6) and features Alienware computers, state-of-the-art ergonomic gaming chairs, televisions, and monitors. JCC will field teams in various games including Fortnite, NBA2K, Call of Duty, FIFA21, Hearthstone, Madden21, Overwatch, Rainbow6, Rocket League, Valorant and Super Smash Bros: Ultimate, just to name a few. Matches will be streamed live on the College's Twitch.TV account.

Cultural events, open to the public, routinely include film and theatrical events, lectures, seminars, and art exhibitions. Library resources are open to the public and community members are encouraged to use them. Jefferson enjoys an active presence on social media platforms primarily Facebook, Instagram, Twitter, and LinkedIn.

The Center for Community Studies at Jefferson conducts community-based research and provides a forum for the productive discussion of ideas and issues of significance to the community. Additionally, the SUNY Small Business Development Center on campus has supported entrepreneurs and small businesses since 1986.

The College campus, located near Interstate Highway 81 on the western boundary of the City of Watertown, consists of 11 permanent buildings, including a 130-seat amphitheater, dining facilities, athletic fields, and ample parking for its commuter student body. Jefferson’s first on-campus student housing, East Hall, opened in 2014 for full-time students. The 294-bed residence hall features fully-furnished 6- and 4-person suites. East Hall is owned by the Jefferson Faculty Student Association Auxiliary LLC at JCC, a non-profit organization that provides ancillary service in support of the College, and is operated and managed in partnership with the College.

In February 2017, to reduce non-academic barriers to degree completion, the College opened a Health & Wellness Center on campus, designed to provide privacy and convenient access to healthcare services for students. The Health & Wellness Center was made possible with capital support from the Jefferson Community College Foundation and leveraged SUNY Community Schools Grant funding. In March 2020, Jefferson Community College collaborated with North Country Family Health Center to provide all physical and behavioral health services to students, faculty and staff, as well as members of the community including personal counseling; treatment of illness, injuries and chronic health conditions; annual physicals; school and sports physicals; and immunizations.

The Lewis County Jefferson Community College Education Center (LCEC), a 22,000 square foot facility located in Lowville, opened in January 2019. The LCEC has five instructional classrooms including 3 hyflex classrooms, a 5500 sq. ft. fabrication lab (“fab lab”), a mechatronics classroom, and a lab for Jefferson-Lewis BOCES forestry and engineering instruction, along with office, conference and administration space for Education Center partners. Currently, Jefferson offers workforce development training, non-credit workshops for professional growth and personal enrichment, Kids’ College, and condensed 8-week credit bearing college courses at the Lewis County Education Center.

**Campus Facilities** (see map on page 9)

The College campus, located in Watertown, NY, provides excellent facilities for its programs of study. Located on 90 acres near the intersection of Interstate 81 and Coffeen Street (Exit 46), there are 11 buildings, well-maintained athletic fields, and ample parking.

The Robert F. Lansing Building (1) is the administrative center of the College and houses the offices of the President/Administrator-in-Charge, Vice President for Academic Affairs, Executive Vice President for Administration & Finance, Associate Vice President of Human Resources, Student Compliance Officer for Academics as well as 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) contains accounting labs, general-purpose classrooms including nine smart classrooms and business faculty offices.
The James E. McVean Student Center (4) houses a large multipurpose gymnasium and athletic department including locker rooms and offices. The building provides space for Vice President for Student Engagement and Retention, Student Activities and Inclusion, New Student Services, an instructional music room, the Walker Instructional Dining Room and Kitchen, the Courtyard cafeteria, fitness center, dance studio, a student lounge, and the 478-seat Sturtz Theater.

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

The Jules R. Samaan Instructional Resource Center (6) houses fourteen general classrooms, five computer classrooms, a 130-seat amphitheater and esports arena. The Jules Center is also the location for the public relations office, School of Arts and Humanities, esports arena, faculty offices, art lab, meeting rooms, the boardroom, and College Bookstore. Also housed in the Jules Center is Enrollment Services including the offices of Admissions, Financial Aid, Student Records and Educational Planning.

The John T. Henderson Child Care Center (8) accommodates up to 40 children, from 18 months to 5 years old, in three classrooms.

The Extended Learning Center (E) contains seven classrooms including a distance learning classroom, a seminar room, and a student lounge. The Extended Learning Center houses the Workforce Development offices, Jefferson Higher Education Center (JHEC) partner institutions, and the New York State Small Business Development Center.

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 level, veteran services and veterans lounge, career planning and job placement, student opportunity programs (STAR/TRiO, EOP, CSTEP), retention and accommodative services, placement testing and food pantry. The second floor houses the College Library and local history collection. In addition, the CLC offers student space with technology for group study and meetings, quiet study space and two 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.

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

Jefferson Community College Foundation (Lansing Administration Building, Room 1-112)

The JCC Foundation is a nonprofit educational organization. Its purpose is to raise, manage and distribute funds to assist students and to enrich and enhance the educational opportunities provided by the College. The Foundation was established in 1979 through the merger of two organizations that formed when the College was founded. Governed by a board of directors, the Foundation annually distributes over 275 scholarships, up to full tuition, totaling approximately $250,000. In partnership with the Alumni Association, the scholarships are supported through philanthropic gifts as well as proceeds from various annual events. The Foundation works closely with the Financial Services Office to offer assistance to both part-time and full-time students in a variety of degree programs. Visit www.sunyjefferson.edu/scholarships for a complete list of available scholarships.

Alumni Association (Lansing Administration Building, Room 1-114)

Jefferson Community College alumni now total more than 25,000. 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 is open year round to assist alumni with questions about career planning, placement, and educational information. The Alumni Association sponsors a number of activities throughout the year for the College alumni, and maintains a comprehensive list of graduates.
Virtual campus tours are available on the College’s website at

www.sunyjefferson.edu/virtualtour
Admissions / Special Programs

Admission to Jefferson Community College (SUNY Jefferson) is determined without regard to race, color, sex, religion, age, national origin, disability, or sexual orientation of the applicant. SUNY Jefferson is sponsored by Jefferson County and residents of the county are given first preference; however, the College accepts and encourages applicants from other counties as well as other states. Jeffie, the College’s conversational AI chatbot was renamed “Boomer” this year after the school’s mascot. Boomer lives on the College’s website and is available 24 hours a day, 7 days a week, to assist students and support communication and enrollment initiatives.

General Admission Requirements
Admission to a program of study will be determined by individual academic preparedness. Applicants must be a graduate of a recognized, accredited high school, have earned a GED (high school general equivalency diploma) or HSE (high school equivalency) diploma or meet the academic standards on the Ability to Benefit test (ATB). 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
2. Submit official high school transcript or General Equivalency Diploma (GED) to Enrollment Services.
3. Provide official college transcript be sent to SUNY Jefferson Enrollment Services for transfer evaluation.

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

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

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

College Placement Testing
Once admitted to SUNY Jefferson, the completion of college placement tests may be required. This is routine and the results will ultimately assist the student and their 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.

Educational Planning and Academic Advisement
Enrollment Services, Suite 6-010, Jules Center / 315-786-2437 / advising@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/

Credit by Examination
College credit may be granted under several examination programs. Students may submit scores from:
1. Regents College Examination of the State University of New York;
2. The College Level Examination Program (CLEP) of the College Board;
3. Advanced Placement (AP) Exams of the College Board.

Score reports from tests administered at the high school must be forwarded to Enrollment Services. CLEP testing at JCC is administered on a monthly basis.

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
2. Submit the home school high school transcript to Enrollment Services
3. Provide official college transcripts (in the case of transfer credit) be sent to Enrollment Services for transfer evaluation
4. The school superintendent, from the district in which the applicant resides, will be asked to complete a form attesting to the student’s completion of a program of home instruction that is the equivalent of a four-year high school course of instruction and meets the requirement of Section 100.10 of the Regulations of the Commissioner of Education

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

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

General Equivalency Diploma (24-Credit Hour Rule)
The New York State High School Equivalency Diploma Based on Earned College Credit may be awarded to candidates who have completed 24 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. Applications should complete their application requirements at least 3 months prior to the start of the semester to allow for time for visa processing. Canadian citizens do not need an I-20 but do not need a visa, and could apply later than students coming from other countries. 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 and the international student application for admission online at www.sunyjefferson.edu/international
2. Provide transcripts for secondary school completion
3. Provide a financial documents issued within the last 6 months that confirm that the student has adequate financial resources to support the costs associated with higher education in the U.S., for at least the first year of study
4. Provide a copy of the TOEFL scores of 61 or higher (Please add: 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
6. Provide a copy of your passport valid through the length of the program at Jefferson

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

Information for Active Duty and Military-Related 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 - www.armyignited.com/app/
Navy - www.navycollege.navy.mil/
Coast Guard - www.forcecom.uscg.mil/Our-Organization/FORCECOM-UNITIS/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
Collaborative Learning Center, Building 15, 1st Floor / 315-786-2283 / sschulz@sunyjefferson.edu and ahogan@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.

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

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 you 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. The application will be reviewed to determine if the student has addressed the issues relating to previous failure. Students are encouraged to try again to complete their college program once adjustments are made.

Academic Fresh Start – SUNY Jefferson recognizes that some students may begin college, attend a semester or two, and receive poor grades. Often students stop attending and return many years later only to have grades from their academic history negatively impact their current academic status. Any student having an absence from the College of three years or more and a cumulative GPA below 2.0 may apply for an Academic Fresh Start. No coursework prior to the date Academic Fresh Start becomes effective, will impact the student’s cumulative grade point average (GPA). Once the Academic Fresh Start is granted, the cumulative GPA will be reset to 0.00. Visit the College’s website to learn more about the Academic Fresh Start 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, student records and educational planners. Enrollment Services is a great place to start at Jefferson, with a staff of friendly professionals ready to answer questions and provide assistance with the admissions and financial aid processes. We encourage students to visit the campus and spend time assessing the strengths of our academic programs, the advantages of our location, and the opportunities presented due to our affordable tuition and scholarship opportunities.

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

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

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

Unable to travel to campus? Visit the College’s website at www.sunyjefferson.edu/virtualtour to take a virtual tour of the entire campus or select specific areas of interest.

Application Review
Admissions staff are available to review applications and answer any processing questions. Students are welcome to call, email or stop in to Enrollment Services, Suite 6-010 (Jules Center), with questions or concerns.
Residence Life and Housing
East Hall, Room 104 / 315-755-0411 / reslife@sunyjefferson.edu

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

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

2022-2023 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:
- $5,100 per student annually or $2,550 per semester

Meal Plan: As a resident in College housing, you are required to purchase a minimum meal plan at a cost of $5,100 annually, or $2,550 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 Expected Family Contribution (EFC). The formula used to calculate your EFC is established by law and is used to measure the student’s family’s financial strength on the basis of income and assets. The EFC indicates how much money the student and the student’s family are expected to contribute toward the cost of attendance for the school year, and determines eligibility for federal student aid. To calculate eligibility for need-based financial aid, the EFC is subtracted from the Cost of Attendance. \[ \text{Cost of Attendance} - \text{EFC} = \text{Financial Need} \]

If the student’s EFC is below a certain number, the student will be eligible for a Federal Pell Grant, assuming all other eligibility requirements are met. Visit https://studentaid.gov/complete-aid-process/how-calculated#efc to learn more about how EFC is calculated. Click on the appropriate award year under EFC Formula.

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

Types of Financial Aid
Scholarships, Federal, Veterans, New York State

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 December 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. The deadline is April 15. Visit www.sunyjefferson.edu/scholarships to access the scholarship application online.

Nontraditional Student and Active Duty scholarships applications are generally due April 15 for the Fall semester. Visit www.sunyjefferson.edu/scholarships for a full listing of scholarships and to apply online.

Federal Financial Aid
The federal government makes available a wide range of financial support to students. This includes: grants - these do not have to be repaid, college employment - through the work-study program, loans - student loans and parent loans. There are also federal aid programs for veterans. Visit www.sunyjefferson.edu for additional information.

Pell Grant and the Supplemental Educational Opportunity Grant (SEOG)
These are the two primary grants provided by the federal government directly to students. Eligibility is generally based on the financial status of the family, determined by completing the Free Application for Federal Student Aid (FAFSA). Students must be in a degree program to receive federal aid.

SEOG funds are awarded to the students in most need and funds are limited. 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.

Visit www.sunyjefferson.edu for the most current information.
Work-Study Program
Work-Study is a great way to work on campus. If eligible, students may work up to 15 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.
- 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 quiz. 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 https://sunyjefferson.edu/costs-aid/aid-types/military-veterans.php.

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 the equivalent of eight semesters (four years) of full-time undergraduate study in a four-year program. Awards can be made available for 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 those who are New York State residents discharged under honorable conditions from the U.S. Armed forces and who are:
• Vietnam Veterans who served in Indochina between February 1, 1961 and May 7, 1975.
• Persian Gulf Veterans who served in the Persian Gulf on or after August 2, 1990.
• Afghanistan Veterans who served in Afghanistan during hostilities on or after September 11, 2001.
• Veterans of the armed forces of the United States who served in hostilities that occurred after February 28, 1961 as evidenced by receipt of an Armed Forces Expeditionary Medal, Navy Expeditionary Medal or a Marine Corps Expeditionary Medal.
These students must also:
• Establish eligibility by applying to HESC.
• Be New York State residents.

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

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, 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). Your 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 Cannonlink Employment Network (http://jeffersoncc-csm.symplicity.com/) if you are interested in campus Work Study or Student Aid employment opportunities.

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.

Visit www.sunyjefferson.edu for the most current information.
Special Conditions
Significant changes in income for uncontrollable reasons (lost job, illness, etc.) may allow Enrollment Services to make adjustments to a student’s prior year income. Please contact Enrollment Services for a “Special Conditions Application”. Documentation is required.

New York State Aid Programs

Tuition Assistance Program
For New York residents, the Tuition Assistance Program (TAP) provides grants to eligible full-time 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 JCC Enrollment Services at (315) 786-2437.

Course Selection and Financial Aid
To be eligible for financial aid, the student must be matriculated and taking courses applicable to a chosen degree. Full time students must have a minimum of 12 credits applicable to the 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
Four to six weeks into the semester, the College begins the financial aid refunding process. All amounts due the College are first deducted from the awards. The balance is issued to students in check form or direct deposit, depending on the availability of State and Federal Funds. Students should be prepared to cover early semester expenses with non-financial aid funds (their own funds). Examples of these expenses may be transportation, rent, living expenses or childcare.

Exigency Loan Fund
A small loan fund has been established and is maintained by the Enrollment Services to assist students who encounter financial situations that are beyond their immediate control. To be eligible, a student must be currently enrolled, in good academic standing, and in good financial standing. These loans are short term (30 days or less), non-interest bearing, and use Financial Aid Awards as collateral. Unless excess funds exist, students are limited to a maximum of one emergency loan per semester with final determination for loan eligibility made by the Director of Financial Services.

Visit www.sunyjefferson.edu for the most current information.
**Maintaining Your Financial Aid**

In order to maintain eligibility for financial aid, students must meet the following minimum requirements.

**Federal Satisfactory Academic Progress Guidelines**

Federal regulations require that financial aid recipients show satisfactory academic progress towards their degree or certificate objective. Satisfactory academic progress includes both a qualitative and a quantitative measure. SAP is reviewed annually at the end of the spring semester; students who withdraw during the summer or fall semesters and do not return for the spring may be reviewed at the end of the fall semester.

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

**Quantitative Progress Standards Credit Progression:**

**Credit Progression**

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

**Maximum Hours**

Students who have attempted 150% of the number of credit hours required by the degree or certificate will be ineligible for financial aid. Non-credit course work will not be included in the calculation of maximum hours; failing grades, withdrawals, and course repetitions are included in attempted hours. Students are permitted to repeat failing and 'D' grades and maintain federal financial aid eligibility. Students who have exceeded the 150% ceiling may ask to have their file reviewed to determine federal financial aid eligibility. The following course work can be excluded from the calculation of maximum hours: coursework not applicable to the current degree program due to changes in major, transfer credit not applicable to the degree program or beyond the number of credits acceptable for transfer into the degree program, previous degrees, and developmental coursework.

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 - 30</td>
<td>40% of Attempted Hours</td>
</tr>
<tr>
<td>31 - 60</td>
<td>55% of Attempted Hours</td>
</tr>
<tr>
<td>61 or more</td>
<td>67% of Attempted Hours</td>
</tr>
</tbody>
</table>

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

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

**New York State Pursuit and Progress**

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

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

Students who are or were registered for 6 credits of developmental coursework during their first semester of receiving TAP will be evaluated on the 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.
Before being certified for this payment | 1<sup>st</sup> | 2<sup>nd</sup> | 3<sup>rd</sup> | 4<sup>th</sup> | 5<sup>th</sup> | 6<sup>th</sup>
---|---|---|---|---|---|---
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

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.

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

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

Request for Review of Academic Record
Students are expected to complete a program in fewer than 1.50 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
2022/2023 Academic Year
Tuition and fees are due and payable at the time of registration and may be paid by MasterCard, VISA, Discover, Nelnet online payment plan, cash, or money order. Checks should be made payable to “Jefferson Community College.” Students are not enrolled officially until all charges have been paid. Tuition and fees are subject to change by the College without prior notification.

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

Outstanding Financial Obligations: Checks returned by the bank for any reason will be assessed a $20.00 service fee. Unpaid financial obligations will, in due course, be assigned to an external collection agency. All collection and related legal costs will be added to the amount of indebtedness.

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

Tuition Refund Policy
Full Semesters:
Semesters that last longer than 8 weeks.

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

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

<table>
<thead>
<tr>
<th>Withdrawal Date</th>
<th>% Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>First week...</td>
<td>25%</td>
</tr>
<tr>
<td>Second week...</td>
<td>No refund</td>
</tr>
</tbody>
</table>
Certificate of Residence
Residents of Jefferson County
A student is required by law to present once each academic year, a Certificate of Residence indicating that he or she has been a legal resident of New York State for one year and Jefferson County for six months prior to registration. Students admitted to, or returning to, the College will be required to complete a Certificate of Residence form available in Enrollment Services, Jules Center, Suite 6-010.

Other New York State Residents
Students admitted to the College are responsible to submit an Application for Certificate of Residence. Applications are available at www.sunyjefferson.edu and in Enrollment Services, Suite 6-010, Jules Center (building 6). This application must be completed and returned to the County Treasurer of the county in which the student resided for the six-month period prior to registration. The County Treasurer will then issue a Certificate of Residence which must be returned to the College. This resident status must be certified each year. This Certificate must be completed and returned before the student may attend class.

Cost of Attending College
The costs of attending college are both direct and indirect. Direct costs are tuition, fees, books -- things that students pay directly to the college. Indirect costs are things like transportation, room & board, and childcare. Students may not pay the costs directly to the college, but they are costs associated with going to college. Indirect costs may vary based on individual circumstances.

The following annual budgets are used for determining 2020-2021 Cost of Attendance at Jefferson Community College based on full time attendance for the fall and spring semesters.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$5,160</td>
<td>$5,160</td>
<td>$5,160</td>
<td>$5,160</td>
</tr>
<tr>
<td>Fees</td>
<td>$672</td>
<td>$672</td>
<td>$672</td>
<td>$672</td>
</tr>
<tr>
<td>Room</td>
<td>$1,500*</td>
<td>$7,190</td>
<td>$7,190</td>
<td>$7,190</td>
</tr>
<tr>
<td>Board</td>
<td>$1,600*</td>
<td>$5,100*</td>
<td>$5,100*</td>
<td>$5,100*</td>
</tr>
<tr>
<td>Books</td>
<td>$1,500*</td>
<td>$1,500*</td>
<td>$1,500*</td>
<td>$1,500*</td>
</tr>
<tr>
<td>Transportation</td>
<td>$1,350*</td>
<td>$1,350*</td>
<td>$1,350*</td>
<td>$1,350*</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$1,000*</td>
<td>$1,000*</td>
<td>$1,000*</td>
<td>$1,000*</td>
</tr>
<tr>
<td>Totals (per year)</td>
<td>$12,782</td>
<td>$21,972</td>
<td>$21,972</td>
<td>$21,972</td>
</tr>
</tbody>
</table>

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

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

Tuition 2022-2023

<table>
<thead>
<tr>
<th>Tuition (2022-2023)</th>
<th>Part Time/ Credit Hour</th>
<th>Full Time/ Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York State resident from sponsorship area or non-residents of sponsorship area who present a certificate(s) of residence.</td>
<td>$215</td>
<td>$2,580</td>
</tr>
<tr>
<td>New York State resident not from sponsorship area and not presenting a certificate of residence.</td>
<td>$408</td>
<td>$4,896</td>
</tr>
<tr>
<td>Non-New York State resident.</td>
<td>$215</td>
<td>$2,580</td>
</tr>
</tbody>
</table>

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

Student Non-Refundable Fees
- Student Comprehensive Fee: $15 (per credit)*
- Student Comprehensive Fee: $4 (per credit summer/winter)
- Technology Fee: $13 (per credit)*
- Nursing Program Fee: $250 (per semester)
- Nursing ATI Materials Fee: $400 (per semester)
- FTP 105 Course Fee: $150 (certification)
- FTP 205 Course Fee: $50 (certification)

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 Blackboard, 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.

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

Additional Fees
- International Health (optional): Fees vary, visit www.sunyjefferson.edu for more information.
- Document/Check Replacement Fee: $5 per copy
- Transcript Fee: $8 per official copy
- Health Transcript Fee, Facsimile Fee (Official Documents) and Processing Fee (per course), Directed Study: $5
- Credit by Examination: $15 (per credit)
- College-Level Examination Program: $20 per exam
- Parking Fines: Variable ($10-$100)
- Course Lab/Materials Fee: variable ($5-$50)
- Diploma Replacement: $30
- ID Card Replacement: $25
- Alumni (optional): $10/semester
- Military Credit Inventory: application/evaluation fee $200, credit inventory update fee $50, official transcript fee $8

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Any act of academic dishonesty will be documented by the instructor and a report will be filed in the office of the Vice President for Academic Affairs.

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

Academic Honors 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.

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.
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.

Students may visit the College website at [www.sunyjefferson.edu](http://www.sunyjefferson.edu) or contact Honors Program Coordinator Dr. Joshua Canale at jcanale@sunyjefferson.edu / 315-777-9506 to complete an honors program application.

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

**Honors Program**
The Jefferson Community College Honors Program is a special opportunity for students who have achieved academic excellence.

Honors program students:

- Are eligible for the Honors Program Scholarship through JCC
- Receive additional support and advice from the Honors Coordinator when applying for scholarships
- Work one-on-one with professors in their discipline on projects that help them on their degree and career tracks
- Attend special workshops, seminars and field trips
- Receive the Honors Graduate designation on their transcripts
- Receive special recognition at graduation
- Make friends with other motivated, high achieving students at JCC through the Honors Program community of learners

You may be eligible to apply to the Honors Program. To join Honors, all you need to do is fill out an application and meet the following guidelines:

**For high school students new to the JCC community, you must satisfy at least one of the following:**

- A high school Regents cumulative average of 88 or higher
- An SAT composite score of 1250 or higher
- An ACT composite score of 27 or higher.

**For returning JCC students and transfer students from other institutions:**

- A college GPA of 3.5 or higher with 12 credits

Applications are rolling, so you can apply at any time. However, if you are interested in doing an Honors Option in the current semester, you should try to have your application in by September 30th for the fall semester and February 28th for the spring semester. Visit [www.sunyjefferson.edu](http://www.sunyjefferson.edu) to complete the Honors Program application.

**Students Currently Enrolled in the Honors Program**

Students enrolled in the Honors Program need to be sure they complete the following before they graduate:
• 9 credit hours of Honors Options

An Honors Option is a special paper, video, demonstration, or project a student does with his or her professor to designate the course as an Honors course. These projects can be as complex or as simple as the student, the professor, and the Honors Coordinator agree to.

Honors options aren’t supposed to stress you out. Many students have trouble brainstorming a good Honors Option. Your Honors Coordinator can help you brainstorm a project that works with your courses and major.

• Honors Seminar INT 250 in a spring semester

Honors Program students must also maintain a 3.3 GPA. Fill out the Honors Option form at www.sunyjefferson.edu before midterms!

If you’re having trouble completing either of the requirements above, please contact the Honors Coordinator, Dr. Joshua Canale at jcanale@sunyjefferson.edu or 315-777-9506.

Academic Reinstatement

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

1. An appeal may be made to the 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 indicate the reason(s) for unsatisfactory achievement during the past semester and plans for improvement. The student will be notified in writing of the Committee’s decision.

OR

2. Without appealing, the student may continue studies on a part-time non-matriculated basis. The student must seek assistance from 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.

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.

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

• The term “in good academic standing” means that a student is eligible or has been allowed to register for and undertake academic course work as a matriculated student for the semester in question.

• A College Professional is an academic advisor.

• An Academic Success Plan is a written formulated process to degree completion.

Statement of Policy:

1. Academic progress will be evaluated each fall and spring semester.

2. All matriculated students who have attempted a minimum of 12 credits/equivalent credits at Jefferson Community College are subject to this policy.

3. If a 2.00 cumulative grade point index is not maintained, a student is subject to Academic Warning, Academic Probation or Academic Dismissal. In determining this index, a grade of “Y” is considered to be an “F.” Grades of “S” or “U” in noncredit developmental courses may be considered by the Academic Standards Committee in end-of-semester academic decisions regarding warning, probation or dismissal.

4. A student on Academic Warning or Academic Probation is considered to be in good academic standing.

5. Standards for Academic Progress

a. Academic Warning

A student will be placed on Academic Warning if the student fails to earn a semester and/or cumulative GPA of 2.00 or higher. Any student below a 1.5 will be required to attend a session with a College Professional. Failure to attend a session with a College Professional will disqualify a student from attending classes for the current semester. Students that are equal to or above a 1.5 will receive a letter indicating they are on warning and encouraged to speak to a College Professional.

If the student complies with what he/she is directed to do, they will remain in good academic standing.
b. Academic Probation
In the semester following the Academic Warning, if a student's cumulative grade point average is below a 2.00, the student will be placed on Academic Probation. An Academic Success Plan is required to be developed by the student with a College Professional. The Plan identifies specific steps students will take to improve academic performance and needs to be filed with the office of the Vice President for Academic Affairs (VPAA) prior to attending classes in the subsequent semester. Students who fail to file the required Academic Success Plan will be ineligible to return in the subsequent semester.

c. Academic Dismissal
In the semester following the Academic Probation, if a student's cumulative grade point average is below a 2.00, the student will be academically dismissed. A student is not allowed to enroll in classes for the subsequent semester. Students are recommended to sit out three (3) years and apply for Academic Fresh Start upon returning to the College. A letter from the office of the VPAA will be sent to the student notifying them of their right to appeal the Academic Dismissal. Those wishing to appeal are required to follow the procedure outlined in the letter. Failure to follow the procedure for appeal will void the petition for reinstatement. Appeals made must demonstrate that a documented hardship occurred during the semester that disallowed a student to fulfill their Academic Success Plan. Students returning from Academic Dismissal are required to prepare a new Academic Success Plan with a College professional and file it with the office of the VPAA prior to registering for classes.

d. Academic Probation after Academic Dismissal
A student will be on Academic Probation in the semester in which they return from Academic Dismissal. A student who maintains a semester grade point average of at least 2.00 will not be academically dismissed; however, the student will remain on Academic Probation until the cumulative grade point average is 2.00 or higher.

### Academic Standards of Progress*

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

* The Academic Standards of Progress is based on SUNY North Country Community College's Academic Standing Policy.

### 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 Vice President for Academic Affairs or Vice President for Students for a final review. This policy is not applicable to students enrolled in classes intended for high school students and offered at high school locations.

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

### Permission to attend as a non-degree student.
A student granted permission to attend as a non-degree student will be limited to one class per semester unless approved by the Vice President for Academic Affairs.
Auditing a course allows anyone to take a class without receiving a grade or credit for that course. Jefferson Community College believes coursework can be taken for self-enrichment, academic exploration, or reviewing course material.

Course Audit Policy
Records Office, Suite 6-010, Jules Center, 315-786-2437.

If a student's legal name or mailing address changes, notification in writing of the change must be made immediately to the Student Change of Name or Address requirements of the new curriculum as published at the time of the curriculum change.

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

Attendance Policy
It is the responsibility of the student to attend all class sessions.

1. 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.
2. 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.
3. 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.

Change of Curriculum
Students may change their curriculum with approval of the appropriate Associate Vice President or authorized advisor. Change of Curriculum forms may be obtained from the Enrollment Services 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 be made immediately to the Student Records Office, Suite 6-010, Jules Center, 315-786-2437.

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.

Visit www.sunyjefferson.edu for the most current information.
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 Vice President for Academic Affairs is responsible for overseeing this policy.

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.

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 and the Vice President for Academic Affairs. Divisional Examinations must be completed within one month of notification of approval. Students may not take an examination at a lower level of proficiency in a subject than that which the student has already passed, and students may not repeat examinations which they have failed. Students may not usually take Divisional Examinations in courses which they have already failed at Jefferson Community College.

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

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.

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

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 policy is as follows:

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 fifteen 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.

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 “Master 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 Master 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. Master 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 Master Course Syllabus Standard approved by the Curriculum Committee.
4. The current Master 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 Vice President for Academic Affairs is responsible for overseeing this policy.

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: $5.00
3. Books and Supplies: Dependent on the requirements of the particular course.

**Eligibility**
In order to be eligible for directed study, a student must meet the following conditions:
1. Have earned a grade point average of 2.5 or better from Jefferson Community College or other accredited college.
2. Show successful completion of twenty-four (24) credit hours of college work.
3. Have not previously taken the course being requested for directed study.

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

**General Education Requirements**
Students planning to transfer into a SUNY baccalaureate program should satisfy the following

- Thirty (30) credits of general education coursework
  - to include
  - courses from at least 7 of the 10 knowledge and skill areas listed on the College website (two of the seven must be Mathematics and Basic Communication).
  - (Exception: Engineering Science students should plan to complete 5 of the 10 areas.)

**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.

1. Letter grades based on student achievement will be assigned to students enrolled in individual degree-credit courses by the faculty member assigned responsibility for that course.
2. Final grade reports become part of the student’s official transcript.
3. The assigning of the grades shall be in accordance with the College Grading Standards and the College Academic Record Designations.
4. Once a final grade for a course has been submitted to the Student Records Office, no grade change (other than from a temporary grade of I or R to the final grade) will be allowed after a time span of 120 days from the due date of the grade.
5. When a course is repeated, all grades will be recorded on the official academic transcript and the last grade of record will be used in the computation of the student’s GPA.
6. Students who wish to repeat a course in which a grade of C or better has been earned must obtain approval from the Academic Vice President. When a student takes a course s/he has already earned credit, only one set of units will count towards graduation requirements.
7. Student achievement for a given semester is measured by the student’s GPA. The quality of all work a student has done at the College through one or more semesters is indicated by the cumulative GPA.
8. Jefferson Community College grants credit for work completed through the College Level Examination Program (both General and Subject Examinations), the Advanced Placement Program, New York State College Proficiency Examinations, selected programs offered by non-collegiate organizations as recommended by the New York State Education Department, and educational experiences in the armed services as recommended by the American Council on Education. Credit accepted for any type of examination described here will be placed on the official transcript as transfer credit.
9. The College also offers departmental examinations for credit in courses offered at this College for which there are no proficiency, Advanced Placement Program nor College Level Examination Program examinations.
   a. Such examinations are offered at the discretion of the department responsible for the course.
   b. Students requesting to take such an examination must obtain prior approval from their academic advisor and the department responsible for the course.
   c. Departmental examinations must be completed within one month of notification of approval.
   d. Students may not take an examination at a lower level of proficiency in a subject in which the student has already earned credit. Students may not repeat examinations which they have failed.
   e. Students may not take departmental examinations in courses which they have already failed at Jefferson Community College.
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 Honors Option.

Graduation Requirements Policy

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

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 Vice President for Academic Affairs 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. Certain terms are used in this document with specific meanings. A matriculated student is one who has been accepted by the Jefferson Community College Admission Office and is enrolled in a degree or certificate program. A non-matriculated student is enrolled in College classes but has not been admitted formally to a degree/certificate program, or has lost matriculated status because of unsatisfactory academic performance or as otherwise set forth in this policy.

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

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. The term “Microcredential” is used to refer to a cluster of credit-bearing coursework ranging from 9 to 23 credit hours. The phrase “Periodic Review” is an assessment process used to measure the effectiveness of a curricular program. 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.

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 and when all College financial obligations are satisfactorily met.
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 Vice President for Academic Affairs is responsible for overseeing this policy.

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.

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

Credit for Participation in an Intercollegiate Sport
Student athletes successfully completing an intercollegiate sport at Jefferson Community College shall receive one (1) credit toward the physical education graduation requirement for each athletic season. Only those student athletes whose names appear on the National Junior College Athletic Association (NJCAA) eligibility form are eligible for consideration under these guidelines. The eligibility form serves as a “class roster” for registration purposes.
Students may not take a physical education activity course that duplicates the intercollegiate sport for which they received credit. Guideline dates for reporting grades for those “Intercollegiate Athletic Participation Courses” would be exactly the same as any other course on this campus, that is, the date for “Final Grades Due” as it appears in the College Catalog. Only grades A, Y, W, or Z are used for these courses.

**Registration and Withdrawal Policy**

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

1. Students in good academic standing may register using the College’s current registration procedure.
   a. A student may register for up to 19 credit hours during the Fall or Spring terms.
   b. A student may register for up to 9 credits during the Summer term.
   c. A student may register for up to 6 credits during the Winter term.
   d. A student may register for more than the allowed credit hours for a given term with approval from the Vice President for Academic Affairs.

2. Students wishing to drop a course from their academic load must do so officially using the College’s current registration procedure.
   a. A dropped course will never appear on a student’s official transcript.
   b. After the census date, drops are considered withdrawals, and the course will be recorded on the student’s official academic transcript with the grade designation W.

3. Students wishing to withdraw from a course must complete the College’s current withdrawal procedure. Students wishing to remove a course from their schedule must complete the course withdrawal process prior to completion of 75% of the scheduled number of days in the course.

4. Failure to withdraw according to the College’s current withdrawal procedure may result in the assignment of a grade of Y for the course.

5. A student may withdraw from all courses using the College’s current withdrawal procedure. A student who withdraws from all of their courses is also withdrawing from the College.

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

**Repeating a Course Policy**

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

In the nursing curriculum, permission of the nursing faculty is required to repeat nursing courses.
Accommodation Policy
Accommodations that do not cause “undue financial burden” to the College will be provided to qualified individuals with disabilities who request the opportunity to participate in programs, activities, or employment. The College will not discriminate against any student, employee or applicant for employment, workshop registrant, or visitor because of physical or psychological disability, and/or pregnancy.

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

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

Compliance Officer Designation
A. Students: The individual responsible for student, academic, and residence hall compliance with this policy shall be the College’s Academic Compliance Officer, (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) 786-2279.

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.

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 on 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.

Children on Campus
Children are not to be left unattended on campus, including the grounds and parking facilities. Children will not be allowed in class unless accompanied by an adult and permission is granted by the instructor.
Copyright Policy
Jefferson Community College expects all members of the College community to adhere to the provisions of the United States Copyright Law (Title 17, U.S. Code, § 101 et seq.). Copyright protection applies to a variety of works including, but not limited to printed materials, sound recordings, video recordings, and visual artworks. Anyone who plans to reproduce, share, 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, all students taking in-person classes are required to be fully vaccinated against COVID-19 prior to the start of class. Students may apply for a religious exemption or medical exemption by contacting accommodations@sunyjefferson.edu. Non-vaccinated students may apply for a temporary accommodation to utilize on-campus academic resources.

If students are beginning in-person classes for fall 2022 semester – they must supply proof of vaccination by Friday, August 19, 2022.

Students must submit vaccination information either in-person at the Campus Safety and Security office or Enrollment Services office or by emailing vaccine@sunyjefferson.edu.
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 (1) or (2) will occur prior to the end of the daily College schedule.

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

Cancellation or Delay of Morning Classes: When inclement weather causes a delay in the start of the morning class schedule, classes will commence with the 10:10 a.m. class on Monday, Wednesday and Friday and the 9:30 a.m. class on Tuesday and Thursday. Details of class cancellation or delay or closing of campus will be available on the College’s Weatherline 315-786-6565 and on the College’s website. Please do not call the switchboard for information. Too many calls make it impossible to respond to emergency calls. As indicated above, delay or cancellation of classes will be announced over local media, and approval of absences may be obtained after a student returns to campus.

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

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

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

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

Speed Limit
The campus speed limit is 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.

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.

A. Beginning August 1, 2020, Jefferson Community College will be a smoke and tobacco-free campus.
B. This policy will apply to all faculty, staff, students, and visitors on our campus.
C. 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.
D. 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.

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.

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 Associate Vice-President for Strategic Initiatives is responsible for overseeing this policy.
Academic Programs
The Accounting A.A.S. degree is designed to prepare you for entry level positions in a variety of accounting-related positions in private businesses, government agencies and public accounting firms.

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

Graduating with an Accounting A.A.S. degree you will:
• Utilize the accounting cycle to record transactions, process information, and prepare financial statements for a business
• Organize, analyze, manage, and disseminate information
• Communicate, build interpersonal skills, research, and hone organizational skills to work as part of a team

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

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

Effective August 2022. Visit www.sunyjefferson.edu for the most current information.
Learn accounting fundamentals and complete general college requirements at Jefferson before seamlessly transferring to SUNY Polytechnic, SUNY Oswego, or another four-year college to complete a bachelor’s degree.

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

This program offers:

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

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

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

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

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

- Use accounting practices to record transactions, process information, and prepare financial statements for a business
- Organize, analyze, manage, and disseminate information
- Demonstrate communication, interpersonal, research, and organizational skills and work as part of a team
- Transfer to a SUNY bachelor’s degree program with classes in seven of the 10 SUNY General Education Requirement areas

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

Formal transfer agreements with these institutions make transfer to their programs especially smooth:

- SUNY Empire State College
- Franklin University, Accounting B.S.
- Franklin University, Business Administration B.S.

<table>
<thead>
<tr>
<th>DEGREE REQUIREMENTS</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting and Business Requirements (26 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>ACC 101: Accounting Principles 1</td>
<td>4</td>
</tr>
<tr>
<td>ACC 102: Accounting Principles 2</td>
<td>4</td>
</tr>
<tr>
<td>BUS 112: Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 124: Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 160: Spreadsheet Applications</td>
<td>3</td>
</tr>
<tr>
<td>BUS 211: Business Law 1</td>
<td>3</td>
</tr>
<tr>
<td>Accounting Electives</td>
<td>6</td>
</tr>
<tr>
<td>Liberal Arts Requirements (31 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>ECO 101: Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 102: Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>MTH 144: Elementary Statistics or MTH 174: Mathematical Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MTH 155: Algebra, Functions &amp; Modeling or MTH 165: College Algebra and Trigonometry or MTH 185: Precalculus Mathematics or higher</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective*</td>
<td>3</td>
</tr>
<tr>
<td>Science Electives** At least one lab science is required.</td>
<td>7</td>
</tr>
<tr>
<td>Social Science Electives***</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective Requirement (3 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Requirement</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>62</td>
</tr>
</tbody>
</table>

*Select from the areas of The Arts or Foreign Language in the SUNY General Education Course List.

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

***Select from the areas of American History, Western Civilization or Other World Civilization in the SUNY General Education Course List.

HEGIS Code 5002

*Note: This program is not accepting applications for the 2022-2023 academic year.
# Accounting Certificate

The Accounting Certificate program is designed to prepare you for entry-level accounting positions in business and industry. The program provides you with a concentration in accounting theory courses and may be completed in one year of full-time study or done on a part-time basis over an extended period of time.

This program offers:

- Preparation for continued studies in accounting and business
- Entry-level preparation for accounting jobs
- Access to ample job opportunities

Graduating from the Accounting Certificate program will enable you to:

- Utilize the accounting cycle to record transactions, process information, and prepare financial statements for a business
- Organize, analyze, manage, and disseminate information

You can look forward to being hired in business fields such as:

- Accounts receivable and accounts payable
- Payroll departments
- Business bookkeeper

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

---

## Certificate Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accounting and Business Requirements (20 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>ACC 101: Accounting Principles 1</td>
<td>4</td>
</tr>
<tr>
<td>ACC 102: Accounting Principles 2</td>
<td>4</td>
</tr>
<tr>
<td>BUS 112: Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 160: Spreadsheet Applications</td>
<td>3</td>
</tr>
<tr>
<td>Accounting Elective*</td>
<td>3</td>
</tr>
<tr>
<td>Accounting or Business Elective*</td>
<td>3</td>
</tr>
<tr>
<td><strong>Liberal Arts Requirements (9-10 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>ENG 100: College Composition or</td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>MTH 125: Intermediate Algebra or</td>
<td>3-4</td>
</tr>
<tr>
<td>MTH 155: Algebra, Functions &amp; Modeling or Higher Math</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Free Elective Requirement (3 Credit Hours)</strong></td>
<td></td>
</tr>
<tr>
<td>Free Elective**</td>
<td>3</td>
</tr>
</tbody>
</table>

**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

---

Effective August 2022. Visit www.sunyjefferson.edu for the most current information.
Addiction Studies A.A.S.

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

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 4
  - (BIO 106: Human Biology recommended)
- 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

Effective August 2022. Visit www.sunyjefferson.edu for the most current information.
Addiction Studies Certificate

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

HEGIS Code 5506

The 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.
Agri-Business A.A.S.

The Agri-Business A.A.S. program is designed to provide technical and business training for established local business enterprises and to increase their profitability and expand their customer base outside of the greater Jefferson-Lewis County areas with educated and well-trained staff.

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

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

Graduating from the Agri-Business A.A.S. degree program you will be able to:
- Understand the roles of agriculture in northern New York’s economy and employment
- Marketing techniques for agribusiness products
- Relate how technology impacts the agriculture industry
- Analyze 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.

### Degree Requirements

<table>
<thead>
<tr>
<th>Requirement Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agri-Business Requirements (19 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>AGB/WIN 100: Northern New York Agriculture</td>
<td>3</td>
</tr>
<tr>
<td>AGB/CUL 105: Grow-Prep-Eat: Farm to Table</td>
<td>3</td>
</tr>
<tr>
<td>AGB 109: Survey of Horticulture Industry Applications</td>
<td>2</td>
</tr>
<tr>
<td>AGB 111: Survey of Agri-Business Technologies</td>
<td>1</td>
</tr>
<tr>
<td>AGB/WIN 207: Marketing and Sales of Agricultural Products</td>
<td>3</td>
</tr>
<tr>
<td>AGB 209: Trends in Agriculture</td>
<td>1</td>
</tr>
<tr>
<td>AGB 231: Agriculture Law and Regulations</td>
<td>1</td>
</tr>
<tr>
<td>AGB 275: Agri-Business Internship</td>
<td>3</td>
</tr>
<tr>
<td>ZOO 114: Domestic Animal Industries</td>
<td>2</td>
</tr>
</tbody>
</table>

| Accounting/Business/Winery Marketing and Operations Requirements (16 credit hours)     |              |
| ACC 101: Accounting Principles 1                                                     | 4            |
| BUS 112: Introduction to Business                                                    | 3            |
| BUS 131: Principles of Management or                                                  |              |
| BUS 221: Human Resource Management                                                   | 3            |
| BUS 160: Spreadsheet Applications                                                    | 3            |
| Business Elective or Winery Elective                                                 |              |

| 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                                                           | 3            |
| STA 161: Interpersonal Communication                                                 | 3            |
| Economics Elective                                                                   | 3            |
| English Elective                                                                      | 3            |
| Math Elective (MTH 125 or Higher)                                                    | 3            |

| Free Elective Requirements (5-6 Credit Hours)                                          |              |
| Free Elective*                                                                        | 3            |
| Free Elective*                                                                        | 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

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

Effective August 2022. Visit www.sunyjefferson.edu for the most current information.
**Agri-Business and Hospitality**

<table>
<thead>
<tr>
<th>Microcredential Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements (10 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>BUS 124: Marketing</td>
<td>3</td>
</tr>
<tr>
<td>CUL 130: Sanitation &amp; Safety</td>
<td>1</td>
</tr>
<tr>
<td>BUS 240: Food &amp; Beverage Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 150: Introduction to Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
</tr>
</tbody>
</table>

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.
Applied Business Studies A.O.S.

**Degree Requirements**

<table>
<thead>
<tr>
<th>Accounting and Business Requirements (33 credit hours)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 100: Office Accounting or ACC 101: Accounting Principles 1</td>
<td>3</td>
</tr>
<tr>
<td>BUS 104: Personal Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 112: Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 121: Business Financial Operations</td>
<td>3</td>
</tr>
<tr>
<td>BUS 124: Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 127: Management Communications</td>
<td>3</td>
</tr>
<tr>
<td>BUS 131: Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 150: Introduction to Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>BUS 152: Legal Issues for Small Businesses</td>
<td>3</td>
</tr>
<tr>
<td>BUS 230: Customer Service Relations</td>
<td>3</td>
</tr>
<tr>
<td>BUS 241: Principles of Selling</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liberal Arts Requirements (9 credit hours)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 116: Applied Business Math or MTH 125: Intermediate Algebra or higher</td>
<td>3</td>
</tr>
<tr>
<td>ENG 100: College Composition or ENG 101: Research and Composition or Higher</td>
<td>3</td>
</tr>
<tr>
<td>STA 151: Public Speaking or STA 161: Interpersonal Communications</td>
<td>3</td>
</tr>
</tbody>
</table>

| Elective Requirements (20 Credit Hours): Business or PLC/PRO/PLA (Prior Learning Assessment) Electives | 20 |

**Total** 62

1 Students can either transfer credits in or have the option of choosing the following Business or related electives: PLA (Prior Learning Assessment), PLC (Prior Learning Credit), PRO 000 (Professional Elective Credit), ACC, BUS, CUL, ECO, HOS, HRM, OPC, CIS.

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
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.

The Business Administration A.A.S. requires a total of 62 credit hours:

<table>
<thead>
<tr>
<th>DEGREE REQUIREMENTS</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accounting and Business Requirements (38 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>ACC 101: Accounting Principles 1</td>
<td>4</td>
</tr>
<tr>
<td>ACC 102: Accounting Principles 2</td>
<td>4</td>
</tr>
<tr>
<td>BUS 112: Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 116: Applied Business Math or appropriate Mathematics Course</td>
<td>3</td>
</tr>
<tr>
<td>BUS 124: Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 127: Management Communications or BUS 275: Business Internship</td>
<td>3</td>
</tr>
<tr>
<td>BUS 131: Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 150: Introduction to Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>BUS 211: Business Law 1</td>
<td>3</td>
</tr>
<tr>
<td>Business Electives ¹</td>
<td>9</td>
</tr>
<tr>
<td><strong>Computer Science Requirement (3 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>CIS 110: Introduction to Computing and Applications</td>
<td>3</td>
</tr>
<tr>
<td><strong>Liberal Arts Requirements (21 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>STA 151: Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Economics Elective ²</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Electives ³</td>
<td>6</td>
</tr>
<tr>
<td>Science Elective ²</td>
<td>3</td>
</tr>
<tr>
<td>Science or Mathematics Elective ²</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>62</td>
</tr>
</tbody>
</table>

Notes:

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

². Students who plan to transfer to a SUNY school should use the economics, mathematics and science or mathematics electives to fulfill the areas of Social Science, Mathematics, and Natural Science in the SUNY General Education Requirements Course List.

³. Students should use the liberal arts elective to fulfill one of the following SUNY General Education requirements: American History, Western Civilization, Other World Civilizations, Arts or Foreign Language.

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

HEGIS Code 5004
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

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.
- Cazenovia College, Management — Business Management B.P.S.
- Cazenovia College, Management — Sports Management B.P.S.
- Clarkson University, Financial Information & Analysis B.S.
- Clarkson University, Information Systems & Business Processes B.S.
- Columbia College, various programs
- Cornell University, Applied Economics & Management B.S.
- Franklin University, Business Administration B.S.
- Franklin University, Management B.S.

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

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

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

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

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

Business Administration A.S./B.S. 
Jointly Registered Program with SUNY Potsdam

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.

Degree Requirements

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting and Business Requirements (20 Credit Hours)</td>
<td></td>
</tr>
<tr>
<td>ACC 101: Accounting Principles 1</td>
<td>4</td>
</tr>
<tr>
<td>ACC 102: Accounting Principles 2</td>
<td>4</td>
</tr>
<tr>
<td>BUS 112: Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 124: Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 131: Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 211: Business Law 1</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Requirements (40 Credit Hours)</td>
<td></td>
</tr>
<tr>
<td>ECO 101: Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 102: Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Composition and Literature</td>
<td>3</td>
</tr>
<tr>
<td>MTH 144: Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>or MTH 174: Mathematical Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MTH 155: Algebra, Functions, &amp; Modeling</td>
<td>3</td>
</tr>
<tr>
<td>or MTH 165: College Algebra and Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>or MTH 185: Precalculus or higher</td>
<td>3</td>
</tr>
<tr>
<td>Business or Liberal Arts Elective 1 or 2</td>
<td>6</td>
</tr>
<tr>
<td>History Elective</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective 3 or 4 or 5</td>
<td>6</td>
</tr>
<tr>
<td>Lab Science Elective</td>
<td>4</td>
</tr>
<tr>
<td>Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective Requirement</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education Requirements (2 Credit Hours)</td>
<td></td>
</tr>
<tr>
<td>Physical Education Elective</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>64</td>
</tr>
</tbody>
</table>

1 Students should take a course in the areas of The Arts or Foreign Language or Music in the SUNY General Education Requirements Course List.
2 Any course in the areas of American History or Western Civilization in the SUNY General Education Requirements Course List. (Note: Currently, Potsdam will not accept any Jefferson course listed under Other World Civilizations to fill the General Education requirements.)
3 Recommended as STA 101 or STA 151.
4 Any course that fulfills the areas of The Arts or Foreign Language in the SUNY General Education Requirements Course List.
5 If 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

Effective August 2022. Visit www.sunyjefferson.edu for the most current information.
## Business Leadership

**Microcredential Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Requirements (9-10 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>Mandatory course: BUS 112: Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td><strong>Courses 2 &amp; 3: Students must choose and complete two from the following four options.</strong></td>
<td></td>
</tr>
<tr>
<td>BUS 124: Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 150: Introduction to Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>ACC 101: Accounting Principles</td>
<td>4</td>
</tr>
<tr>
<td>STA 151: Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>9-10</strong></td>
</tr>
</tbody>
</table>

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 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.

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.

---

Effective August 2022. Visit [www.sunyjefferson.edu](http://www.sunyjefferson.edu) for the most current information.

**MORE INFORMATION**

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437
Computer Information Systems A.S.

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

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

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

This program offers:

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

When you graduate with your Computer Information Systems (CIS) A.S. degree you will be able to:

• Develop skills in analysis and design for systems
• Build programs using an object-oriented approach
• Hone problem-solving skills and use algebraic methods
• Perform quantitative analysis
• Communicate effectively

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

This program prepares you to analyze business information needs and prepare specifications and requirements for appropriate data system solutions. Once you complete your bachelor’s degree, you can land many jobs including:

• Entry-level programmers or programmer analysts
• Microcomputer support specialist
• Software engineer
• Systems analyst
• Systems integrator
• Systems designer
• Database manager and/or administration
• Interface specialist
• Product support professional and/or technical support specialist

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

Currently, formal transfer agreements exist with:

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

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

Effective August 2022. Visit www.sunyjefferson.edu for the most current information.
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.

---

**Computer Information Technology A.A.S.**

<table>
<thead>
<tr>
<th>DEGREE REQUIREMENTS</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Computer Science Requirements (28 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>CIS 100: Information Technology Orientation</td>
<td>1</td>
</tr>
<tr>
<td>CIS 110: Introduction to Computing and Applications</td>
<td>3</td>
</tr>
<tr>
<td>CIS 111: Operating System Environments</td>
<td>2</td>
</tr>
<tr>
<td>CIS 116: Introductory Programming</td>
<td>3</td>
</tr>
<tr>
<td>CIS 119: Introduction to Web Page Design</td>
<td>3</td>
</tr>
<tr>
<td>CIS 210: Advanced Computing with Microcomputers</td>
<td>3</td>
</tr>
<tr>
<td>CIS 212: Analysis and Logical Design</td>
<td>3</td>
</tr>
<tr>
<td>CIS 216: Advanced Programming</td>
<td>4</td>
</tr>
<tr>
<td>CIS 221: Computer Architecture</td>
<td>3</td>
</tr>
<tr>
<td>CIS 222: Physical Design and Implementation</td>
<td>3</td>
</tr>
<tr>
<td><strong>Networking Technology Requirements (6 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>NET 100: Networking Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>NET 131: Local Area Networks</td>
<td>3</td>
</tr>
<tr>
<td><strong>Business Requirements (3 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>BUS 112: Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td><strong>Liberal Arts Requirements (22 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>ECO 101: Macroeconomics or ECO 102: Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 218: Technical and Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>MTH 155: Algebra, Functions &amp; Modeling or higher</td>
<td>3</td>
</tr>
<tr>
<td>Lab Science Elective</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Science or Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Free Elective Requirement</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>62</td>
</tr>
</tbody>
</table>

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

HEGIS Code 5104

---

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

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>
| Computer Science Requirements (21 Credit Hours):
  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 | 4 |
  Humanities Elective | 3 |
  Laboratory Science | 8 |
  Mathematics Elective | 3 |
  Social Science Electives | 6 |
| Free Elective Requirements | 6 |
| Physical Education | 2 |
| TOTAL | 63 |

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

HEGIS Code 5101
**Criminal Justice A.S.**

**Degree Requirements**

<table>
<thead>
<tr>
<th>Criminal Justice Requirements (18 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 101: Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 102: Criminal Administrative Procedures</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 224: Criminal Justice Report Writing</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 233: Basic Firearms</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liberal Arts Requirements (40 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>MTH 144: Elementary Statistics or higher Mathematics course (except MTH 148 or MTH 149)</td>
<td>3</td>
</tr>
<tr>
<td>POL 121: Introduction to American Government or POL 122: State and Local Government</td>
<td>3</td>
</tr>
<tr>
<td>PSY 133: Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 235: Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 144: Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 244: Social Problems or SOC 245: Criminology or SOC 246: Juvenile Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>STA 151: Public Speaking or STA 211: Managing Conflict</td>
<td>3</td>
</tr>
<tr>
<td>Lab Science Elective</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics or Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Choose TWO courses from two different areas:</td>
<td>6</td>
</tr>
<tr>
<td>American History- HIS 150 or HIS 151</td>
<td></td>
</tr>
<tr>
<td>Western Civilization-PHI 101</td>
<td></td>
</tr>
<tr>
<td>The Arts- ART 104</td>
<td></td>
</tr>
<tr>
<td>Foreign Language- any ARA, ASL, FRE, GER, ITA, LAT, SPA</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Computer Science Requirement (3 credit hours)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 110: Introduction to Computing and Applications</td>
<td>3</td>
</tr>
</tbody>
</table>

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

**TOTAL 63**

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

**HEGIS Code 5505**

---

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

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

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

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

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

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

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

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

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

### Certificate Requirements

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice Electives (21 Credit Hours)</td>
<td>21</td>
</tr>
<tr>
<td>Choose Approximately Seven Criminal Justice Electives</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Requirements (9 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>ENG 100: College Composition or ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>SOC 144: Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 245: Criminology or SOC 246: Juvenile Delinquency</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

**HEGIS Code 5505**

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

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

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

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

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

When you complete the Criminal Justice Certificate you will be able to:
- Prepare written material in a criminal justice setting
- Read, understand and interpret written information
- Apply written information in the form of laws, policies, procedures, directives, etc., to situations that are similar to experiences faced in the criminal justice system
- Communicate effectively
- Understand the organizational structure of criminal justice agencies

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

Effective August 2022. Visit www.sunyjefferson.edu for the most current information.
Microcredential Requirements

<table>
<thead>
<tr>
<th>Requirements (13 Credit Hours)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCM 101: Introduction to Health Care Management</td>
<td>3</td>
</tr>
<tr>
<td>HUS 101: Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HUS 210: Professional Codes of Conduct</td>
<td>3</td>
</tr>
<tr>
<td>STA 161: Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>HEA 102: Cardiopulmonary Resuscitation (CPR)</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

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 I (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, and first aid and CPR personal safety measures.

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 I microcredential provides training to increase the potential for advancement within these organizations.

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

When you complete the Direct Support Professional I 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.
- Administer CPR with correct compression technique and rate.
- Recognize when and how to operate the AED machine.
- Administer rescue breathing and ventilation for choking and other respiratory emergencies.
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’ll have the skills you need to help young children make developmental strides. Plus, you’ll enjoy a highly satisfying career in a growing field.

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

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, SUNY Canton and Cazenovia. If you know you want to transfer, you might want to consider our Early Childhood A.S. degree.

### Degree Requirements

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

HEGIS Code 5503

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

### Degree Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Requirements (21 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>ECD 101: Intro to Early Childhood Care and Education</td>
<td>3</td>
</tr>
<tr>
<td>ECD 181: Child Health and Safety</td>
<td>3</td>
</tr>
<tr>
<td>ECD 190: Observation and Assessment of Young Children's Development</td>
<td>3</td>
</tr>
<tr>
<td>ECD 201: Lesson Planning, Environments, and Resources (Age 3-6) and ECD 240: Fieldwork in Early Childhood Education (Age 3-6)</td>
<td>6</td>
</tr>
<tr>
<td>or ECD 202: Lesson Planning, Environments, and Resources (Birth – 36 months) and ECD 280: Fieldwork in Early Childhood Care and Education (Birth – 36 Months)</td>
<td></td>
</tr>
<tr>
<td>or ECD 145: Working with School Age Child Care and ECD 240: Fieldwork in Early Childhood Education (Age 3-6)</td>
<td></td>
</tr>
<tr>
<td>Early Childhood Development Electives</td>
<td>6</td>
</tr>
<tr>
<td>Liberal Arts Requirements (3 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Restricted Elective Requirements (3 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>ECD 150: Creative Arts for Young Children</td>
<td></td>
</tr>
<tr>
<td>ECD 210: Methods and Materials in Working with Exceptional Children</td>
<td></td>
</tr>
<tr>
<td>ENG 114: Early Childhood Literature</td>
<td></td>
</tr>
<tr>
<td>PSY 220: Child and Adolescent Development</td>
<td></td>
</tr>
<tr>
<td>PSY 233: Lifespan Development</td>
<td></td>
</tr>
<tr>
<td>PSY 235: Abnormal Psychology</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>27</td>
</tr>
</tbody>
</table>

HEGIS Code 5503
### Engineering Science A.S.

#### Degree Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engineering Requirements (5 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>ENS 100: Engineering Orientation</td>
<td>1</td>
</tr>
<tr>
<td>ENS 101: Engineering Graphics</td>
<td>3</td>
</tr>
<tr>
<td>ENS 200: Engineering Design and Build</td>
<td>1</td>
</tr>
<tr>
<td><strong>Computer Science Requirements (3 Credit Hours)</strong></td>
<td></td>
</tr>
<tr>
<td>CIS 116: Introductory Programming</td>
<td>3</td>
</tr>
<tr>
<td><strong>Liberal Arts Requirements (39 Credit Hours)</strong></td>
<td></td>
</tr>
<tr>
<td>CHE 131: General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Literature and Composition or higher</td>
<td>3</td>
</tr>
<tr>
<td>MTH 221: Calculus 1</td>
<td>4</td>
</tr>
<tr>
<td>MTH 222: Calculus 2</td>
<td>4</td>
</tr>
<tr>
<td>MTH 242: Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MTH 241: Calculus 3 or MTH 245: Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>PHY 143: Science and Engineering Physics</td>
<td>4</td>
</tr>
<tr>
<td>PHY 145: Science and Engineering Physics 3</td>
<td>4</td>
</tr>
<tr>
<td>Social Science Elective 1</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective 2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Restricted Electives Requirements (18 Credit Hours)</strong></td>
<td></td>
</tr>
<tr>
<td>Concentration Elective: CHE 211 Organic Chemistry 1</td>
<td>3</td>
</tr>
<tr>
<td>or ENS 207 Electrical Science or PHY 144 Science and Engineering Physics 2</td>
<td></td>
</tr>
<tr>
<td>Restricted Electives: Choose five courses from BIO 131, BIO 202, CHE 132, 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</td>
<td>15</td>
</tr>
</tbody>
</table>

**Total Credit Hours: 65**

1Courses must be Social Science electives selected from two different areas in the SUNY General Education Course Listing for Social Science, American History, Western Civilization, and Other World Civilizations.

HEGIS Code 5609

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

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

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

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

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

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

When you complete the Engineering Science A.S. degree you will be able to:
- Identify, formulate, and solve engineering problems
- Design and conduct experiments, and analyze and interpret data
- Design a system, component, or process to meet desired needs
- Apply critical thinking skills

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

Formal transfer agreements with some institutions make transfer especially smooth:
- Clarkson University
- Cornell University
- Rochester Institute of Technology
- Syracuse University

---

**Transfer Degree**

Effective August 2022. Visit www.sunyjefferson.edu for the most current information.
**Fire Protection Technology A.A.S.**

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fire Protection Technology Requirements (35 credit hours)</strong></td>
<td></td>
</tr>
<tr>
<td>FPT 105: Firefighting 1</td>
<td>6</td>
</tr>
<tr>
<td>FPT 205: Firefighting 2</td>
<td>2</td>
</tr>
<tr>
<td>FPT 121: Fire Instructor 1</td>
<td>3</td>
</tr>
<tr>
<td>FPT 206: Fire Officer 1</td>
<td>3</td>
</tr>
<tr>
<td>FPT 101: Principles of Emergency Services</td>
<td>3</td>
</tr>
<tr>
<td>FPT 102: Building Construction for Fire Protection</td>
<td>3</td>
</tr>
<tr>
<td>FPT 103: Fire Protection Systems</td>
<td>3</td>
</tr>
<tr>
<td>FPT 108: Fire Protection Hydraulics &amp; Water Supply</td>
<td>3</td>
</tr>
<tr>
<td>FPT 109: Fire Behavior and Combustion</td>
<td>3</td>
</tr>
<tr>
<td>FPT 120: Introduction to Fire Prevention and Inspection</td>
<td>3</td>
</tr>
<tr>
<td>Fire Protection Technology Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Liberal Arts Requirements (22 credit hours)</strong></td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>MTH 125: Intermediate Algebra or higher</td>
<td>3</td>
</tr>
<tr>
<td>SOC 144: Introduction to Sociology or</td>
<td></td>
</tr>
<tr>
<td>PSY 133: Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Language Elective or</td>
<td></td>
</tr>
<tr>
<td>STA 101: Fundamentals of Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>4</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Health Requirement (1 credit hours)</strong></td>
<td></td>
</tr>
<tr>
<td>HEA 102: Cardiopulmonary Resuscitation</td>
<td>1</td>
</tr>
<tr>
<td><strong>Physical Education Requirements (2 Credit Hours)</strong></td>
<td></td>
</tr>
<tr>
<td>PED 192: Physical Conditioning</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

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 Mr. Paul Alteri, assistant professor of criminal justice, at palteri@sunyjefferson.edu or (315) 786-2442.

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

Under FASNY HELP, student-volunteers are eligible to have up to 100% of their tuition reimbursement 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

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

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.

---

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

Effective August 2022. Visit www.sunyjefferson.edu for the most current information.
Fundamentals of Effective Communication

**Microcredential Requirements**

<table>
<thead>
<tr>
<th>Requirements (9 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>STA 151: Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>STA 161: Interpersonal Communications</td>
<td>3</td>
</tr>
<tr>
<td>STA 211: Managing Conflict</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

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.
HEALTH CARE MANAGEMENT A.S.

Complete your first two years of study in health care management at Jefferson then transfer to a four-year college to finish your bachelor’s degree or choose to stay on campus and complete your bachelor’s degree through the Jefferson Higher Education Center.

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

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.

Students may also choose to complete their bachelor’s degree in Health Services Administration here on campus through the Jefferson Higher Education Center with Bryant & Stratton College.

### Degree Requirements

<table>
<thead>
<tr>
<th>Requirement Type</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Care Requirements (12 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>HCM 101: Introduction to Health Care Management</td>
<td>3</td>
</tr>
<tr>
<td>HCM 110: Introduction to the U.S. Healthcare System</td>
<td>3</td>
</tr>
<tr>
<td>HCM 220: Health Care Financing</td>
<td>3</td>
</tr>
<tr>
<td>OFC 245: Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>Accounting and Business Requirements (16 Credit Hours)</td>
<td></td>
</tr>
<tr>
<td>ACC 101: Accounting Principles I</td>
<td>4</td>
</tr>
<tr>
<td>BUS 131: Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 160: Spreadsheet Applications</td>
<td>3</td>
</tr>
<tr>
<td>BUS 211: Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 221: Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Requirements (34 Credit Hours)</td>
<td></td>
</tr>
<tr>
<td>ECO 101: Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 220: Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>MTH 144: Elementary Statistics or</td>
<td></td>
</tr>
<tr>
<td>MTH 165: College Algebra and Trigonometry or higher</td>
<td>3</td>
</tr>
<tr>
<td>PSY 133: Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 144: Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective¹</td>
<td>3</td>
</tr>
<tr>
<td>Lab Science Elective²</td>
<td>4</td>
</tr>
<tr>
<td>Liberal Arts elective</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics or Science Elective³</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective⁴</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>62</td>
</tr>
</tbody>
</table>

¹Select from the areas of Humanities or Foreign Language in the SUNY General Education Course List.

²Select from the area of Natural Sciences in the SUNY General Education Course List.

³Select from the areas of Mathematics or Natural Sciences in the SUNY General Education Course List.

⁴Select from the areas of American History, Western Civilization or Other World Civilization in the SUNY General Education Course List.

HEGIS Code 5004
Healthcare Management 1

**Microcredential Requirements**

<table>
<thead>
<tr>
<th>Requirements (9 Credit Hours)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFC 245: Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>BUS 160: Spreadsheet Applications</td>
<td>3</td>
</tr>
<tr>
<td>HCM 101: Introduction to Health Care Management</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

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.
## Microcredential in Healthcare Management 2

<table>
<thead>
<tr>
<th>Microcredential Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCM 110: Introduction to the US Health Care System</td>
<td>3</td>
</tr>
<tr>
<td>ACC 101: Accounting Principles</td>
<td>4</td>
</tr>
<tr>
<td>HCM 220: Healthcare Financing</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

### Microcredential Requirements (10 Credit Hours):

- HCM 110: Introduction to the US Health Care System: 3 credit hours
- ACC 101: Accounting Principles: 4 credit hours
- HCM 220: Healthcare Financing: 3 credit hours

### MORE INFORMATION

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

Effective August 2022. Visit www.sunyjefferson.edu for the most current information.
Homeland Security A.S.

### Degree Requirements

<table>
<thead>
<tr>
<th>Homeland Security Requirements (18 Credit Hours):</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 108: Introduction to Homeland Security</td>
</tr>
<tr>
<td>HLS 117: Intelligence Analysis and Homeland Security</td>
</tr>
<tr>
<td>Choose 3 courses from the following:</td>
</tr>
<tr>
<td>HLT 109: Domestic Terrorism and Extremist Groups</td>
</tr>
<tr>
<td>HLS 111: Mind of a Terrorist I</td>
</tr>
<tr>
<td>HLS 114: Terrorism and Counter-Terrorism</td>
</tr>
<tr>
<td>HLS 217: Mind of a Terrorist II</td>
</tr>
<tr>
<td>HLS 218: Homeland Security Laws and Ethics</td>
</tr>
<tr>
<td>HLS 219: Transportation and Border Security</td>
</tr>
<tr>
<td>HLS 220: Homeland Security in the Private and Corporate Sectors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criminal Justice Requirements (6 Credit Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 101: Introduction to Criminal Justice</td>
</tr>
<tr>
<td>CRJ 102: Criminal Administrative Procedures or</td>
</tr>
<tr>
<td>CRJ 106: Introduction to Policing or</td>
</tr>
<tr>
<td>CRJ 200: Constitutional Issues in Criminal Justice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liberal Arts Requirements (34 Credit Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101: Research and Composition</td>
</tr>
<tr>
<td>ENG 102: Literature and Composition</td>
</tr>
<tr>
<td>MTH 144: Elementary Statistics or higher¹</td>
</tr>
<tr>
<td>SOC 144: Introduction to Sociology</td>
</tr>
<tr>
<td>STA 151: Public Speaking or</td>
</tr>
<tr>
<td>STA 211: Managing Conflict</td>
</tr>
<tr>
<td>POL 121: Introduction to American Government</td>
</tr>
<tr>
<td>PSY 133: Introduction to Psychology</td>
</tr>
<tr>
<td>SOC 245: Criminology</td>
</tr>
<tr>
<td>Laboratory Science Elective²</td>
</tr>
<tr>
<td>Mathematics or Science Elective³</td>
</tr>
<tr>
<td>Choose TWO courses from two different areas:</td>
</tr>
<tr>
<td>American History – HIS 151</td>
</tr>
<tr>
<td>Western Civilization – HIS 111, HIS 112, POL 127, or PHI 101</td>
</tr>
<tr>
<td>The Arts – ART 104</td>
</tr>
<tr>
<td>Foreign Language – any foreign language including ASL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Restricted Electives Requirements (3 Credit Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 126: World Affairs or</td>
</tr>
<tr>
<td>CIS 110: Introduction to Computing and Applications</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Education Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

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

Effective August 2022. Visit www.sunyjefferson.edu for the most current information.

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

MORE INFORMATION
Hospitality

Microcredential Requirements

<table>
<thead>
<tr>
<th>Requirements (10 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOS 101: Introduction to Hospitality</td>
<td>1</td>
</tr>
<tr>
<td>HRM 274: Bartending Management</td>
<td>3</td>
</tr>
<tr>
<td>CUL 130: Sanitation and Safety</td>
<td>3</td>
</tr>
<tr>
<td>BUS 230: Customer Service</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

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 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.

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 AAS and Applied Business Studies A.O.S. degree programs.

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

- 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.

Effective August 2022. Visit www.sunyjefferson.edu for the most current information.
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 a third of our graduates opt to pursue a bachelor’s degree.

Jefferson has formal transfer agreements in place with the following institutions to help students transfer smoothly:
- SUNY Cobleskill, Culinary Arts B.B.A.
- SUNY Empire State College, Business Management B.S.
- Franklin University, Applied Management B.S.
- Paul Smith’s College, Hotel, Resort and Tourism Management B.S.

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

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culinary Arts Concentration Requirements (14-17 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>CUL 102: Introduction to Culinary Theory and Practice</td>
<td>2</td>
</tr>
<tr>
<td>CUL 130: Sanitation and Safety</td>
<td>1</td>
</tr>
<tr>
<td>CUL Electives (3 courses)</td>
<td>7-8</td>
</tr>
<tr>
<td>Restricted Elective&lt;sup&gt;1&lt;/sup&gt;</td>
<td>4-6</td>
</tr>
<tr>
<td>Hospitality and Tourism Requirements (14 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>HOS 101: Introduction to Hospitality &amp; Tourism</td>
<td>3</td>
</tr>
<tr>
<td>HOS 251: Event Management</td>
<td>3</td>
</tr>
<tr>
<td>HOS 275: Jefferson Practicum or CUL 212: Quantity Food Production</td>
<td>2</td>
</tr>
<tr>
<td>HOS 276: Hospitality Internship or Business Elective&lt;sup&gt;2&lt;/sup&gt;</td>
<td>3</td>
</tr>
<tr>
<td>HRM 240: Food and Beverage Management</td>
<td>3</td>
</tr>
<tr>
<td>Business Requirements (6 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>BUS 124: Marketing or BUS 131: Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 221: Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Requirements (21 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>English Elective</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>Math Elective&lt;sup&gt;3&lt;/sup&gt;</td>
<td>3</td>
</tr>
<tr>
<td>Science or Lab Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective Requirements (6 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>Free Elective</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL Culinary Arts Concentration</td>
<td>61–64</td>
</tr>
</tbody>
</table>

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

<sup>2</sup>Selected from ACC, BUS, CIS, ECO, HOS, HRM.

<sup>3</sup>MTH elective must be college level MTH of at least 3 credits.

HEGIS Code 5011.10

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

Effective August 2022. Visit www.sunyjefferson.edu for the most current information.
Hospitality and Tourism A.A.S.
Hotel/Restaurant Management Concentration

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hotel/Restaurant Management Requirements (27-29 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>CUL 102: Introduction to Culinary Theory and Practice</td>
<td>2</td>
</tr>
<tr>
<td>CUL 130: Sanitation and Safety</td>
<td>1</td>
</tr>
<tr>
<td>HOS 101: Introduction to Hospitality &amp; Tourism</td>
<td>3</td>
</tr>
<tr>
<td>HOS 251: Event Management</td>
<td>3</td>
</tr>
<tr>
<td>HOS 275: Jefferson Practicum or CUL 212: Quantity Food Production</td>
<td>2</td>
</tr>
<tr>
<td>HOS 276: Hospitality Internship or Business Elective¹</td>
<td>3</td>
</tr>
<tr>
<td>HRM 240: Food and Beverage Management</td>
<td>3</td>
</tr>
<tr>
<td>HRM Electives</td>
<td>6</td>
</tr>
<tr>
<td>Restricted Electives²</td>
<td>4-6</td>
</tr>
</tbody>
</table>

**Business Requirements (6 Credit Hours):**
- BUS 124: Marketing or BUS 131: Principles of Management | 3 |
- BUS 221: Human Resource Management | 3 |

**Liberal Arts Requirements (21 Credit Hours):**
- ENG 101: Research and Composition | 3 |
- English Elective | 3 |
- Humanities Elective | 3 |
- Liberal Arts Elective | 3 |
- Math Elective³ | 3 |
- Science or Lab Science Elective | 3 |
- Social Science Elective | 3 |

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

**TOTAL** | **60-62** |

¹Select from ACC, BUS, CIS, ECO, HOS, HRM.
²Selected from CUL, HOS, HRM, WIN, BUS/HOS/HRM/WIN 153
³Introduction to Winery Operation (1 credit) may be applied here.

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

*Note: This program is not accepting applications for the 2022-2023 academic year.

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

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

You must demonstrate ability to acquire the skills and knowledge required for successful completion of courses and meet skills expected of a hospitality industry professional. Please review the hospitality and tourism program guidelines on the College's website at www.sunyjefferson.edu which outline these skills.

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

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

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

When you complete the Hospitality and Tourism A.A.S. degree with a concentration in winery marketing and management you will be able to:
- Understand how to develop an effective business model for a winery operation
- Develop skills to operate a winery from grape variety to layout for a vineyard
- Realize aesthetic considerations and technical process of wine making
- Develop an understanding and appreciation of varietals of wine around the world and their unique characteristics, styles, food pairings, and service

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

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

<table>
<thead>
<tr>
<th>DEGREE REQUIREMENTS</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winery Management and Marketing Requirements (11 credit Hours)</td>
<td></td>
</tr>
<tr>
<td>HOS/WIN 154: Viticulture</td>
<td>2</td>
</tr>
<tr>
<td>HOS/WIN 155: Enology</td>
<td>3</td>
</tr>
<tr>
<td>HRM 152: Wine Selection and Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>WIN Elective or AGB Elective or CUL Elective</td>
<td>3</td>
</tr>
<tr>
<td>Hospitality &amp; Tourism Requirements (16 credit hours)</td>
<td></td>
</tr>
<tr>
<td>AGB 109: Survey of Horticulture</td>
<td>2</td>
</tr>
<tr>
<td>AGB 111: Survey of Agri-Business Technologies</td>
<td>1</td>
</tr>
<tr>
<td>CUL 130: Sanitation and Safety</td>
<td>1</td>
</tr>
<tr>
<td>HOS 101: Introduction to Hospitality &amp; Tourism</td>
<td>3</td>
</tr>
<tr>
<td>HOS 251: Event Management</td>
<td>3</td>
</tr>
<tr>
<td>HOS 276: Hospitality Internship or Business Elective</td>
<td>3</td>
</tr>
<tr>
<td>HRM 240: Food and Beverage Management</td>
<td>3</td>
</tr>
<tr>
<td>Business Requirements (6 Credit Hours)</td>
<td></td>
</tr>
<tr>
<td>BUS 124: Marketing or AGB 207: Marketing and Sales of Agricultural Products</td>
<td>3</td>
</tr>
<tr>
<td>BUS 221: Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Requirements (21 credit hours)</td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>English Elective</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>Math Elective</td>
<td>3</td>
</tr>
<tr>
<td>Science or Lab Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective Requirements (6 credit hours)</td>
<td></td>
</tr>
<tr>
<td>Free Elective</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL Winery Management &amp; Marketing Concentration</td>
<td>60</td>
</tr>
</tbody>
</table>

1 Business Elective (selected from ACC, BUS, CIS, ECO, HOS, HRM)

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

HEGIS Code 5011.10

Effective August 2022. Visit www.sunyjefferson.edu for the most current information.
Hospitality and Tourism Certificate

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

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

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

---

### Certificate Requirements

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hospitality and Tourism Requirements (12 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>CUL 130: Sanitation and Safety</td>
<td>1</td>
</tr>
<tr>
<td>HOS 101: Introduction to Hospitality &amp; Tourism</td>
<td>3</td>
</tr>
<tr>
<td>HOS, HRM or CUL Electives</td>
<td>8</td>
</tr>
<tr>
<td><strong>Business/Hospitality and Tourism Requirements (12 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>HOS, HRM, CUL, BUS, or ACC Electives</td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>24</td>
</tr>
</tbody>
</table>

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

---

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

Effective August 2022. Visit www.sunyjefferson.edu for the most current information.
Prepare to help individuals and communities with a Human Services A.S. degree. You’ll develop skills required to meet the needs of patients and clients, including interviewing, advocacy, assessment, counseling, case management, program development, and evaluation. You’ll also complete your first two years of study toward a bachelor’s degree in therapy, education, counseling, social work, or other related fields.

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

This program offers:

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

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

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

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

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

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

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

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

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

*This degree completion program is offered through the Keuka College Accelerated Study for Adults Program (ASAP) at the Jefferson Higher Education Center (JHEC) on Jefferson’s campus. The Greater Rochester Collaborative also offers a Master of Social Work program through JHEC.

Human Services A.S. Degree Requirements

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Services Requirements (15 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>HUS 101: Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HUS 107: Introduction to Case Management</td>
<td>3</td>
</tr>
<tr>
<td>Practice in Human Services</td>
<td></td>
</tr>
<tr>
<td>HUS 201: Introduction to Helping Skills</td>
<td>3</td>
</tr>
<tr>
<td>HUS 240: Human Services Field Practicum 1</td>
<td>3</td>
</tr>
<tr>
<td>HUS 290: Capstone Project</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Requirements (40 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>MTH 144: Elementary Statistics or</td>
<td>3</td>
</tr>
<tr>
<td>MTH 174: Math Probability and Statistics 1</td>
<td></td>
</tr>
<tr>
<td>POL 122: State and Local Government</td>
<td>3</td>
</tr>
<tr>
<td>PSY 133: Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 144: Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>STA 161: Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>Lab Science Elective</td>
<td>4</td>
</tr>
<tr>
<td>(BIO 106: Human Biology recommended)</td>
<td></td>
</tr>
<tr>
<td>Mathematics or Lab Science Elective</td>
<td>9</td>
</tr>
<tr>
<td>Choose at least two different skill areas from the</td>
<td></td>
</tr>
<tr>
<td>SUNY General Education Course List out of the following:</td>
<td></td>
</tr>
<tr>
<td>American History, Western Civilization, Other World</td>
<td></td>
</tr>
<tr>
<td>Civilizations, The Arts, Foreign Language</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td></td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>1</td>
</tr>
<tr>
<td>Lab Science Elective</td>
<td></td>
</tr>
<tr>
<td>(BIO 106: Human Biology recommended)</td>
<td></td>
</tr>
<tr>
<td>Math, Science, or Humanities</td>
<td>9</td>
</tr>
<tr>
<td>Free Elective Requirements (6 Credit Hours)</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education Requirement</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>63</td>
</tr>
</tbody>
</table>

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

HEGIS Code 5501

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

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

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

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

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

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

*This degree completion program is offered through the Keuka College Accelerated Study for Adults Program (ASAP) at the Jefferson Higher Education Center (JHEC) on Jefferson’s campus. The Greater Rochester Collaborative also offers a Master of Social Work program through JHEC.
**Individual Studies A.A./A.S./A.A.S.**

**ASSOCIATE IN ARTS (A.A.)**

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements (6-7 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>MTH 144: Elementary Statistics or higher</td>
<td>3-4</td>
</tr>
<tr>
<td>Liberal Arts Requirements (42-44 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>Mathematics or Science Electives</td>
<td>6-8</td>
</tr>
<tr>
<td>Humanities Electives</td>
<td>12</td>
</tr>
<tr>
<td>Social Science Electives</td>
<td>15</td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td>9</td>
</tr>
<tr>
<td>Free Elective Requirements</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>60-61</td>
</tr>
</tbody>
</table>

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 hour distribution recommended) with remaining 12 hours open electives.

HEGIS Code 5699

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

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements (6-7 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>MTH 144: Elementary Statistics or higher</td>
<td>3-4</td>
</tr>
<tr>
<td>Liberal Arts Requirements (15 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>Choose Approximately Five Liberal Arts Courses</td>
<td>15</td>
</tr>
<tr>
<td>Free Elective Requirements</td>
<td>39</td>
</tr>
<tr>
<td>Total</td>
<td>60-61</td>
</tr>
</tbody>
</table>

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

HEGIS Code 5699

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

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements (6-7 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>MTH 144: Elementary Statistics or higher</td>
<td>3-4</td>
</tr>
<tr>
<td>Liberal Arts Requirements (24 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>Choose Approximately Eight Liberal Arts Courses</td>
<td>24</td>
</tr>
<tr>
<td>Free Elective Requirements</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>60-61</td>
</tr>
</tbody>
</table>

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.

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

HEGIS Code 5699

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

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

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

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

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

**MORE INFORMATION**

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

Effective August 2022. Visit www.sunyjefferson.edu for the most current information.
### Kitchen Basics

**Microcredential Requirements**

<table>
<thead>
<tr>
<th>Requirements (9 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUL 130: Sanitation &amp; Safety</td>
<td>1</td>
</tr>
<tr>
<td>CUL 102: Introduction to Culinary</td>
<td>2</td>
</tr>
<tr>
<td>CUL 120: Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HRM 240: Food &amp; Beverage Management</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

**Microcredential program**

- 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 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.

- 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.

- When you complete the Kitchen Basics microcredential, you will be able to:
  - 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.

---

Effective August 2022. Visit www.sunyjefferson.edu for the most current information.
**Degree Requirements**

<table>
<thead>
<tr>
<th>Education Core Requirements (6 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 210: Principles of Education</td>
<td>3</td>
</tr>
<tr>
<td>PSY 220: Child and Adolescent Development</td>
<td>3</td>
</tr>
</tbody>
</table>

**General Education/Liberal Arts Core (42 Credit Hours):**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>HIS 111: History of Western Civilization 1 or HIS 112: History of Western Civilization 2</td>
<td>3</td>
</tr>
<tr>
<td>HIS 150: American History to 1877 or HIS 151: American History 1877 to Present</td>
<td>3</td>
</tr>
<tr>
<td>MTH 148: Mathematical Reasoning for Elementary Teachers 1</td>
<td>4</td>
</tr>
<tr>
<td>MTH 149: Mathematical Reasoning for Elementary Teachers 2</td>
<td>4</td>
</tr>
<tr>
<td>PSY 133: Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ART or MUS Elective</td>
<td>3</td>
</tr>
<tr>
<td>ASL, FRE, GER, or SPA electives selected from courses numbered 121 or higher or liberal arts courses</td>
<td>6</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory Science Elective</td>
<td>4</td>
</tr>
<tr>
<td>Social Science Elective:</td>
<td>3</td>
</tr>
<tr>
<td>Choose from ANT 141, ANT 143, GEG 101, HIS 120, HIS 122, POL 126.</td>
<td>3</td>
</tr>
</tbody>
</table>

**Concentration/Specialization Requirements (9 Credit Hours):**

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

**English Concentration:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>3</td>
</tr>
</tbody>
</table>

**History Concentration:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 150 or HIS 151 and HIS 111 or HIS 112 (above); then choose 3 courses from HIS 150 or HIS 151; HIS 111 or HIS 112; HIS 114, HIS 122; HIS 232.</td>
<td>3</td>
</tr>
</tbody>
</table>

**Earth Science Concentration:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>3</td>
</tr>
</tbody>
</table>

**Math Concentration:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 148 and MTH 149 (above); the following 3 courses: MTH 221, MTH 222, any MTH course above MTH 222.</td>
<td>3</td>
</tr>
</tbody>
</table>

**Biology Concentration:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>3</td>
</tr>
</tbody>
</table>

**Chemistry Concentration:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>3</td>
</tr>
</tbody>
</table>

**Physics Concentration:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>3</td>
</tr>
</tbody>
</table>

**General Science Concentration:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>3</td>
</tr>
</tbody>
</table>

**Free Electives**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Electives</td>
<td>3</td>
</tr>
</tbody>
</table>

**Physical Education**

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

**TOTAL**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>62</td>
</tr>
</tbody>
</table>

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

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

More Information

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

Effective August 2022. Visit www.sunyjefferson.edu for the most current information.
Liberal Arts & Sciences - Childhood Education A.A./B.A.
Jointly Registered Program with SUNY Potsdam (B-Grade 6)

Transfer Degree

Jefferson partners with SUNY Potsdam to help students earn an associate’s degree in childhood education (grades 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:
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 take 6 credits of liberal arts electives.
2 Students specializing in Biology should take the BIO 131/132 sequence.
3 Students specializing in Biology, Geology, 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.

MORE INFORMATION

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

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Core Requirement (9 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>ECD 101: Intro to Early Childhood Development</td>
<td>3</td>
</tr>
<tr>
<td>EDU 210: Principles of Education</td>
<td>3</td>
</tr>
<tr>
<td>PSY 220: Child and Adolescent Development</td>
<td>3</td>
</tr>
<tr>
<td>General Education/Liberal Arts Core Requirements (46 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 114: Early Childhood Literature or</td>
<td>3</td>
</tr>
<tr>
<td>ENG 214: Survey of Children’s Literature</td>
<td>3</td>
</tr>
<tr>
<td>Restricted General Education Elective:</td>
<td></td>
</tr>
<tr>
<td>HIS 111: History of Western Civilization I or</td>
<td>3</td>
</tr>
<tr>
<td>HIS 112: History of Western Civilization 2 or</td>
<td>3</td>
</tr>
<tr>
<td>GEG 101: Introduction to World Geography or</td>
<td>3</td>
</tr>
<tr>
<td>ANT 143: Cultural Anthropology or</td>
<td>3</td>
</tr>
<tr>
<td>PHI 212: Religions of the Far East or</td>
<td>3</td>
</tr>
<tr>
<td>POL 126: World Affairs or</td>
<td>3</td>
</tr>
<tr>
<td>SOC 243: Race, Ethnicity &amp; cultural Minorities</td>
<td>3</td>
</tr>
<tr>
<td>HIS 150: American History to 1877 or</td>
<td>3</td>
</tr>
<tr>
<td>HIS 151: American History 1877 to Present</td>
<td>3</td>
</tr>
<tr>
<td>MTH 148: Mathematical Reasoning for Elementary Teachers 1</td>
<td>3</td>
</tr>
<tr>
<td>MTH 149: Mathematical Reasoning for Elementary Teachers 2</td>
<td>3</td>
</tr>
<tr>
<td>PSY 133: Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>General Education Elective Credit (SUNY Gen Ed List)</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective Credits</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Language: Two semesters of the same foreign language (from SUNY Gen Ed list or Liberal Arts elective if satisfied by HS background)</td>
<td>6</td>
</tr>
<tr>
<td>BIO 111: Survey of Cell Biology or</td>
<td>4</td>
</tr>
<tr>
<td>BIO 131: Principles of Biology 1: Cell and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>GEO 110: Earth Sciences or</td>
<td>4</td>
</tr>
<tr>
<td>GEO 131: Physical Geology or</td>
<td>4</td>
</tr>
<tr>
<td>SCI 199: Interdisciplinary Science and Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Concentration/Specialization Requirements (6-8 Credit Hours and two courses):</td>
<td>6</td>
</tr>
<tr>
<td>English:</td>
<td></td>
</tr>
<tr>
<td>ENG 220: Creative Writing or ENG 221: Writing Literary Nonfiction</td>
<td></td>
</tr>
<tr>
<td>ENG 201: British Literature 1, ENG 202: British Literature 2,</td>
<td></td>
</tr>
<tr>
<td>ENG 203: American Literature 1, ENG 204: American Literature 2,</td>
<td></td>
</tr>
<tr>
<td>ENG 209: Mythology or ENG 245: Survey of Native American Literature</td>
<td></td>
</tr>
<tr>
<td>STA 151: Public Speaking</td>
<td></td>
</tr>
<tr>
<td>Mathematics:</td>
<td></td>
</tr>
<tr>
<td>MTH 221: Calculus 1, MTH 222: Calculus 2, MTH 245: Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>Biology:</td>
<td></td>
</tr>
<tr>
<td>BIO 132: Principles of Biology 2: Evolution, Diversity, and Ecology</td>
<td></td>
</tr>
<tr>
<td>BIO 200: Genetics, BIO 201: Ecology</td>
<td></td>
</tr>
<tr>
<td>Geology:</td>
<td></td>
</tr>
<tr>
<td>GEO 132: Historical Geology, GEO 141: Astronomy</td>
<td></td>
</tr>
<tr>
<td>GEO 144: Meteorology</td>
<td></td>
</tr>
<tr>
<td>Chemistry:</td>
<td></td>
</tr>
<tr>
<td>CHE 131: General Chemistry 1, CHE 132: General Chemistry 2</td>
<td></td>
</tr>
<tr>
<td>CHE 211: Organic Chemistry 1, CHE 212: Organic Chemistry 2</td>
<td></td>
</tr>
<tr>
<td>Physics:</td>
<td></td>
</tr>
<tr>
<td>PHY 131: General Physics 1, PHY 132: General Physics 2</td>
<td></td>
</tr>
<tr>
<td>GEO 141: Astronomy, GEO 144: Meteorology</td>
<td></td>
</tr>
<tr>
<td>History:</td>
<td></td>
</tr>
<tr>
<td>HIS 114: History of New York State, POL 121: Introduction to American Government</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>63-65</td>
</tr>
</tbody>
</table>

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 Education (birth-grade 2) 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 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 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 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.

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

### More Information

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

Effective August 2022. Visit www.sunyjefferson.edu for the most current information.
Liberal Arts & Sciences - Humanities & Social Sciences A.A.

**Degree Requirements**

<table>
<thead>
<tr>
<th>Humanities and Social Sciences Requirements (33 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>History Electives¹</td>
<td>6</td>
</tr>
<tr>
<td>Humanities Electives²</td>
<td>9</td>
</tr>
<tr>
<td>Literature Elective³</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective⁴</td>
<td>9</td>
</tr>
</tbody>
</table>

**Liberal Arts Requirements (16 Credit Hours):**

| MTH 144: Elementary Statistics or higher³                    | 3            |
| Electives chosen from Humanities, English, Social Sciences,  |               |
| Natural Sciences, or Mathematics                             | 6            |
| Laboratory Science Elective³                                 | 4            |
| Mathematics or Science Elective                             | 3            |

**Free Elective Requirements (12 Credit Hours):**

Choose Approximately Four Free Electives⁴

**Physical Education**

2

**TOTAL**

63

¹History Electives (2 courses):
At least one course chosen from:

HIS 111: History of Western Civilization 1, HIS 112: History of Western Civilization 2,
HIS 150: American History to 1877, HIS 151: American History 1877 to Present or HIS 217: History of Women in America.

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

³Choose from the applicable Area of the SUNY General Education course list.

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

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

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

¹Select 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.

⁴No more than 3 credit hours may be from physical education activity classes.

**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

**More Information**

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

Effective August 2022. Visit www.sunyjefferson.edu for the most current information.
Discover personal and career interests as you prepare to transfer to a four-year college or university. Complete core requirements in the humanities, social sciences, mathematics, and the natural sciences balanced with elective classes of your choice.

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Writing and English Requirements (21 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>ENG 220: Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>Creative Writing Electives</td>
<td>6</td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 201: Survey of British Literature 1 or ENG 202: Survey of British Literature 2 or ENG 203: American Literature 1 or ENG 204: American Literature 2</td>
<td>3</td>
</tr>
<tr>
<td>Literature Elective</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Requirements (34 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>HIS 111: History of Western Civilization 1 or HIS 112: History of Western Civilization 2</td>
<td>3</td>
</tr>
<tr>
<td>HIS 150: American History to 1877 or HIS 151: American History 1877 to Present</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language Elective</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Electives¹</td>
<td>6</td>
</tr>
<tr>
<td>Laboratory Science Elective</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics Elective²</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics or Laboratory Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Electives³</td>
<td>9</td>
</tr>
<tr>
<td>Free Elective Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
</tr>
</tbody>
</table>

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

HEGIS Code 5649

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

Effective August 2022. Visit www.sunyjefferson.edu for the most current information.
Liberal Arts & Sciences - Humanities & Social Sciences A.A.

**Literature Concentration**

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature and English Requirements (21 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 201: Survey of British Literature 1 or</td>
<td></td>
</tr>
<tr>
<td>ENG 202: Survey of British Literature 2</td>
<td>3</td>
</tr>
<tr>
<td>ENG 203: American Literature 1 or</td>
<td></td>
</tr>
<tr>
<td>ENG 204: American Literature 2</td>
<td>3</td>
</tr>
<tr>
<td>Non-European Literature Elective</td>
<td>3</td>
</tr>
<tr>
<td>English Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

| 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                         | 6            |
| Laboratory Science Elective                  | 4            |
| Mathematics Elective                         | 3            |
| Mathematics or Laboratory Science Elective   | 3            |
| Social Science Electives                      | 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-à-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.

Effective August 2022. Visit www.sunyjefferson.edu for the most current information.
## Degree Requirements

<table>
<thead>
<tr>
<th>Psychology Requirements (12 Credit Hours)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 133: Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 252: Behavioral Statistics and Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Restricted Psychology Electives¹</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liberal Arts Requirements (40 Credit Hours)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>MTH 174: Mathematical Probability and Statistics 1</td>
<td>3</td>
</tr>
<tr>
<td>STA 101: Fundamentals of Oral Communication or STA 211: Managing Conflict</td>
<td>3</td>
</tr>
<tr>
<td>History Electives²</td>
<td>6</td>
</tr>
<tr>
<td>Humanities Electives³</td>
<td>6</td>
</tr>
<tr>
<td>Laboratory Science Elective⁴</td>
<td>4</td>
</tr>
<tr>
<td>Literature Elective</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics or Science Elective⁵</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Electives⁶</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Requirements (6 Credit Hours)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restricted Elective:</td>
<td></td>
</tr>
<tr>
<td>Chosen from: Anthropology, Art, Criminal Justice, English, Geography, History, Human Services, Journalism, Mathematics, Music, Philosophy, Political Science, Psychology, Sociology, Speech/Theater Arts, Foreign Language or Natural Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL**  60

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

HEGIS Code 5649

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.

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

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

**MORE INFORMATION**

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437
Liberal Arts & Sciences - Natural Sciences A.S.
Allied Health & Biological Sciences Concentration

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics &amp; Sciences Requirements (31 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>BIO Sequence (BIO 131-132, BIO 217-218, or BIO 251-252)</td>
<td>8</td>
</tr>
<tr>
<td>CHE 131: General Chemistry 1</td>
<td>4</td>
</tr>
<tr>
<td>MTH 165 or higher (2 courses)</td>
<td>6</td>
</tr>
<tr>
<td>BIO Elective¹</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics¹ or Science Electives¹ (2 courses)</td>
<td>7</td>
</tr>
<tr>
<td>Science Elective¹</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science (3 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>CIS 110: Intro to Computing with Microcomputers or higher</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Requirements (18 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective²</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Electives (2 courses)²</td>
<td>6</td>
</tr>
<tr>
<td>Social Science/Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective Requirements (9 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>Free Electives</td>
<td>9</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>62</td>
</tr>
</tbody>
</table>

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

HEGIS Code 5649

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

This 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 Sciences 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
- New York’s Chiropractic College
- 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

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.

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

Effective August 2022. Visit www.sunyjefferson.edu for the most current information.
## Liberal Arts & Sciences - Natural Sciences, A.S.
### Physical Science Concentration

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math &amp; Science Requirements (35 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>CHE 131: General Chemistry 1</td>
<td>4</td>
</tr>
<tr>
<td>CHE 132: General Chemistry 2</td>
<td>4</td>
</tr>
<tr>
<td>MTH 185: Precalculus or higher (2 courses)</td>
<td>8</td>
</tr>
<tr>
<td>One of the following science sequences:</td>
<td></td>
</tr>
<tr>
<td>PHY 131/132, CHE 211/212 or GEO 131/132</td>
<td>8</td>
</tr>
<tr>
<td>Science¹ or Math¹ Electives (3 courses)</td>
<td>11</td>
</tr>
<tr>
<td><strong>Computer Science Requirement (3 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>Computer Science Elective²</td>
<td>3</td>
</tr>
<tr>
<td><strong>Liberal Arts Requirements (18 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective³</td>
<td>3</td>
</tr>
<tr>
<td>Humanities/Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Electives⁴</td>
<td>6</td>
</tr>
<tr>
<td><strong>Free Elective Requirement (7 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>Free Electives</td>
<td>7</td>
</tr>
<tr>
<td><strong>Physical Education (1 Credit Hour):</strong></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>64</td>
</tr>
</tbody>
</table>

¹Restricted 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

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

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

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

HEGIS Code 5649

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

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

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

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

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

**MORE INFORMATION**

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

Effective August 2022. Visit www.sunyjefferson.edu for the most current information.
Mathematics A.S.

**Degree Requirements**

<table>
<thead>
<tr>
<th>Mathematics Requirements (21 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 174: Mathematical Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MTH 221: Calculus 1</td>
<td>4</td>
</tr>
<tr>
<td>MTH 222: Calculus 2</td>
<td>4</td>
</tr>
<tr>
<td>MTH 241: Calculus 3</td>
<td>4</td>
</tr>
<tr>
<td>MTH 242: Differential Equations or MTH 245: Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MTH 184: Mathematical Probability and Statistics 2 or MTH 231: Discrete Math or MTH 242: Differential Equations or higher</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Liberal Arts Requirements (29 Credit Hours):</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective¹</td>
<td>3</td>
</tr>
<tr>
<td>Humanities/Social Science Elective (1 course)</td>
<td>3</td>
</tr>
<tr>
<td>Science Sequence (2 courses):</td>
<td>8</td>
</tr>
<tr>
<td>Social Science Electives² (2 courses)</td>
<td>6</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Requirements (9 Credit Hours)</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restricted Elective:</td>
<td>3</td>
</tr>
<tr>
<td>MTH 184, MTH 231, MTH 242 or higher,</td>
<td></td>
</tr>
<tr>
<td>PHY 131 or higher,</td>
<td></td>
</tr>
<tr>
<td>SCI 199, BIO 200, BIO 201, CHE 215, or CIS 216</td>
<td>6</td>
</tr>
<tr>
<td>Free Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Education Electives (2 Credit Hours)</th>
<th>2</th>
</tr>
</thead>
</table>

**Total Credit Hours**: 64

¹Course must be a Humanities elective selected from the area of The Arts or Foreign Language in the SUNY General Education Course Listing.

²Courses must be Social Science electives selected from two different areas in the SUNY General Education Course Listing for Social Science, American History, Western Civilization, and Other World Civilizations.

HEGIS Code 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.
Microcredential Requirements

<table>
<thead>
<tr>
<th>Requirements (9 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 121: Business Financial Operations</td>
<td>3</td>
</tr>
<tr>
<td>BUS 131: Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 216: Non-Profit Management</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

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.
Nursing A.A.S.

Effective August 2022. Visit www.sunyjefferson.edu for the most current information.

### Degree Requirements

<table>
<thead>
<tr>
<th>Nursing Requirements (40 Credit Hours)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 111: Basic Needs</td>
<td>7</td>
</tr>
<tr>
<td>NUR 112A: Maternal and Newborn Health</td>
<td>3.5</td>
</tr>
<tr>
<td>NUR112B: Medical/Surgical 1</td>
<td>3.5</td>
</tr>
<tr>
<td>NUR 212: Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NUR 231A: Medical/Surgical 2</td>
<td>5</td>
</tr>
<tr>
<td>NUR 231B: Psychosocial Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NUR 232: Medical/Surgical 3</td>
<td>10</td>
</tr>
<tr>
<td>NUR 234: Seminar in Nursing</td>
<td>2</td>
</tr>
<tr>
<td>ALH 145: Introduction to Medical Terminology</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liberal Arts Requirements (24 Credit Hours)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 202: Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 251: Anatomy and Physiology 1*</td>
<td>4</td>
</tr>
<tr>
<td>BIO 252: Anatomy and Physiology 2*</td>
<td>4</td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>PSY 133: Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 233: Life Span Development</td>
<td>3</td>
</tr>
<tr>
<td>SOC 144: Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 64

*BIO 202, BIO 251 and BIO 252 must be within seven (7) years at the time of graduation.

**HEGIS Code 5208.10**

Build the skills and experience to become a registered nurse ready to care for adult or pediatric patients in hospitals, clinics, and other practice settings.

Take courses in adult medical/surgical nursing, maternal/newborn health, pediatrics, psychosocial nursing, professional nursing practice, and pharmacology from experienced, supportive nursing faculty.

Upon completing the program, sit for the National Council Licensure Examination for Registered Nurse (NCLEX-RN). Jefferson's Nursing A.A.S. program offers:

- Personalized instruction from faculty with real-world experience
- High-tech classrooms and a fully equipped clinical practice simulation laboratory
- Two program options available: Traditional weekday option (two academic years, starting each August) or Weekend option (two full years, starting each January)
- Consistently high licensure exam pass rate and job placement rate among recent grads

Upon completion of the program, students are eligible for funding with financial aid. Learn more at www.nursingabc.com

Nurses are in demand virtually everywhere, and completing your A.A.S. degree and becoming a registered nurse (RN) can be the start of a rewarding career.

- RNs practice in hospitals, clinics, care facilities, clients' homes, schools, and other settings. With advanced training, they can become nurse practitioners, clinical nurse specialists, certified registered nurse anesthetists, certified nurse midwives or nurse educators.

The Bureau of Labor Statistics expects demand for registered nurses to grow 15 percent by 2026, faster than most other professions. RNs nationally earned a median salary of $68,450 in 2016.

Learn nursing theory and practical skills

- Care for patients at all developmental levels
- Provide care to people experiencing an illness, loss, or dysfunction
- Communicate effectively with health team colleagues, clients, families, and peers
- Demonstrate competency in technical skills
- Collaborate as a team member with other health care professionals
- Create a healthy teaching environment for clients looking to restore balance
- Uphold ethical, legal, and professional responsibilities within the registered nurse scope of practice
- Use concepts from science, the liberal arts, and nursing to provide holistic care

Jefferson graduates can go on to earn B.S. degrees in Nursing. Transfer agreements with the following programs help you choose courses and transfer credits smoothly.

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

**Admissions Requirements and Application**

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

**Subject Area Requirements**

- Chemistry: complete one of the following:
  - Earn a grade of 70 or higher in one year of high school chemistry or one semester of college chemistry (equivalent to CHE 107: Introduction to Chemistry I)
  - Earn a 70 or higher in Nursing ABC, an online, non-credit course not eligible for funding with financial aid. Learn more at www.nursingabc.com

- Biology: complete one of the following:
  - Meet all prerequisites for BIO 251: Anatomy and Physiology I or BIO 252: Anatomy and Physiology II (prerequisites include earning a 70 or higher in BIO 106: Human Biology, BIO 111: General Biology I, or BIO 131: Principles of Biology, or scoring a 3 or higher on the High School AP Biology Exam)

- Mathematics: complete one of the following:
  - Earn a 70 or higher in MTH 125: Intermediate Algebra or MTH 133: Technical Math; or placement test at the MTH 165: College Algebra and Trigonometry level within two years of the application deadline for the Nursing A.A.S. option of your choice.
  - If you have completed MTH 125, MTH 133, or MTH 165 outside the two-year time frame, earn a 70 or higher in ALH 110: Dosage
Nursing A.A.S. (cont.)

Calculations for Nurses and other Health Care Professionals; or placement test at the MTH 155: Algebra, Functions, and Modeling level within two years of your application deadline.

*If you have completed MTH 125, MTH 133, MTH 165, or ALH 110 outside the two-year time frame, placement test at the MTH 165: College Algebra and Trigonometry level or score 70 or higher on the Competency Exam administered by the nursing department (you can take it once during the two years prior to your application deadline).
*Placement test at MTH 185: Precalculus or higher or complete high school pre-calculus with a 70 or higher

English: complete one of the following:
*Placement test at the ENG 101: Research and Composition level or complete ENG 100: College Composition with a 70 or higher

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.”

Other Requirements
*If born after January 1, 1957, proof of immunity to measles, mumps, and rubella
*Results from a current physical examination, a Mantoux test (within three months of first Nursing A.A.S. clinical experience), proof of tetanus immunization (within 10 years), proof of rubella immunization or results of a rubella titer (these requirements can be submitted upon admission), proof of influenza vaccination (annually), and full covid-19 vaccination and booster.
*Card of completion in American Heart Association basic life support (BLS) for health care providers (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.malo.com/malpractice-insurance/individual).

Licensure
Graduates of JCC’s nursing program are eligible to apply for licensure in any state as well as sit for the NCLEX-RN. Completion of the nursing program does not assure licensure as a registered professional nurse. Graduates of JCC’s nursing program meet the education requirements for admittance to the NCLEX-RN licensure exam; however, there is a requirement that the applicant be of “good moral character” and a fee must be paid for the test and license.

For more information please visit the NYS Education Department Office of the Professions website at: www.op.nysed.gov/prof/nurse/nurse-licensefaq.htm

How to Apply
Deadlines vary depending on the Nursing A.A.S. program option you choose.

Fall Start - Applications for the Nursing program are currently being accepted on a rolling basis with priority given to completed applications received by May 16. All decisions will be made on a space-available basis.

Applications for Jefferson-Lewis BOCES LPN graduates applying within the articulation agreement for the traditional option (fall start) nursing program must be received by March 1.

January Start - Applications for the Weekend Option will be received on a rolling basis with priority given to completed applications received by December 1. All decisions will be made on a space-available basis.

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, both available on the College’s website
• Be a high school graduate or have an equivalency diploma
• Submit high school transcripts, GED test scores, and/or college transcripts
• Have completed all prerequisites and other requirements

Readmission to the Program
If you have left the program you may be readmitted only once. You must meet all program requirements, re-apply, and be approved by Nursing Admissions Committee.

If you are reapplying to NUR 112 A,B; NUR 231 A,B; or NUR 232 you must enroll in corresponding co-requisite nursing courses in the semester in which you are seeking readmission (even if you have previously passed the co-requisite with a grade of C or higher). The exception is NUR 212: Pharmacology. NUR 234 must be completed with NUR 232.

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.

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.
Jefferson’s Office Certificate is designed to prepare you for administrative and clerical support roles in virtually all business and office settings in a one year format.

You will learn many office tasks that will make you very valuable to your current or future employer, from composing correspondence, preparing itineraries, recording meeting minutes, collecting data and performing research, generating reports, maintaining budgets, applying accounting principles, and supervising and training office employees.

This program offers:
• Solid foundation of office and administrative tasks
• Hands-on practice with software you’ll need for on-the-job success
• Education that leads to a critical role in a business setting

Work in the business world by providing assistance to executives by coordinating and directing office services, such as staff assignments, records management, budget control, and special management studies.

Specific careers include administrative assistant, office manager, executive secretary, and other administrative professional positions. A growing number of administrative assistants share in managerial and human resource responsibilities and handle computer applications for presentations, spreadsheets, and database management.

According to the U.S. Department of Labor, employment in the administrative, office, and clerical support category is one of the largest occupational areas. Opportunities for you are best with extensive software application knowledge.

When you complete the Office Studies Certificate program you will be able to:
• Evaluate, create and communicate professional and effective oral and written means of communication (memorandums, letters, fax cover sheets, reports, and agendas)
• Excel at keyboarding and data-entry speed and accuracy using industry accepted standards
• Demonstrate communication, interpersonal, and organizational skills, emphasizing managerial and leadership ability as well as team work

The program is designed to prepare you to enter the workforce after completing the Certificate.

If you decide to continue on or come back to Jefferson, your credits will apply towards the Office Technology - Administrative Assistant or Medical A.A.S. degree seamlessly.

<table>
<thead>
<tr>
<th>Certificate Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Technologies Requirements (16 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>OFC 121: Beginning Keyboarding</td>
<td>2</td>
</tr>
<tr>
<td>OFC 122: Intermediate Keyboarding</td>
<td>2</td>
</tr>
<tr>
<td>OFC 126: Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>OFC 211: Administrative Software Applications</td>
<td>3</td>
</tr>
<tr>
<td>OFC 225: Administrative Support Services</td>
<td>3</td>
</tr>
<tr>
<td>OFC 226: Administrative Correspondence</td>
<td>3</td>
</tr>
<tr>
<td>Business Requirements (12-14 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>BUS 116: Applied Business Mathematics</td>
<td>3-4</td>
</tr>
<tr>
<td>BUS 125: Managing Information in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>BUS 160: Spreadsheet Applications</td>
<td>3</td>
</tr>
<tr>
<td>Business Elective: Chosen from ACC, BUS, ECO and OFC</td>
<td>3-4</td>
</tr>
<tr>
<td>Liberal Arts Requirement (3 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>ENG 100: College Composition or ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>31-33</td>
</tr>
</tbody>
</table>

1 In order to meet the requirements for OFC 122: Intermediate Keyboarding, students must have completed OFC 121: Beginning Keyboarding, or pass a proficiency exam. The proficiency exam will be schedule 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
Office Technologies - Administrative Assistant A.A.S.

*Note: This program is not accepting applications for the 2022-2023 academic year.

Jefferson’s Office Technologies-Administrative Assistant A.A.S. program is designed to prepare you for administrative and clerical support roles in virtually all business and office settings.

You will learn so many tasks that will make you very valuable to your current or future employer, from composing correspondence, preparing itineraries, recording meeting minutes, collecting data and performing research, generating reports, maintaining budgets, applying accounting principles, and supervising and training office employees.

This program offers:
• Solid foundation of office and administrative tasks
• Hands-on practice with software you’ll need for on-the-job success
• Excellent internship opportunities to make connections
• Education that leads to managerial opportunities

Work in the business world by providing assistance to executives by coordinating and directing office services, such as staff assignments, records management, budget control, and special management studies.

Specific careers include administrative assistant, office manager, executive secretary, and other administrative professional positions. A growing number of administrative assistants share in managerial and human resource responsibilities and handle computer applications for presentations, spreadsheets, and database management.

According to the U.S. Department of Labor, employment in the administrative, office, and clerical support category is one of the largest occupational areas. Opportunities for you are best with extensive software application knowledge.

Complete the Office Technologies-Administrative Assistant A.A.S. degree and you will be able to:
• Draft business correspondence, which includes letters, interoffice memos, forms, reports, and tables
• Create travel itineraries and expense reports for management
• Use of a variety of prevailing Microsoft Office applications such as Word, PowerPoint, Excel, Access, Publisher, and Outlook
• Develop communication, interpersonal, and organizational skills, emphasizing managerial and leadership ability as well as team work
• Prepare a resume and cover letter, completing an application and communicating effectively in a job interview
• Assess business situations from a manager’s perspective

Although the program is designed to prepare you to enter the workforce after completing the associate’s degree, many of our graduates choose to pursue a bachelor’s degree. Jefferson has partnered with some select academic institutions and developed transfer agreements that can help you transfer smoothly.

Another formal agreement exists with Jefferson-Lewis BOCES to offer credit for an Office Technology course: OFC 245 Medical Terminology.

MORE INFORMATION

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

Effective August 2022. Visit www.sunyjefferson.edu for the most current information.

95
Office Technologies - Medical A.A.S.

*Note: This program is not accepting applications for the 2022-2023 academic year.

Jefferson's Office Technologies-Medical A.A.S. program is designed to prepare you for administrative and clerical support roles in health care settings.

You'll take classes in medical terminology, health care documentation, medical ethics, and medical office administration, as well as foundational classes in business and the liberal arts. You'll also learn to use current computer software to process medical documents, simulate scheduling of patients, enter insurance/billing data, and maintain medical office records. Graduate with marketable skills that can be used immediately in health care settings.

This program offers:
- Solid foundation in health care administration
- Hands-on practice with tools you'll need for on-the-job success
- Preparation for jobs in the growing health care industry
- Cost savings on business fundamentals and general education classes

Work in the booming health care industry as soon as you graduate. Your responsibilities may run the gamut from bookkeeping and billing to scheduling appointments and ordering laboratory tests, whether you're working directly with patients or behind the scenes in a medical office.

You can find jobs in private clinics, group practices, hospitals, nursing homes, therapy centers, research institutions, public health institutions, insurance companies, or any setting where a knowledge of administration, professional procedures, and ethics are required.

When you complete the Office Technologies-Medical A.A.S. degree you will be able to:
- Draft business correspondence, including letters, interoffice memos, forms, reports, and tables
- Use computer programs and other administrative tools, including Microsoft Office
- Understand and use medical terminology—diagnoses, surgical procedures, and procedures—and look up diagnostic and procedural codes

Most graduates from the medical office technologies program choose to enter the workforce after graduation. But others pursue a bachelor's degree in health care administration or related fields.

Jefferson partners with Bryant & Stratton College to provide a bachelor's degree in health services administration at the Jefferson Higher Education Center. The program is structured to allow students to complete virtually all coursework on the Jefferson campus or online.

A formal agreement also exists with Jefferson-Lewis BOCES to offer credit for an office technology course: OFC 245 Medical Terminology.

**Degree Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Technologies Requirements</td>
<td>26</td>
</tr>
<tr>
<td>OFC 122: Intermediate Keyboarding</td>
<td>2</td>
</tr>
<tr>
<td>OFC 126: Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>OFC 211: Administrative Software Applications</td>
<td>3</td>
</tr>
<tr>
<td>OFC 222: Integrated Business Applications</td>
<td>3</td>
</tr>
<tr>
<td>OFC 226: Administrative Correspondence</td>
<td>3</td>
</tr>
<tr>
<td>OFC 245: Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>OFC 246: Medical Terminology and Transcription</td>
<td>3</td>
</tr>
<tr>
<td>OFC 248: Medical Office Technology</td>
<td>3</td>
</tr>
<tr>
<td>OFC 275: Office Technologies Internship</td>
<td>3</td>
</tr>
<tr>
<td>Accounting and Business Requirements</td>
<td>15</td>
</tr>
<tr>
<td>ACC 100: Office Accounting or</td>
<td>3</td>
</tr>
<tr>
<td>ACC 101: Accounting Principles 1</td>
<td>3</td>
</tr>
<tr>
<td>BUS 116: Applied Business Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 125: Managing Information in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>BUS 160: Spreadsheet Applications</td>
<td>3</td>
</tr>
<tr>
<td>Business/CIS Elective</td>
<td>3</td>
</tr>
<tr>
<td>(Chosen from ACC, BUS, CIS, ECO and OFC)</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Requirements</td>
<td>21</td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>STA 151: Public Speaking or</td>
<td>3</td>
</tr>
<tr>
<td>STA 161: Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td>6</td>
</tr>
<tr>
<td>Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Science or Math Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>62</td>
</tr>
</tbody>
</table>

1 In order to meet the requirements for OFC 122: Intermediate Keyboarding, students must have completed OFC 121: Beginning Keyboarding, or pass a proficiency exam. The proficiency exam will be scheduled by the Business Department prior to the beginning of classes each semester. Students will be required to pass a timed writing and complete a variety of business documents using Microsoft Word. For more information, contact the Business Department at (315) 786-2287.

2 May substitute appropriate mathematics course.

3 Students must take OFC 157: Professional Development Seminar (1 credit) in the semester prior to their internship. This course, along with OFC 121: Beginning Keyboarding (2 credits), will fulfill this elective.

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

HEGIS Code 5005

**More Information**

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

Effective August 2022. Visit www.sunyjefferson.edu for the most current information.
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

<table>
<thead>
<tr>
<th>DEGREE REQUIREMENTS</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paralegal Requirements (24 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>PLA 101: Introduction to Law and Paralegalism</td>
<td>3</td>
</tr>
<tr>
<td>PLA 112: Legal Research &amp; Writing</td>
<td>3</td>
</tr>
<tr>
<td>PLA 211: Civil Litigation</td>
<td>3</td>
</tr>
<tr>
<td>PLA 213: Constitutional Law and American Society</td>
<td>3</td>
</tr>
<tr>
<td>PLA 221: Family and Domestic Relations Law</td>
<td>3</td>
</tr>
<tr>
<td>PLA 232: Property Law</td>
<td>3</td>
</tr>
<tr>
<td>PLA 242: Estates, Wills and Trusts</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 102: Criminal Administrative Procedures</td>
<td>3</td>
</tr>
</tbody>
</table>

| Accounting and Business Requirements (16 Credit Hours): |             |
| ACC 101: Accounting Principles I | 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

Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437
Physical Education A.S.

Certificate Requirements

<table>
<thead>
<tr>
<th>Physical Education Requirements (17 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PED 201: Introduction to Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PED 202: Sports in Society</td>
<td>3</td>
</tr>
<tr>
<td>HEA 101: Personal and Community Health</td>
<td>3</td>
</tr>
<tr>
<td>HEA 110: Responding to Emergencies</td>
<td>3</td>
</tr>
<tr>
<td>Team/Individual PE Activities and/or Athletic Team Participation</td>
<td>5</td>
</tr>
</tbody>
</table>

Liberal Arts Requirements (38 Credit Hours):

<table>
<thead>
<tr>
<th>BIO 106: Human Biology or BIO 111: General Biology 1</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>or BIO 131: Principles of Biology 1</td>
<td></td>
</tr>
<tr>
<td>BIO 221: Survey of Anatomy and Physiology or</td>
<td>4</td>
</tr>
<tr>
<td>BIO 251: Anatomy and Physiology 1 or</td>
<td></td>
</tr>
<tr>
<td>BIO 252: Anatomy and Physiology 2</td>
<td></td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>HIS 111: History of Western Civilization 1 or</td>
<td>3</td>
</tr>
<tr>
<td>HIS 112: History of Western Civilization 2</td>
<td></td>
</tr>
<tr>
<td>HIS 150: American History to 1877 or</td>
<td>3</td>
</tr>
<tr>
<td>HIS 151: American History 1877 to Present</td>
<td></td>
</tr>
<tr>
<td>MTH 144: Elementary Statistics or MTH 174: Math Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 133: Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 144: Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>STA 151: Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Art Elective¹</td>
<td>3</td>
</tr>
<tr>
<td>Music Elective¹</td>
<td>3</td>
</tr>
</tbody>
</table>

Free Electives

Choose Approximately Two Free Electives | 6 |

TOTAL | 61 |

¹Choose 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 Western Civilization AND American History. 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

Application and Admissions Information

Enrollment Services
admissions@sunyjefferson.edu
315-786-2437

Effective August 2022. Visit www.sunyjefferson.edu for the most current information.
### Microcredential Requirements

<table>
<thead>
<tr>
<th>Requirements (10 Credit Hours):</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 116: Introductory Programming</td>
<td>3</td>
</tr>
<tr>
<td>CIS 216: Advanced Programming</td>
<td>4</td>
</tr>
<tr>
<td>CIS 250: Data Structures</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

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 Micro-Credential, 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.

---

**More Information**

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

### Sports Management A.S.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sports Management Requirements (9 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>BUS 102: Foundations of Sports Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 202: Sport and Society</td>
<td>3</td>
</tr>
<tr>
<td>BUS 204: Leadership for Sports Professionals</td>
<td>3</td>
</tr>
<tr>
<td><strong>Accounting and Business Requirements (19 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>ACC 101: Accounting Principles 1</td>
<td>4</td>
</tr>
<tr>
<td>BUS 112: Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 124: Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 131: Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 211: Business Law 1</td>
<td>3</td>
</tr>
<tr>
<td>BUS 226: Introduction to Finance</td>
<td>3</td>
</tr>
<tr>
<td><strong>Computer Science Requirement (3 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>CIS 110: Introduction to Computing and Applications</td>
<td>3</td>
</tr>
<tr>
<td><strong>Liberal Arts Requirements (31 Credit Hours):</strong></td>
<td></td>
</tr>
<tr>
<td>ECO 101: Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 102: Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>MTH 155: Algebra, Functions &amp; Modeling or MTH 185: Precalculus or higher</td>
<td>3</td>
</tr>
<tr>
<td>STA 151: Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective(^1)</td>
<td>3</td>
</tr>
<tr>
<td>Lab Science Elective(^2)</td>
<td>4</td>
</tr>
<tr>
<td>Liberal Arts Elective(^3)</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective(^4)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>64</td>
</tr>
</tbody>
</table>

1 Select from areas of The Arts or Foreign Language in the SUNY General Education course list  
2 Select from the area of Natural Sciences in the SUNY General Education course list  
3 Select from in the SUNY General Education course list  
4 Select from areas of American History, Western Civilization or Other World Civilization in the SUNY General Education course list

HEGIS Code 5099

---

**Transfer Degree**

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

Effective August 2022. Visit www.sunyjefferson.edu for the most current information.
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.

### Certificate Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 210: Principles of Education</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101: Research and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102: Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>HIS 150: American History to 1877 or</td>
<td>3</td>
</tr>
<tr>
<td>HIS 151: American History 1877 to Present</td>
<td>3</td>
</tr>
<tr>
<td>MTH 148: Mathematical Reasoning for Elementary Teachers</td>
<td>3-4</td>
</tr>
<tr>
<td>PSY 133: Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 220: Child and Adolescent Development</td>
<td>3</td>
</tr>
<tr>
<td>STA 151: Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>24-25</td>
</tr>
</tbody>
</table>

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

HEGIS Code 5503
Winery Management and Marketing Certificate

*Copert Note: This program is not accepting applications for the 2022-2023 academic year.*

**Certificate Requirements**

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winery Management and Marketing Requirements (11 Credit Hours):</td>
<td></td>
</tr>
<tr>
<td>HOS/WIN 154: Viticulture</td>
<td>2</td>
</tr>
<tr>
<td>HOS/WIN 155: Enology</td>
<td>3</td>
</tr>
<tr>
<td>HRM 152: Wine Appreciation and Selection</td>
<td>3</td>
</tr>
<tr>
<td>AGB Elective(^1)* or WIN Elective(^1)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Requirements (15-17 Credit Hours):**

Restricted Electives:

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOS, HRM, CUL, BUS, or ACC electives(^2)</td>
<td>6-8</td>
</tr>
<tr>
<td>AGB(^2), HOS, HRM, CUL elective(^4)</td>
<td>3</td>
</tr>
</tbody>
</table>

Free Elective

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

**Total**

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>26-28</td>
</tr>
</tbody>
</table>

\(^1\) Some ABG and WIN electives are fewer than 3 credits; make sure you have fulfilled a minimum of 3 credit hours for this requirement.

\(^2\) Recommended AGB Electives:

- AGB/WIN 100: Northern New York Agriculture
- AGB 111: Survey of Agribusiness Technologies
- AGB 109: Survey of Horticulture Industry Applications
- AGB 207: Marketing and Sales of Agricultural Products
- AGB 231: Agriculture Law and Regulations

\(^3\) Some HOS, HRM, CUL, BUS, or ACC electives are 2-4 credits; make sure you have fulfilled a minimum of 6-8 credit hours for this requirement.

\(^4\) Some AGB, HOS, HRM or CUL electives are fewer than 3 credits; make sure you have fulfilled a minimum of 3 credit hours for this requirement.

HEGIS Code 5011

The Winery Management and Marketing Certificate at Jefferson is a one year program that provides a concentrated course work on winery operations and basic business principles.

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

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

This program offers:

- Learning from local experts
- Networking opportunities with winery owners and marketers
- Fundamental skills and training for a fulfilling career after graduation
- Classes in marketing and management

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

Several wineries operate in Jefferson, Lewis and St. Lawrence Counties and that number is expected to grow.

Winery owners report that the overwhelming number of jobs at any winery is in sales and marketing. Additionally, the NYS Fine Winery Bill signed into law in July 2011 allows farm wineries to open up to five off-site retail locations in New York State.

When you complete the Winery Management and Marketing Certificate you will be able to:

- Develop an effective business model for a winery operation
- Apply the basic, legal, financial, human resource, ethics, and other management issues critical for successful winery operation
- Pinpoint successful grape varieties, site selection and layout for a vineyard in Northern New York

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

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

- SUNY Cobleskill, Agriculture Business Management, B.T.
- SUNY Cobleskill, Food Systems and Technology B.T.
- Franklin University, Applied Management, B.S.
- Paul Smith’s College, Hotel, Resort and Tourism Management, B.S.
- SUNY Empire State College, Business Management, B.S.
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.

Career Degree

MORE INFORMATION

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

Effective August 2022. Visit www.sunyjefferson.edu for the most current information.
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.

Acceptance in to the Zoo Technology A.A.S. program requires, at minimum:

- Complete the Jefferson Community College application for admission and the Zoo Technology supplemental application.
- Be accepted to the College and submit all necessary paperwork.
- Have College Placement Test (CPT) placement at the MTH 098 level or higher or have successfully completed MTH 090 prior to the first semester of Zoo Technology.
- Have CPT placement at the ENG 100 level or higher or have successfully completed ENG 099 prior to the first semester of Zoo Technology.
- Have CPT placement at CLS 101 level or no reading required.
- Have completed all prerequisites prior to start of the Zoo Technology program.

Zoo Technology and biology courses are sequential in nature and build upon previous courses. Additionally, they are only offered once a year. For this reason, students must begin the sequence of ZOO courses in the fall. Students not meeting the academic requirements for admission to the Zoo Technology program (requiring skill building in English, math or science) will need to complete additional coursework and reapply to the program the following year.

Students’ academic program requirements include a grade of “C” or higher in the applied zoo animal management courses (ZOO 114, ZOO 116, ZOO 126, ZOO 216 and ZOO 226), and the initial, general college-level biology course (equivalent to BIO 111 or higher). Students not meeting this requirement will be considered unsuccessful, will be unable to progress in the Zoo Technology curriculum, and will need to reapply to the program for the following academic year.

Readmission to the Zoo Technology Program
You must apply for readmission to the Zoo Technology program by submitting a Zoo Technology program supplemental application. Students may apply or re-apply at any time. Successful applicants will need to begin the core program courses in Fall semester.

- If you have been unsuccessful in the Zoo Technology program, you may be readmitted only once.
- If you seek readmission to the Zoo Technology program you must meet program requirements in effect at the date of re-entry.
- Readmission is subject to approval of the zoo technology faculty.
- Except for the circumstances specified above, zoo technology students are governed by general College regulations regarding academic standing.

MORE INFORMATION
Application and Admissions Information
Enrollment Services
admissions@sunyjefferson.edu
315-786-2437
Course Descriptions

The course number does not always indicate the level of difficulty or the order in which students should take courses. Care must be taken in selecting courses with prerequisites to be sure the prerequisites have been satisfactorily completed. In general, one credit indicates attendance in class one hour each week for a semester; two or three hours of laboratory work count the same as one hour of lecture-recitation. Please note that courses are offered every academic year unless otherwise indicated at the end of the course description. These designations are general projections, and may be modified according to demand. Semester subject listings, prepared by the Registrar and available at registration periods, provide information regarding the availability of courses for specific periods. If students want to look in detail at any course offering, the course outline is available in divisional offices. The curricula offered by the College require certain Liberal Arts core courses in the areas of Humanities, Social Science, and Science or Mathematics. The following indicates areas of study acceptable in meeting these requirements. Physical education activity and fitness-based coursework may be applied to fulfill free elective requirements unless limited by the degree program.

**Humanities:** American Sign Language, Art, English, Journalism, Modern Languages, Music, Philosophy, Speech, 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 studyup 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).

### ACCOUNTING (ACC)

**ACC 100: Office Accounting**
This course is designed to provide career, secretarial students with a basic understanding of accounting fundamentals as practiced in almost any business office. Students completing this course will have an understanding of Generally Accepted Accounting Principles as applied in both service and merchandising businesses. ACC 100 is not open to students who have completed ACC 101 or above. 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. 4 cr. 4 lec.

**ACC 157: Professional Development and Skills**
This weekly business seminar is designed to provide students with the skills necessary to succeed in obtaining employment. This course focuses on preparing for the job search process, writing a resume, interviewing techniques, and developing the interpersonal relationship skills necessary for a positive job attitude. Students will also have the opportunity to learn about the best ways to change careers or gain work experience and to practice meeting with business people in various business career fields. This seminar is a required prerequisite to a business internship experience. Prerequisite: None. (Per Departmental Standards Version of ACC 157, approved by Curriculum Committee on 12/10/2015.) 1 cr. 1 lec.

**ACC 201: Intermediate Accounting 1**
This course is designed to expand the student’s knowledge of accounting theory, concepts, standards, and generally accepted accounting principles required for reporting the operating results and financial position of business entities. Special emphasis will be placed on present and future value concepts, receivables, inventories, temporary investments and ethics in the accounting profession. Prerequisite: ACC 102. Pre/corequisite: BUS 160. 4 cr. 4 lec.

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

**ACC 207: Tax Accounting**
This course is designed to study federal tax law and the application of tax principles to specific problems, including: tax rates, exemptions, income, deductions, capital gains and losses, and payroll withholdings. Ethics and tax research techniques, with respect to tax accounting will also be covered. Prerequisite: ACC 101. 3 cr. 3 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. 4 cr. 4 lec.

Visit [www.sunyjefferson.edu](http://www.sunyjefferson.edu) for the most current information.
ACC 209: Management Accounting
This course is designed to expand the student's knowledge of financial accounting to include management accounting concepts used by manufacturing, service, and merchandising entities. Topics to be covered include: cost behavior, cost management concepts, cost-volume-profit analysis, differential cost analysis, capital investment decisions, budgeting, inventory management, profitability analysis, and quality costing. This course places emphasis on the relationship between planning and controlling costs. Moreover, the importance of using management accounting as a decision making tool will be emphasized. Prerequisite: ACC 101. Pre/corequisite: BUS 160. 3 cr. 3 lec.

ACC 220: Accounting Information Systems
This course provides an introduction to accounting information systems. The course presents the principles of systems concepts in an accounting environment and approaches to systems analysis. Special emphasis will be placed on computer and manual accounting systems, accounting cycle, internal controls, and ethics in the accounting profession. Experience in using the computer will be provided with laboratory assignments utilizing a general ledger accounting software package. Prerequisite: ACC 102 and BUS 160. 3 cr. 4 lec./lab.

ACC 275: Accounting Internship
This course will provide students the opportunity to practice the skills learned from their coursework in a curriculum related work setting. Credit for the internship will be earned by satisfactorily completing 90 hours of approved placement in a curriculum related position in a business or organization and by attending a weekly class and completing class assignments. This course is designed for career curricula students. Prerequisite: Successful completion of at least 24 credit hours in the curriculum and completion of the Professional Development and Skills Seminar (ACC 157/BUS 157/OFI 157/or PLA 157) with a C or better, and completion of ACC 101 and ACC 102 with at least a B average in each course and approval from accounting faculty. 3 cr. 1 lec. 6 lab.

AGRI-BUSINESS (AGB)

AGB 100: Northern New York Agriculture
This course introduces the diversity of Agriculture in Northern New York, and its economic impact in the region. Topics include: agriculture technology, agronomy, environmental issues, animal care systems, public perception of the industry, production agriculture, food security and safety, value added agriculture, biofuels, agri-tourism, and the economics of agriculture. Prerequisites: None. (Per Departmental Standards Version of AGB 100, approved by Academic Affairs on 12/10/2013.) 3 cr. 3 lec.

AGB 105: Grow-Prep-Eat: Farm to Table
This course is designed to give students an integrated understanding of the food and agricultural industry and introduce the field to fork concepts of integrated food systems. Students will have the opportunity to celebrate the foods and flavors of each season by utilizing fresh ingredients from local farms. Grow-Prep-Eat will also cover a broad array of sustainability issues with emphasis on on-site visits with local practicing farmers, and dairy producers and processors including those involved in sustainability issues dealing with food safety, water and waste systems, food politics, food globalization issues, food marketing and local food movements. Prerequisite: None. (Per Departmental Standards Version for AGB 105, approved by Academic Affairs on 12/10/2013,) 3 cr. 2 lec. 3 lab.

AGB 109: Survey of Horticulture Industry Apps
This course is a survey of the current topics in horticulture. This course prepares learners for employment in the agri-business industry by providing a working knowledge of horticulture (fruits, vegetables, greenhouse, turf, nursery, floral and landscape). Required field trips will provide opportunities to gain practical knowledge and to better understand the lecture material. Prerequisites: None. (Per Departmental Standards Version of AGB 109, approved by Academic Affairs on 12/10/2013,) 2 cr. 2 lec.

AGB 111: Survey of Agri-Bus Technology
This course will introduce the student interested in agriculture to a variety of technologies that will assist in a successful career in agriculture. This course examines local agriculture technologies such as: dairy systems, tillage machinery, planting equipment, and agricultural hydraulic systems. Prerequisites: None. (Per Departmental Standards Version for AGB 111, approved by Academic Affairs on 12/10/2013,) 1 cr. 1 lec.

AGB 157: Professional Development and Skills Seminar
This weekly business seminar is designed to provide students with the skills necessary to succeed in obtaining employment. This course focuses on preparing for the job search process, writing a resume, interviewing techniques, and developing the interpersonal relationship skills necessary for a positive job attitude. Students will also have the opportunity to learn about the best ways to change careers or gain work experience and to practice meeting with business people in various business career fields. This seminar is a required prerequisite to a business internship experience. Prerequisite: None. (Per Departmental Standards version of AGB 157, approved by Curriculum Committee on 12/10/2015,) 1 cr. 1 lec.

AGB 207: Marketing and Sales of Agricultural Products
This course is designed to develop student knowledge and skills in agricultural sales and marketing. Students will examine the essential marketing functions of buying, selling, transportation, storage, financing, standardization pricing and risk bearing faced by farms and agri-businesses. This course has a specific focus on the marketing and sale of goods from the food and fiber system. Prerequisites: None. (Per Departmental Standards Version of AGB/WIN 207, approved by Curriculum Committee 2/14/2019,) 3 cr. 3 lec.

AGB 209: Trends in Agriculture
This course is a survey of the current topics in agriculture. Emphasis is placed on topics such as ethics, marketing, management, distribution systems for agricultural products, and other relevant topics as deemed necessary by current events. Through identifying current agricultural trends, students will be better able to make informed decisions toward successful agri-business opportunities and careers. Prerequisites: AGB 100 or WIN 100. (Per Departmental Standards Version for AGB 209, approved by Academic Affairs on 12/10/2013,) 1 cr. 1 lec.

AGB 231: Agriculture Law and Regulations
This course has a specific focus on laws and regulations related to the food and fiber system. This course is designed to discuss some of the major areas of agricultural law and create an understanding of how laws and regulations affect their farms, families and businesses. Prerequisites: None. (Per Departmental Standards Version of AGB 231, approved by Academic Affairs on 12/10/2013,) 1 cr. 1 lec.

AGB 275: Agri-Business Internship
This course will provide students the opportunity to practice the skills learned from their coursework in a curriculum related work setting. Credit for the internship will be earned by satisfactorily completing 90 hours of approved placement in a curriculum related position in a business or organization and by attending a weekly class and completing class assignments. This course is designed for career curricula students. Prerequisite: Completion of the Professional Development and Skills Seminar (AGB 157 with a C or better) and successful completion of at least 24 credit hours in the curriculum including a program faculty letter of recommendation and consent of the Internship instructor and in good academic standing with a GPA of 2.5 or above in agribusiness course core and approval from agri-business faculty. (Per Departmental Standards Version of AGB 275, approved by Curriculum Committee on 02/25/16,) 3 cr. 1 lec. 6 lab.
ALLIED HEALTH (ALH)

ALH 101: Fundamentals of Patient Care
An introduction to basic patient care, this course will assist the student to develop understanding and skill in fundamental patient care concepts and techniques. (Departmental Standards Version of ALH 101, approved by Academic Affairs 03/12/1998.) 2 cr. 1.5 lec. 1.5 lab.

ALH 105: Meeting Health Care Challenges: Learning Strategies
This course is designed to empower students enrolled in nursing and allied health courses to become more independent and effective with their own, as well as their client's, learning processes. It assists the students to develop proficiency in their learning by utilizing concepts related to their own individualized language processing style and additionally to apply these concepts to meet the learning needs of clients in the clinical setting. The course examines the attributes of learners while focusing on techniques and strategies useful for planning and implementing learning. The course will identify approaches that will fulfill the individual learner's needs. (Per Departmental Standards Version of ALH 105, approved by Academic Affairs on 09/27/2000.)

ALH 110: Dosage Calculations for Nurses and Other Health Care Providers
This course begins with the study of systems of measurements and conversions between the systems used for dosage calculations. Equipment used in medication administration, drug orders, labels and abbreviations are explored. Dosage calculations for all routes of administration are addressed, and include oral tablets, capsules and liquids, parenteral medications, intravenous flow rates and infusion times. Methods for calculating critical care medications, such as IV push and intravenous IV medications, calculating dosage by weight and evaluating safe dosage are presented. Methods for calculating injectable medications from powder form are included. There is emphasis throughout the course on application of critical thinking skills to medication administration. Prerequisites: Math 099 or CPT placement into MTH 125 or higher. (Per Departmental Standards Version of ALH 110, approved by Academic Affairs on 02/26/2015.) 2 cr. 2 lec.

ALH 111: Transitions in Nursing
The role transition from LPN to RN represents a challenging evolution. This course is intended as a resource so students can manage this change positively, both personally and professionally. Transitions in Nursing focuses on these key content areas: (a) the transition process, (b) differentiating LPN and RN roles, and (c) concepts essential for RN practice. Emphasis will be placed on understanding and applying the nursing process to patient care situations. Dosage calculations for all routes of medication administration will be addressed, as well as application of critical thinking skills to medication administration. This required course is intended to meet the needs of LPNs seeking advance placement in the RN Nursing program. Students must receive a grade of C or better in ALH 111 to continue in the Nursing program. (Offered as a Directed Study course only.) Prerequisites: Student must be a Licensed Practical Nurse (LPN) and have successfully completed the challenge test. (Departmental Standards Version of ALH 111, approved by Academic Affairs on 12/01/05.) 1 cr. 1 lec.

ALH 112: Basic Pharmacology
This course will focus on basic drug therapy. Emphasis will be placed on general terminology, measurements of drugs, and principles of drug use in basic patient care. (Departmental Standards Version of ALH 112, approved by Academic Affairs on 03/12/1998.) 3 cr. 3 lec.

ALH 115: Connect, Support, Succeed - Men in Nursing
Connect, Support, Succeed is a one-credit course specifically intended to provide male students in Nursing, an opportunity to connect with each other to develop a supportive network, as well as to expand and deepen their knowledge of their profession and their role within it. Discussion will focus on central issues for men in Nursing, such as stereotyping, and provide opportunities for social interaction. Students will have the opportunity to go on field trips to hospitals or other sites that provide role models of and connections for men in the Nursing field. Prerequisite: Concurrent enrollment NUR 112A or NUR 112B, or NUR 232, or permission of Instructor or Department Chair. (Per Departmental Standards Outline for ALH 115, Academic Affairs approval on 02/19/2009.) 1 cr. 1 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. (Departmental Standards Version of ALH 145, approved by Academic Affairs on 03/12/1998.) 1 cr. 1 lec.

ALH 150: Alternatives in Healing
Concepts of health and wellness will be discussed from the viewpoint of cultural influences and attitudes about these conditions. Examination will be made of such traditional and non-traditional healing methods as herbal medicine, nutrition, chiropractic, meditation and stress reduction, acupuncture, aromatherapy, and homoeopathic. The root causes of healing and preventive measures will be emphasized. Prerequisites: High school biology, college level biology or permission of the instructor. (Per Departmental Standards Version of ALH 150, approved by Academic Affairs 12/09/1999.) 3 cr. 3 lec.

ALH 155: Health and Wellness of the Aging Adult
People over the age of 65 make up one of the fastest growing segments of the population of many industrialized nations. The great variation in health, daily function, cognition, social roles, and living conditions among these older adults requires that allied health, medical, social service, social science, education, health management, and movement science professionals develop the competence to address the unique needs of this age group. The Health and Wellness of the Aging Adult course is designed to provide a scope of undergraduate studies that engages the student in the current evidence of normal and abnormal aging, community, health care delivery systems, ethics and other pertinent topics. An understanding of wellness and health promotion for older adults, functional decline risks, provision of care to elders with disability, and the factual aspects of the aging process will prepare professionals as providers and advocates for this population. Corequisite or Prerequisite: ENG 101. (Per Departmental Standards Version of ALH 155, approved by Academic Affairs on 02/14/2013.) 3 cr. 3 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. (Per Departmental Standards Version of ASL 121, approved by Academic Affairs on 03/13/2002.) This course fulfills the following SUNY General Education learning outcome: Foreign Language. 3 cr. 3 lec.

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, topologization, 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. (Per Departmental Standards Version of ASL 122, approved by Academic Affairs on 03/13/2002.) This course fulfills the following SUNY General Education learning outcome: Foreign Language. 3 cr. 3 lec.
ASL 221: American Sign Language 3
American Sign Language 3 is the third in a series of related courses and will emphasize advanced development of receptive and expressive skills, fingerspelling, vocabulary building, and grammatical structures. This course will encourage more creative use of expression, classifiers, body postures and signing space. Short stories, narratives and conversations, both receptively and expressively, will be featured throughout the course, as well as an increased awareness and knowledge of Deaf Culture and the Deaf Community. Prerequisite: ASL 122. (Per Departmental Standards Version of ASL 221, approved by Academic Affairs on 04/01/2002.) 3 cr. 3 lec.

ANT 143: Cultural Anthropology
This course is a general survey of the theories and methods of cultural anthropology. A holistic perspective is used to study the diversity of adaptations to physical and social environments. Emphasis will be placed upon cultural systems including language; technology and economy; stratification; family, kinship, and gender; legal and political systems; personality; religion; the arts; and cultural change. Prerequisite: None. (Departmental Standards Version of ANT 143, approved by Academic Affairs on 09/27/2012.) (Note: ANT 143 was formerly ANT 243). This course fulfills the following SUNY General Education learning outcome: Other World Civilizations. 3 cr. 3 lec.

ANT 145: Physical Anthropology
This course is a general survey of the principal areas of physical anthropology emphasizing human biological variation, human evolution, and the role of evolution and contemporary primates in the study of human development. Topics covered in this course include evolutionary theory, the fossil record of hominids, the impact of disease, forensic anthropology, primatology, and genetic influences on human populations. (Per Departmental Standards Version of ANT 145, approved by Academic Affairs on 04/05/2000.) 3 cr. 3 lec.

ANT 250: Research Methods in Social Sciences
This course examines the philosophy and methodology of science and how they are applied to social questions. Both qualitative and quantitative methods will be discussed. All aspects of the research process, from forming a research question to analyzing and reporting data, will be examined. Students will complete an original research project. Prerequisites: Any introductory level social science class and ENG 101, both with a grade of C or better. (Per Departmental Standards Version of ANT 250, approved by Academic Affairs 02/22/2007.) 3 cr. 3 lec.

ANT 260: Topics in Anthropology
This course is designed to allow focused exploration about topics of interest to students and faculty in the Social Science Department, specifically in Anthropology. 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 & ANT 141; or permission of the instructor. (Per Departmental Standards Version of ANT 260, approved by Academic Affairs on 02/24/2011.) 1-3 cr. 1-3 lec.

ART (ART)

ART 102: Basic Photography
Introduction to the basic art of still photography, stressing the selection and proper utilization of photographic materials and equipment. Registrants for this course are expected to have access to a camera with adjustable controls and an exposure meter. Limited laboratory course involving lecture-discussion, demonstrations, and guided field work. This course fulfills the following SUNY General Education learning outcome: The Arts. 3 cr. 3 lec.

ART 103: Basic Photography 2
Continuation of ART 102 emphasizing the practice and application of basic black and white photographic principles; including the use of filters, electronic

Visit www.sunyjefferson.edu for the most current information.
flash, and high contrast materials. A hands-on course emphasizing visualization in the practice of photography, improved darkroom laboratory procedures, and construction of a thematic portfolio of photographs. Prerequisite: ART 102. (Alternate Academic Years). This course fulfills the following SUNY General Education learning outcome: The Arts. 3 cr. 2 lec. 2 lab.

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. (Per Departmental Standards Version of ART 104, approved by Academic Affairs on 05/17/2005.) This course fulfills the following SUNY General Education learning outcome: The Arts. 3 cr. 2 lec.

ART 110: Basic Drawing
This course is designed for students who want to learn the skills of drawing with a microcomputer (Macintosh) and for those experienced with computer aided art and design who want to extend and sharpen their skills. Students will practice graphic thinking patterns and use the microcomputer to apply these patterns in the creation of attractive, precisely drawn visuals. During the process, students will also, by practice and exposure, improve composition and hand drawing skills. Topics will be chosen according to the student's interests and/or career orientation. Ownership of, or off-campus access to, a microcomputer (Macintosh) and construction of a thematic portfolio of photographs. Prerequisite: ART 104 or permission of the instructor. (Per Departmental Standards for ART 204, approved by Academic Affairs 04/15/2010.) 3 cr. 4 lec/lab.

ART 112: 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. (Per Departmental Standards Version, approved by Academic Affairs Committee on 10/11/2012.) This course fulfills the following SUNY General Education learning outcome: The Arts. 3 cr. 4 studio.

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. (Per Departmental Standards Version of ART 113, approved by Academic Affairs on 04/25/2001.) This course fulfills the following SUNY General Education learning outcome: The Arts or Humanities. 3 cr. 3 lec.

ART 114: History of Western Art 2
This course is a survey of Western art from about 1300 to 1800, concentrating on painting, sculpture, architecture, and related arts. Images and concepts from other cultures may be introduced for comparison. Works of art will be discussed in relationship to their historical context; there will also be analysis of artistic developments and techniques as they affect style. Prerequisite: None. (Per Departmental Standards Version of ART 114, approved by Academic Affairs on 04/25/2001.) This course fulfills the following SUNY General Education learning outcome: The Arts or Humanities. 3 cr. 3 lec.

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. This course fulfills the following SUNY General Education learning outcome: The Arts or Humanities. 3 cr. 2 lec. 1.5 studio.

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

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

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

ART 119: Sculpture Studio 1
A studio course concentrating on various three-dimensional art media such as carving, casting, modeling, and constructing as well as ceramics and the relevant skill of sketching. (Alternate academic years.) 3 cr. 4 studio.

ART 120: Sculpture Studio 2
Continuation of ART 119 using related but different topics including snow sculpture and recreational design. This course can be taken without (or before) ART 119. (Alternate academic years.) 3 cr. 4 studio.

ART 123: 20th Century Art History
This course explores art movements and major artists of the 20th Century. Various visual media are examined in relation to theories, historic events, scientific/technological changes and literature. The course will emphasize European art and its influence on US art. (Departmental Standards Version of ART 123, approved by Academic Affairs on 11/30/1998.) This course fulfills the following SUNY General Education learning outcome: The Arts or Humanities. 3 cr. 3 lec.

ART 125: Computer-Aided Art
This course is designed for students who want to learn the skills of drawing with a microcomputer (Macintosh) and for those experienced with computer aided art and design who want to extend and sharpen their skills. Students will practice graphic thinking patterns and use the microcomputer to apply these patterns in the creation of attractive, precisely drawn visuals. During the process, students will also, by practice and exposure, improve composition and hand drawing skills. Topics will be chosen according to the student's interests and/or career orientation. Ownership of, or off-campus access to, a microcomputer is desirable but not essential. This course fulfills the following SUNY General Education learning outcome: The Arts. 3 cr. 3 lec.

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

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. (Per Departmental Standards for ART 204, approved by Academic Affairs 04/15/2010.) 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. (Per Departmental Standards Version of ART 217, approved by Academic Affairs on 04/05/2000.) 3 cr. 4 studio.

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. (Per Departmental Standards version of ART 218, approved by Curriculum Committee 03/08/2018.) 3 cr. 4 studio.

ART 232: Ceramics 2
ART 232 is a studio course designed to allow students to continue building skills working with clay. In addition, students will learn about the engineering, firing, and glazing of clay. While all areas of claywork will be developed, each student will pick an area of emphasis. Students will mix their own glazes, fire the kilns, and continue to study the history of the ceramic arts. Prerequisite: ART 131. (Per Departmental Standards Version of ART 232, approved by Academic Affairs on 11/30/1998.) This course fulfills the following SUNY General Education learning outcome: The Arts. 3 cr. 4 studio.

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. (Per Departmental Standards Version of ART 242, approved by Academic Affairs on 02/07/2003.) This course fulfills the following SUNY General Education learning outcome: The Arts. 3 cr. 4 studio.

ART 250: Advanced Computer Graphics
Advanced Computer Graphics is designed for students wanting to learn advanced graphics art and design such as rendering images, scanned image manipulation, masking, cropping, and layering. Prerequisite: ART 150. (Departmental Standards Version of ART 250, approved by Academic Affairs on 12/14/1998.) This course fulfills the following SUNY General Education learning outcome: The Arts. 3 cr. 4 lec./lab.

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. (Per Departmental Standards Version of BIO 105, approved by Academic Affairs on 05/17/2005.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 3 cr. 3 lec.

BIO 106: Human Biology
This course provides fundamental concepts of biology, chemistry, cells, and genetics as they relate to humans. The systematic study of cells, tissues, organs and organ systems will emphasize their normal physiological function and interaction to maintain homeostasis. Common disorders of each human body system will be discussed with treatment and preventive measures explored. This course is a general science course for non-science majors. This course does not satisfy a lab science requirement for students in the Math/Science degree program but may be used as a prerequisite for upper level biology courses. It is recommended that students take this course after completing any required noncredit coursework in Reading, Math, or English. Prerequisites: None. (Per Departmental Standards Version of BIO 106, approved by Academic Affairs on 02/26/2015.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 4 cr. 3 lec. 3 lab.

BIO 111: Survey of Cell Biology
This course examines the dynamics of biology, emphasizing an understanding of chemical, structural and physiological principles; the molecular basis of life and cell metabolism; inheritance and development of organisms; and origin and diversity of life. It is recommended that students take this course after completing any required noncredit coursework in Reading, Math, or English. (Per Departmental Standards Version of BIO 111, approved by Academic Affairs on 04/08/2004.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 4 cr. 3 lec. 3 lab.

BIO 111L: General Biology I Lab
The Lab portion 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. (05/07/2014)

BIO 112: Survey of Ecology and Evolution
This course studies the population, species, evolution, and diversity of life. An ecological-concerns approach is presented on aspects of the environment of biotic communities. Laboratories, often in the field, focus largely on populations and communities. It is recommended that students take this course after completing any required noncredit coursework in Reading, Math, or English. (Per Departmental Standards Version of BIO 112, approved by Academic Affairs on 04/08/2004.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 4 cr. 3 lec. 3 lab.

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. (Departmental Standards Version of BIO 121, approved by Academic Affairs on 02/19/2009.) 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. (Departmental Standards Version of BIO 122, approved by Academic Affairs on 02/19/2009.) 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 Math/Science curriculum laboratory science requirement. Prerequisites: High School Biology and Chemistry or BIO 111 or BIO 112 and CHE 107. (Per Departmental Standards Version of BIO 131, approved by Academic Affairs on 05/13/2004.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 4 cr. 3 lec. 3 lab.
BIO 132: Principles of Biology 2: Evolution, Diversity, and Ecology
The course provides an overview of evolutionary biology, diversity of living organisms, and main principles of ecology and conservation biology. Topics include evolution, speciation, classification, structure and function of living organisms, population growth and regulation, animal behavior, and ecology. Laboratories consist of hypothesis testing, taxonomy, and field investigations. Satisfies Math/Science curriculum laboratory science requirement.
Prerequisites: High school biology or BIO 111 or BIO 112, and one year of high school chemistry, or CHE 107. (Per Departmental Standards Version of BIO 132, approved by Academic Affairs on 04/08/2004.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 4 cr. 3 lec. 3 lab.

BIO 132L: Principles of Biology 2 Lab
Laboratories consist of hypothesis testing, taxonomy, and field investigations that reinforce concepts in evolutionary biology, diversity of living organisms, and ecology. Topics include evolution, speciation, structure and function of living organisms, population demography, and ecology. 1cr. 3 lab.

BIO 132LE: Principles of Biology 2- Lecture ONLY
The course provides an overview of evolutionary biology, diversity of living organisms, and main principles of ecology and conservation biology. Topics include evolution, speciation, classification, structure and function of living organisms, population growth and regulation, animal behavior, and ecology. Prerequisites: High school biology or BIO 111 or BIO 112, and one year of high school chemistry, or CHE 107. (Per Departmental Standards Version of BIO 132, approved by Academic Affairs on 04/08/2004.) 3 cr. 3 lec.

BIO 200: Genetics
The course is designed to teach the various levels of genetics and their application. Topics will include the structure of DNA, nature and control of gene expression, modes of inheritance, gene mutations, DNA repair, chromosomal mutations, chromosome mapping, recombination in bacteria and viruses, recombinant DNA, applications of recombinant DNA, control of cellular differentiation, clinical genetics, immunogenetics, genetics of cancer, multifactorial inheritance, common genetic diseases, genetic screening, qualitative genetics and population genetics. Prerequisite: BIO 111 or higher. (Per Departmental Standards Version of BIO 200, approved by Academic Affairs on 02/07/2003.) 3 cr. 3 lec.

BIO 201: Ecology
This course develops the interrelationships of the biotic and abiotic components of the population, community, and ecosystem levels. Lecture and laboratory both stress population dynamics, ecological genetics, productivity, energy flow, biogeochemical cycling, animal behavior, and aquatic and terrestrial community structure and succession. The interaction of man with his environment, with attention given to such issues as air and water pollution, is also discussed. Satisfies Math/Science curriculum laboratory science requirement. Prerequisites: BIO 106 or Higher and MTH 144 or Higher. (Per Departmental Standards Version of BIO 201, approved by Academic Affairs on 03/13/2014.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 4 cr. 3 lec. 3 lab.

BIO 202: Microbiology
This course provides a comprehensive overview of the biology of microorganisms, with emphasis on bacteria. Topics include biochemistry, cell structure and function, classification, microbial growth and metabolism, control of microorganisms, bacterial genetics, ecological significance and clinically significant bacteria, viruses and parasites. Applied aspects of microbiology are also covered including recombinant DNA technology, immunology, epidemiology, and food microbiology. Laboratory component provides experiences in techniques of pure culture, simple and differential staining, isolation and biochemical characterization of bacteria for identification, susceptibility testing, enumeration, polymerase chain reaction, electrophoreses, transformation and identification of an unknown bacterium. Prerequisites: BIO 106, 111, 131, 203 or 251 and high school chemistry or CHE 107 or higher. (Departmental Standards Version of BIO 202, approved by Curriculum Committee on 02/08/2018.) 4 cr. 3 lec. 3 lab.

BIO 203: Anatomy and Physiology 1
The study of the structure and functions of the human body begins with examination of the molecular and cellular units of the body organs. Groups of body organs in turn make up the functional units known as systems. In this first course the integumentary, skeletal, muscular, cardiovascular, lymphatic and respiratory systems will be studied in detail. Prerequisites: BIO 106, BIO 111, BIO 131. (Per Departmental Standards Version of BIO 203, approved by Academic Affairs on 03/13/2014.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 4 cr. 3 lec. 3 lab.

BIO 204: Anatomy and Physiology 2
This part of human anatomy and physiology will continue the study of specific body systems. Each system will be examined for its structural features and for its role in the successful functioning of the whole organism. The body systems to be covered include digestive, nervous, endocrine, urinary and reproductive. Prerequisites: BIO 106, BIO 111 or BIO 131. (Per Departmental Standards Version of BIO 204, approved by Academic Affairs on 03/13/2014.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 4 cr. 3 lec. 3 lab.

BIO 214: Ornithology
This course is the study of birds including identification, taxonomy, anatomy, physiology, reproduction, and behavior. Special emphasis will be placed on identification and ecology of species native to northern New York. Conservation and diversity of bird species will be considered. Lecture and laboratory activities will be supplemented by required field trips. Prerequisites: BIO 111, 112, 131 or 132. (Departmental Standards Version of BIO 214, approved by Academic Affairs on 02/11/1999.) 4 cr. 3 lec. 3 lab.

BIO 215: Mammalogy
This course is the study of mammals including identification, taxonomy, anatomy, physiology, reproduction, and behavior. Special emphasis will be placed on identification and ecology of species native to northern New York. Lecture and laboratory activities will be supplemented by required field trips. Collection, museum preparation, and care of specimens will be considered. Prerequisites: BIO 111 or 112 or 131 or 132. (Departmental Standards Version of BIO 215, approved by Academic Affairs on 02/11/1999.) 4 cr. 3 lec. 3 lab.

BIO 216: Herpetology
This course is designed to introduce various aspects of the biology of amphibians and reptiles, including identification, taxonomy, anatomy, physiology, reproduction, and behavior. Particular emphasis will be given to collection, care, display of breeding and nutrition. Prerequisites: BIO 111, 112, 131 or 132. (Departmental Standards Version of BIO 216, approved by Academic Affairs on 02/11/1999.) 4 cr. 3 lec. 3 lab.

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 or higher. (Departmental Standards Version of BIO 217, approved by Academic Affairs on 02/19/2009.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 4 cr. 3 lec. 3 lab.
BIO 218: Vertebrate Biology 2
This course is the study of mammals and birds including identification, taxonomy, anatomy, physiology, reproduction, and behavior. Special emphasis will be placed on identification and ecology of species native to northern New York and species commonly found in zoos. Conservation and diversity of mammal and bird populations will be considered. Lecture and laboratory activities will be supplemented by required field trips. Prerequisites: BIO 111 or higher. (Departmental Standards Version of BIO 218, approved by Academic Affairs on 02/19/2009.) 4 cr. 3 lec. 3 lab.

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 203 Anatomy and Physiology I or BIO 204 Anatomy and Physiology II. Prerequisite: BIO 106, 111, or 131. (Per Departmental Standards version BIO 221 approved 12/10/2015.) 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 or higher. (Departmental Standards Version of BIO 223, approved by Academic Affairs on 02/19/2009.) 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. This course satisfies a SUNY General Education learning outcome or outcomes. 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 for General Education. Prerequisite: BIO 106, 111 or 131. (Per Departmental Standards version of BIO 251 approved by Curriculum Committee 02/25/2016.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 4 cr. 3 lec. 3 lab.

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, urin ary and reproductive. This course satisfies a SUNY General Education learning outcome or outcomes. 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 for General Education. Prerequisite: BIO 106, 111 or 131. (Per Departmental Standards version BIO 252 approved by Curriculum Committee 02/25/2016.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 4 cr. 3 lec. 3 lab.

BUSINESS (BUS)

BUS 101: Introduction to Hospitality and Tourism
This course provides a basic understanding of the lodging, foodservice, travel and tourism industry by tracing industry growth and development, reviewing the organization of business operations, and by focusing on industry opportunities and future trends. Prerequisites: None. (Per Departmental Standards Version of BUS 101, approved by Academic Affairs on 09/26/2013.) 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 sports 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 explores 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 103A: Dynamics of Leadership Module A
This is the first of three modules comprising the dynamics of leadership course. It focuses primarily on basic theories of leadership and an introduction to the concept.

BUS 103B: Dynamics of Leadership Module B
This is the second of three modules comprising the dynamics of leadership course. It focuses primarily on leadership within the business or government organization.

BUS 103C: Dynamics of Leadership Module C
This is the third of three modules comprising the dynamics of leadership course. It focuses primarily on the ethics of leadership and an examination of the personal and social responsibilities of leaders. (Offered on demand).

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. (Per Departmental Standards Version of BUS 104, approved by Academic Affairs on 02/24/2005.) 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. Prerequisites: 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. (Per Departmental Standards Version of BUS 112, approved by Academic Affairs on 10/28/2004.) 3 cr. 3 lec.
BUS 114: Retailing Principles
This course is designed to give an overview of the many facets of the retailing industry through an exploration of all aspects of the retail planning and management model, strategic planning, consumer behavior and career options. The course will focus on the changing nature of retailing and the many complex issues facing retailers in the future. (Per Departmental Standards Version of BUS 114, approved by Academic Affairs on 03/11/2004.) 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. (Departmental Standards Version of BUS 116, approved by Academic Affairs 11/20/1997.) 3 cr. 3 lec.

BUS 117: Introduction to E-Commerce
This course will provide an overview of electronic commerce as the integration of all aspects of business operations, including marketing, customers, suppliers, distributors and inventory. This course also includes legal and security considerations, credit card and other debit transactions, and current issues in electronic commerce. (Per Departmental Standards Version of BUS 117, approved by Academic Affairs on 12/06/2000.) 3 cr. 3 lec.

BUS 120: Introduction to Agritourism
This course is designed to familiarize students with principles and the relationship between tourism and agricultural activities. Students will explore what is involved in running an agritourism business and analyze the latest trends in rural and agricultural tourism development. Topics include ideas for the farm/land, business planning, risk management, marketing, program development, and how to create additional revenue for the host venue by providing enjoyment and education to visitors for profit. 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 or MTH 125. (Per Departmental Standards version of BUS 121, approved by Curriculum committee 11/29/2018.) 3 cr. 3 lec.

BUS 122: Investments
This course is an introductory course designed to familiarize students with financial investment opportunities. Students will be provided with a practical frame of reference for evaluating and choosing alternative investments that will potentially satisfy their investment objectives. Prerequisite: None. (Per Departmental Standards Version of BUS 122, approved by Academic Affairs on 03/14/2001.) 3 cr. 3 lec.

BUS 124: Marketing
This course is an introduction to marketing principles and functions designed to satisfy an organization's target markets by offering an appropriate marketing mix consisting of product, price, place, and promotion. The course is taught from an integrated marketing communications point of view with emphasis on the formulation of competitive strategies, market analysis, marketing information, and sales forecasting. (Per Departmental Standards Version of BUS 124, approved by Academic Affairs on 10/20/2005.) 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. (Per Departmental Standards Version of BUS 125, approved by Academic Affairs on 04/08/2004.) 3 cr. 3 lec.

BUS 127: Principles of Management
This course introduces students to skills and techniques used by management to achieve objectives. Included are: nature of management; qualifications of a manager; theories, mechanics, and dynamics of organizations; and planning, controlling, staffing, and coordinating. (Departmental Standards Version of BUS 131.) 3 cr. 3 lec.

BUS 128: 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 151: Planning Entrepreneurial Ventures
This is a practical course where students will apply the concepts of entrepreneurship. Students will research, develop, and write detailed start-up business plans, which can be used to create successful businesses. The course centers on the business planning aspects of a new venture, including creation of a management and organization plan, product/service plan, marketing plan, and financial plan. (Per Departmental Standards Version of BUS 151 approved by Academic Affairs on 10/19/2006.) 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. (Per Departmental Standards Version of BUS 152, approved by Academic Affairs on 10/27/2011.) 1 cr. 1 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. Prerequisites: None. (Per Departmental Standards Version for BUS 153, approved by Academic Affairs on 09/26/2013.) 3 cr. 3 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. Equivalent to HRM 152. Minimum age of 18. (Per Departmental Standards Version of BUS 154, approved by Academic Affairs on 10/27/2011.) 1 cr. 1 lec.

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 datasets, 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, PivotTables, PivotCharts, and additional spreadsheet capabilities. Prerequisite: None. (Per Departmental Standards Version of BUS 160, approved by Curriculum Committee 09/12/2019.) 3 cr. 4 lec./lab.

BUS 201: Winery Marketing and Management
This course provides an overview of vineyard and winery management and marketing. Topics include business planning, financial and human resource management, marketing and public relations. Business practices related to marketing a winery including brand name selection and registration, label design, promotion of facilities for event use, online marketing, wholesale and retail sales, wine tasting protocol, and auxiliary food service activities will be explored. Prerequisite: None. (Per Departmental Standards Version of BUS 201, approved Academic Affairs on 11/17/2011.) 3 cr. 3 lec.

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. (Per Departmental Standards Version of BUS 202, approved by Academic Affairs on 12/09/2016.) 3 cr. 3 lec.

BUS 203: Organizational Behavior
This course introduces students to the field of organizational behavior. Special focus is given to the behaviors of individuals and groups and the effect of organizational structures and processes on these behaviors. Students will examine individual characteristics that will include perception, motivation, values, ethics, and personality. They will also study team/group dynamics and organizational leadership and culture. Finally, students will discuss current topics in organizational behavior and organizational change. Prerequisite: None. (Per Departmental Standards Version of BUS 203, approved by Academic Affairs on 10/28/2004.) 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. 3 cr. 3 lec.

BUS 205: Introduction to International Business
This is a survey course introducing the student to those aspects of business peculiar to international transactions. Emphasis is placed on the special risks and opportunities presented by business operations conducted across borders and on common strategies for conducting these operations. Prerequisite: BUS 112. (Per Departmental Standards Version of BUS 205, approved by Academic Affairs on 04/08/2004.) 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. (Per Departmental Standards Version of BUS 206, approved by Academic Affairs on 05/22/2006.) 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. (Departmental Standards Version of BUS 212.) 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, voluntarism, 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. (Per Departmental Standards version of BUS 216 approved by Curriculum Committee 03/07/2019.) 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. (Per Departmental Standards Version of BUS 221, approved by Academic Affairs on 02/12/2004.)

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. (Per Departmental Standards for BUS 226 approved by AAC 02/26/2015.) 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. (Per Departmental Standards Version of BUS 228, approved by Academic Affairs on 11/15/2000.) 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. (Per Departmental Standards Version of BUS 230, approved by Academic Affairs on 04/08/2004.) 3 cr. 3 lec.

BUS 231: Principles of Marketing
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 234: Survey of Fashion Merchandising
This course explores the global fashion business through a study of fashion principles, procedures, terminology, and the development of fashion trends. The use of current fashion and merchandising news provides insight into the various aspects of how the primary, secondary, retailing and auxiliary segments of the fashion industry interrelate. Specific areas of fashion will be covered including women's, men's, children's, accessories, and home furnishings. (Per Departmental Standards Version of BUS 234, approved by Academic Affairs on 10/20/2005.) 3 cr. 3 lec.

BUS 235: Retail Systems Management
Students will become familiar with the decisions involved in running a retail firm and the concepts and principles for making those decisions. While the course focuses on the retail industry, the content of the course is useful for students interested in working for companies that interface with retailers such as manufacturers of consumer products or for students with a general management or entrepreneurial interest. (Per Departmental Standards Version of BUS 235, approved by Academic Affairs on 09/23/2004.) 3 cr. 3 lec.

BUS 239: Merchandise Plan, Buy and Control
This course is an in-depth review of the many different duties of a buyer - the planning, buying, and selling of merchandise and how that function can be performed to maximize profit. Students will gain an understanding of the principles and techniques of buying, which include inventory and stock procedures, budgeting, assortment planning, how to negotiate a purchase, and selection of merchandise. Strategies and formulas needed to develop a merchandise-buying plan are also covered, including vendor sourcing, consumer research, inventory fluctuations, and timing. Prerequisite: None. (Per Departmental Standards Version of BUS 239, approved by Academic Affairs on 03/10/2005.) 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.

Visit www.sunyjefferson.edu for the most current information.
BUS 241: Principles of Professional Selling Skills
An introduction to the basic principles underlying the sales process and their practical application to sales situations in a business environment. Emphasis will be placed on hands-on experiences in developing practical skills in sales strategy, analytics and communications skills (verbal, written, and listening); students define and discuss each component of the selling process, develop and make sales presentations, engage in role-playing exercises, and complete applied selling exercises as individuals or in teams. Prerequisite: BUS 124. 3 cr. 3 lec.

BUS 249: Visual Merchandising
This course will focus on the retail environment, the physical and psychological effects that initiate and motivate customer activity through visual merchandising and store design. Special areas of emphasis discussed will include store planning, design architecture, fixtures, merchandising, lighting, color, and materials for all types of retail operations. Prerequisite: None. (Per Departmental Standards Version of BUS 249, approved by Academic Affairs on 09/23/2004.) 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. (Per Departmental Standards Version of BUS 251, approved by Academic Affairs on 09/26/2013.) 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. (Per Departmental Standards Version of BUS 274, approved by Academic Affairs on 09/26/2013.) 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. Prerequisite: Successful completion of at least 24 credit hours in the curriculum, completion of the Professional Development and Skills Seminar (with a C or better), and faculty approval. 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, successful completion of at least 24 credit hours in the curriculum, and special approval is needed to register for this course. 3 cr. 1 lec. 6 lab.

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, equilbrium and solution chemistry. Laboratory experiments are chosen to be meaningful and practical so as to develop a greater understanding of lecture topics. Prerequisite: MTH 125 or its equivalent. CHE 107 is recommended for students with no previous chemistry background. (Per Departmental Standards Version of CHE 107, approved by Academic Affairs on 05/08/2008.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 4 cr. 3 lec. 3 lab.

CHE 108: Introduction to Chemistry 2
This course is a continuation of CHE 107. The lecture course is designed to allow the student to familiarize himself/herself with the practical applications of chemistry and its relationship to everyday life. Basic concepts are developed in organic chemistry and biochemistry. Classes of compounds covered including aliphatic and aromatic hydrocarbons, alcohols, phenols, ethers, amines, aldehydes and ketones, carboxylic acids, amino acids and proteins, carbohydrates and lipids. Laboratory experiments are chosen to be meaningful and practical so as to develop a greater understanding of lecture topics. Prerequisite: CHE 107 or permission of instructor. (Per Departmental Standards Version of CHE 108, approved by Academic Affairs on 03/11/2004.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 4 cr. 3 lec. 3 lab.

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 chemistry and biochemistry. Classes of compounds covered including aliphatic and aromatic hydrocarbons, alcohols, phenols, ethers, amines, aldehydes and ketones, carboxylic acids, amino acids and proteins, carbohydrates and lipids. Laboratory experiments are chosen to be meaningful and practical so as to develop a greater understanding of lecture topics. Prerequisite: CHE 107 or 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 Math/Science curriculum laboratory science requirement. Prerequisite: High school chemistry or CHE 107. (Departmental Standards Version of CHE 131, approved by Academic Affairs on 05/17/2007.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 4 cr. 3 lec. 3 lab.

CHE 131L: General Chemistry 1 Lab
Exercises to develop competence in basic laboratory techniques including proper methods of collecting, organizing and handling of data are introduced. The development of written communication skills and laboratory preparation techniques are emphasized. Experiments are quantitatively oriented with considerable use of unknowns. Lecture topics such as stoichiometry, thermochemistry, chemical bonding and behavior of gases are reinforced through experimental applications. This course is offered only on demand and is limited to students enrolled in Empire State College. Permission to enroll must be granted by the Associate Dean for Math/Science. (Per Departmental Standards Version of CHE 131L, approved by Academic Affairs on 12/09/1999.) 1 cr. 3 lec./lab.
CHE 132: General Chemistry 2
This course continues Chemistry 131, covering solutions, kinetics, equilibrium, acids/bases, thermodynamics, electrochemistry, and nuclear chemistry. The laboratory portion of the course involves practical applications of these principles in qualitative and quantitative analyses. Chemistry 132 satisfies a Math/Science curriculum laboratory science requirement. Prerequisite: CHE 131. (Departmental Standards Version of CHE 132, approved by Academic Affairs on 11/02/1999.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 4 cr. 3 lec. 3 lab.

CHE 132L: General Chemistry 2 Lab
This course continues Chemistry 131, covering solutions, kinetics, equilibrium, acids/bases, thermodynamics, electrochemistry, nuclear chemistry and an introduction to organic chemistry. The laboratory portions of the course involve practical applications of these principles in qualitative and quantitative analyses. This course is offered only on demand and is limited to students enrolled in Empire State College. Permission to enroll must be granted by the VP of Academic Affairs. 1 cr. 3 lab.

CHE 211: Organic Chemistry 1
This course covers structure, reactivity and synthesis of hydrocarbons - alkanes, alkenes, and alkynes. The concepts of aromaticity and free radical reactivity are explored. It includes spectroscopic identification of organic compounds. This course satisfies a Math/Science curriculum laboratory science requirement. Prerequisite: CHE 132. (Per Departmental Standards Version of CHE 211, approved by Academic Affairs on 12/09/1999.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 4 cr. 3 lec. 3 lab.

CHE 211L: Organic Chemistry 1 Lab
Laboratories consist of applications of concepts presented in the lecture portion of the course. Students will be able to collect and interpret data from experimentation and to draw conclusions from experimental results. Topics to be covered include microscopic techniques and extraction, fractional distillation, synthesis and crystallization, polarimetry, gas chromatography, thin layer chromatography and isolation of compounds. This course is offered only on demand and is limited to students enrolled in Empire State College. Permission to enroll must be granted by the Associate Vice President for Math/Science. 1 cr. 3 lab.

CHE 212: Organic Chemistry 2
This course is a continuation of CHE 211 and covers structure, reactivity, and the synthesis of aldehydes, ketones, carboxylic acids and amines. The Spectroscope identification of organic compounds will be continued. The course includes survey of the chemistry of carbohydrates, dyes, amino acids, peptides, and proteins. Satisfies Math/Science curriculum laboratory science requirement. Prerequisite: CHE 211. (Per Departmental Standards Version of CHE 212, approved by Academic Affairs on 12/09/1999.) 4 cr. 3 lec. 3 lab.

CHE 212L: Organic Chemistry 2 Lab
This lab course is a continuation of CHE 211 lab and covers structure, reactivity, and the synthesis of aldehydes, ketones, carboxylic acids and amines. The Spectroscope identification of organic compounds will be continued. The course includes survey of the chemistry of carbohydrates, dyes, amino acids, peptides, and proteins. The lab schedule details the specific lab experiments covered in this course. This course is offered only on demand and is limited to students enrolled in Empire State College. Permission to enroll must be granted by the Associate VP for Math/Science. 1 cr. 3 lab.

CHE 215: Quantitative Analytical Chemistry
This course introduces the principles of chemical analysis, qualitative and quantitative procedures, statistical treatment of analytical data, and fundamentals of spectrophotometric and electrometric methods of analysis. Laboratory work involves performing a representative selection of determinations using classical potentiometric and spectrophotometric techniques. CHE 215 satisfies a Math/Science curriculum laboratory science requirement. Prerequisite: CHE 132, General Chemistry 2. (Per Departmental Standards Version of CHE 215, approved by Academic Affairs on 11/02/2000.) 4 cr. 2 lec. 4 lab.

CHE 299: Directed Study Chemistry Research
Laboratory research in Chemistry topics designed to improve methods of Chemical education is carried out. The specific objective of this research is to find better ways of learning and teaching Chemistry. Prerequisite: CHE 132. 1 cr. 1 lab. (Directed Study approved by VP of Academic Affairs 05/07/2013 as one-time offering.)

COACHING (COA)

COA 200: Principles, Philosophy and 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.

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. (Per Departmental Standards Version of CLS 090, approved by Academic Affairs on 03/18/2009.) 0 cr. 3 lec.

CLS 099: Critical Reading
CLS 099 is a required course for those students who, based on assessment testing, scores from the college placement test (CPT) and academic background, need to improve reading comprehension skills and strategies. The course offers instruction in critical reading and thinking strategies and supports students in developing these learning strategies by effectively applying what is learned. Prerequisite: CLS 090 for students placed in that course or placement criteria. (Per Departmental Standards Version of CLS 099, approved by Academic Affairs on 03/18/2009.) 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 reading vocabulary and inferring 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; recommended for students who successfully complete CLS 099. (Per Departmental Standards Version of CLS 101, approved by Academic Affairs on 05/11/2017.) 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. (Per Departmental Standards Version of CIS 100, approved by Curriculum Committee 11/14/2019.) 1 cr. 1 lec.

CIS 102: Orientation to Microcomputing
This course is designed to familiarize students with the use of the microcomputer system and basic operational skills. The course also provides elementary research skills and familiarization with word processing, campus applications and responsible usage of technologies. No previous computer experience is necessary. This course is not available to students who have successfully completed or are currently enrolled in CIS 110. (Departmental Standards Version of CIS 102, approved by Academic Affairs on 03/11/2010.) 3 cr. 2 lec. 2 lab.

CIS 105: Introduction to Computer Information Systems
This is an introductory course which is designed to familiarize the student with the field of Computer Information Systems. This survey course will familiarize the student with the use of basic computer hardware, software, procedures, systems, and human resources in business and industry. The laboratory component permits students to work with basic computer components and to learn the fundamentals of elementary programming and computer software applications. This course is not open to students who have successfully completed or are currently enrolled in CIS 110, CIS 115, or CIS 116. (Departmental Standards Version of CIS 105, approved by Academic Affairs on 03/11/1999.) 3 cr. 2 lec. 2 lab.

CIS 110: Introduction to Computing and Applications
This is a non-programming course designed to familiarize the student with the use of modern microcomputers as tools for problem solving. Students will complete projects using application software for word processing, spreadsheets, graphics, and presentation software. Basic computer experience is required (i.e. operating system usage, fundamental word processor usage, etc.) Not recommended for students who test below MTH 125 or MTH 133, or test below CLS 101. (Per Departmental Standards Version of CIS 110, approved by Curriculum Committee 09/24/2015.) 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. (Departmental Standards Version of CIS 111, approved by Curriculum Committee 09/24/2015.) 2 cr. 1.5 lec. 2 lab.

CIS 112: Tools and Problem Solving
This course is an introduction to structured problem solving using the microcomputer. This course uses a spreadsheet application software package to solve problems in math, statistics, finance, business, and general science. (Departmental Standards Version of CIS 112, approved by Academic Affairs on 03/11/1999.) 1 cr. 1.5 lec./lab.

CIS 115: Cobol 1 Programming
This course is an introduction to computer programming for business. It introduces computer procedures applied to a business environment. Examples of standard business applications are used to learn computer problem solving techniques. Accompanying labs serve to reinforce the lectures and provide the student with hands-on experience through the use of the latest version of the COBOL programming language. This course is a prerequisite for CIS 215. (Departmental Standards Version of CIS 115, approved by Academic Affairs on 05/13/1999.) 3 cr. 2 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. Math 133 is preferred as a prerequisite as opposed to MTH 125. Prerequisite: Successful completion of MTH 125, MTH 133 or MTH 155 and above. (Per Departmental Standards Version for CIS 116, approved by Academic Affairs Committee 03/14/2013.) 3 cr. 2 lec. 2 lab.

CIS 118: Computer Tools for Sci-Tech Majors
This course is an introductory, non-programming computer course for students in the Mathematics, Science and Technology curriculums. The course is designed to familiarize the student with standardized methods of data collection, analysis and reporting of scientific phenomena through the use of microcomputers, an integrated software application package and a data analysis/graphing package. Students will complete a variety of data collection and observations in Chemistry, Mathematics and Physics. No previous computer experience is required. Prerequisite: Three years of secondary school mathematics including algebra or MTH 155. (Departmental Standard Version of CIS 118, approved by Academic Affairs on 03/26/1998.) 4 cr. 2 lec. 4 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. (Per Departmental Standards Version of CIS 119, approved by Academic Affairs on 10/28/2004.) 3 cr. 4 lec./lab.

CIS 126: Intermediate Programming: Fortran
This course is an introduction to basic computer organization, operation and data representation. The FORTRAN 77 computer language is used to solve problems in mathematics, science and business. Prerequisite: Some previous programming experience and two to three years of high school mathematics. 3 cr. 4 lec./lab.

CIS 150: Introduction to Geographic Information Systems
This is a non-programming course designed to familiarize the student with geographic information systems (GIS). Students will learn to use a GIS for storing, displaying, and analyzing spatially located information. Course topics will include GIS design, data formats, and data representation, and the use of global positioning systems (GPS) for spatially locating data. This course emphasizes the application of GIS as an analytical tool in natural resource management, population characteristics, and marketing. Basic computer experience is required (e.g. operating system usage, word processor usage). (Per Departmental Standards Version of CIS 150/GIS 150, approved by Academic Affairs on 05/02/2003.) 3 cr. 2 lec. 2 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 customization with an emphasis on Information Technology. Students will complete projects using application software for databases, word processing, and spreadsheets. Emphasis will be placed on the analysis of problems and implementation of technology solutions using application software. Significant computer
ICIS 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 211. (Per Departmental Standards Version of CIS 212, approved by Academic Affairs on 05/17/2007.) 3 cr. 2 lec. 2 lab.

ICIS 215: Cobol 2 Programming
This course covers advanced COBOL programming techniques, modular program development, and systems of application programs. Laboratory projects emphasize the use of disk files and interactive programming. Prerequisite: Successful completion of CIS 215. (Departmental Standards Version of CIS 215, approved by Academic Affairs on 05/14/1999.) 3 cr. 2 lec. 2 lab.

ICIS 216: Advanced Programming
This course is designed to use a modern programming language in the solution of advanced problems in the areas of business and science. Topics include recursion, data structures, file organization and processing, structures and numerical methods. Prerequisite: Successful completion of CIS 116. (Per Departmental Standards Version of CIS 216, approved by Academic Affairs on 11/18/2007.) 4 cr. 3 lec. 2 lab.

ICIS 221: Computer Architecture
This course covers computer architecture topics to the extent necessary to allow the student to develop an understanding of the interrelationships between computer hardware design and systems and application software. Prerequisite: Successful completion of CIS 116 or NET 100. (Per Departmental Standards Version of CIS 221, approved by Academic Affairs on 09/11/2003.) 3 cr. 3 lec.

ICIS 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. (Per Departmental Standards Version of CIS 222, approved by Academic Affairs on 05/17/2007.) 3 cr. 2 lec. 2 lab.

ICIS 225: Assembly Language
This course is a study of assembly language programming techniques. Topics include basic machine organization, machine representation of instructions and data, addressing techniques, character and bit operations, and macro-instructions. Extensive programming in an assembly language is required. Prerequisite: Successful completion of CIS 216 Advanced Programming. (Departmental Standards Version of CIS 225, approved by Academic Affairs on 11/15/2007.) 3 cr. 2 lec. 2 lab.

ICIS 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. (Departmental Standards Version of CIS 250, approved by Academic Affairs on 03/11/1999.) 3 cr. 3 lec.

CRIMINAL JUSTICE (CRJ)

CRJ 100: Academic and Career Connection Forum
This forum is designed to assist the career curricula student in managing his or her career both as a student and as a future professional. The course content will consist of three major areas intended to connect students with the college through academic and career planning. These areas include the college environment, academic success, and program-specific career awareness. The course instructor will select appropriate topics based on students’ needs which may include academic resources, problem-solving skills, and professional ethics. Prerequisites: None. (Per Departmental Standards Version of CRJ 100, approved by Academic Affairs on 05/17/2005.) 1 cr. 1 lec.

CRJ 101: Introduction to Criminal Justice
Introduction to Criminal Justice is the study of the criminal justice system. This includes the historical and philosophical background of law enforcement, various agencies, and their jurisdictions, and the interrelationships among these components. Career responsibilities in criminal justice and related fields are also discussed. (Departmental Standards Version of CRJ 101.) 3 cr. 3 lec.

CRJ 102: Criminal Administrative Procedures
This criminal justice course is a study of legal concepts and procedures, including the laws of arrest and the process of obtaining arrest warrants and search warrants. All procedures required to process a case through the criminal justice system are included. Accusatory instruments, indictments, arraignments, plea bargaining, preliminary hearings, bail, grand jury, trial and appeal are emphasized. Prerequisite: CRJ 101. (Per Departmental Standards Version of CRJ 102, approved by Curriculum Committee 02/23/2017.) 3 cr. 3 lec.

CRJ 103: Introduction to Alcohol and Nicotine Studies
An introductory course, this class will explore the dynamics of alcohol and nicotine use, abuse, and dependence. The impact of alcohol/nicotine use, abuse, and dependence on society will be studied. Family influence, addiction dynamics, and causation and treatment approaches will be examined. Prerequisite: None. (Per Departmental standards version CRJ 103 approved by Curriculum Committee 02/25/2016.) 3 cr. 3 lec.

CRJ 104: Legal Aspects of Emergency Services
This course is the basic study of the Federal, State, and local laws that regulate emergency services, national standards influencing emergency services, standard of care, tort, liability, and review of relevant court cases. Equivalent to FPT 104. Prerequisite: None. (Per Departmental Standards Version of CRJ 104, approved by Academic Affairs on 12/18/2009.) 3 cr. 3 lec.

CRJ 105: Introduction to Corrections
Introduction to Corrections is a general survey of the history, evolution, theories, and processes of modern corrections. Juvenile and adult corrections systems are examined. Topics included in this course are the legal process of sentencing, the social hierarchy of inmates, characteristics of contemporary prison populations, the roles of incarceration and community based corrections, the rights of convicted offenders, issues concerning female inmates, and juvenile offenders and the justice system. (Per Departmental Standards Version of CRJ 105, approved by Academic Affairs on 05/17/2000.) 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. Prerequisites: None. (Per Departmental Standards for CRJ 106 AAC approved 02/26/2009.) 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). Prerequisite: None. (Per Departmental Standards version of CRJ 108 approved by Curriculum Committee on 03/09/2017.) 3 cr. 3 lec.

CRJ 109: Domestic Terrorist and Extremist Groups
This course traces the emergence and growth of domestic terrorist and extremist groups within the United States. Students will assess various groups' intentions, capabilities, and activities within contexts of and ramifications on national security paradigms. Prerequisite: CRJ 108. (Per Departmental Standards for CRJ 109, approved by Curriculum Committee 03/09/2017.) 3 cr. 3 lec.

CRJ 110: Criminal Evidence
Criminal Evidence is a detailed study of the rules of evidence in New York State and the Federal system. The process of admitting evidence into court is emphasized. Types of evidence, such as circumstantial and direct, are also discussed. Constitutional rights concerning search and seizure, self incrimination and due process are studied. (Per Departmental Standards Version of CRJ 110, approved by Academic Affairs on 05/14/1998.) 3 cr. 3 lec.

CRJ 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: Undergraduate level of CRJ 108 with a minimum grade of D. (Per departmental standards version of CRJ 111, approved by Curriculum Committee on 03/24/2017.) 3 cr. 3 lec.

CRJ 112: New York State Vehicle and Traffic Law
This course explores the laws of New York State regarding Vehicle and Traffic. 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. United States Supreme Court rulings along with New York State Rulings that have impacted the New York State Vehicle & Traffic laws will be discussed. Prerequisite: None. (Per Departmental Standards for CRJ 112 approved by Curriculum Committee 02/23/2017.) 3 cr. 3 lec.

CRJ 113: Juvenile Fire Setting
This course is designed to help students develop a framework for and understanding of juvenile fire setting intervention and effective ways to initiate an effective program dealing with this problem. The course will use an interdisciplinary approach including fire investigators and law enforcement speakers. New York State statistical standards of evaluating and implementing theoretical framework for juvenile fire setting will be used. Prerequisite: None. (Per Departmental Standards Version of FPT/CRJ 113, approved by Academic Affairs on 10/14/2010.) 3 cr. 3 lec.

CRJ 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: CRJ 108. (Per Departmental Standards for CRJ 114 approved by Curriculum Committee on 03/09/2017.) 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 statues. The course will also include a study of the sources of criminal law as well as the basic elements of crime. (Per Departmental Standards Version of CRJ 115, approved by Academic Affairs on 02/28/2001.) 3 cr. 3 lec.

CRJ 116: Principles of Civil Law
This course is an introduction to legal reasoning and non-criminal legal process. The primary material is judicial opinions. The course provides an introduction to the nature and operation of civil (non-criminal) law with emphases on types of legal actions, basic legal principles, and legal reasoning. (Per Departmental Standards Version of CRJ 116, approved by Academic Affairs on 05/09/2001.) 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: CRJ 108. (Per Curriculum Committee approval of Department Standards on 04/13/2017.) 3 cr. 3 lec.

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; 5) detection and apprehension of serial killers by law enforcement. Prerequisite: None. (Per Departmental Standards version of CRJ 120, approved by Curriculum Committee on 09/24/2015.) 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, prevention/treatment, and initiatives, and other relevant topics. Prerequisites: None. Equivalent to HUS 126. (Per Departmental Standards Version of CRJ 126, approved by Curriculum Committee 09/24/2015.) 3 cr. 3 lec.

CRJ 137: Fire Investigation 1
This course is an intensive survey of the cause and origin of various types of fires. Accidental, electrical and intentional fires will be studied. The course is designed to give a comprehensive exposure to most of the investigative
Committee on 12/08/2016.) 3 cr. 3 lec. (Per Departmental Standards version of CRJ 201, approved by Curriculum Standards of conduct and corruption. This course discusses cultural competence and the skill needed to understand, communicate with and effectively interact with people across diverse cultures. Prerequisite: CRJ 101. (Per Departmental Standards version of CRJ 201, approved by Curriculum Committee on 12/08/2016.) 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/CRIJ 126 with a C or higher and PSY 133. (Per Departmental Standards version of CRJ 204, approved by Curriculum Committee 03/09/2017.) 3 cr. 3 lec.

CRJ 205: Forensic Investigation 1
This course studies the principles, methods, techniques, and procedures of criminal investigation. The course includes current investigative procedures used in the handling of crime scenes, the collection and preservation of evidence. Emphasis is also placed on report writing and court testimony. Prerequisite: CRJ 102 or CRJ 110. (Per Departmental Standards Version of CRJ 205, approved by Academic Affairs on 10/24/2002.) 3 cr. 3 lec.

CRJ 206: Police Administration and Management
This course analyzes police organization and structure. The problems of supervision, control, responsibility, and liability will be discussed. The historical development of the professional police organization will be studied. Proactive policing methods such as community policing and problem oriented policing will be analyzed from an administrative perspective. Management skills and styles will be analyzed. Operational considerations such as budget, allocating personnel demands for service, and personnel training and development will be emphasized. (Per Departmental Standards Version of CRJ 206, approved by Academic Affairs on 04/22/2002.) 3 cr. 3 lec.

CRJ 207: Community Corrections
A course designed to provide a working familiarity with major community correctional systems. The pre-sentence investigation and report, sentencing; probation and parole supervision will be studied as well as related areas such as youthful offenders, deferred prosecution, pretrial release, and others. 3 cr. 3 lec.

CRJ 208: Issues in Public Safety
This course is designed for in-depth study of selected topics of current concern to criminal justice, corrections, firefighting, paramedic, and other public safety professionals. Topics are selected from current issues and problems confronting public safety organizations. Diverging viewpoints are explored for each topic. (Per Departmental Standards Version of CRJ/FPT 208, approved by Academic Affairs on 02/16/2006.) 3 cr. 3 lec.

CRJ 209: Community Policing
This course is an examination of complex relationships between the police and the community. The concepts of community partnerships, community policing, and problem oriented policing will be discussed. The impact of the programs on community life and law enforcement is emphasized, including the differences and similarities between community oriented policing and traditional policing methods. Prerequisite: CRJ 101. (Per Departmental Standards Version of CRJ 209, approved by Academic Affairs on 11/01/2000.) 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. Prerequisite: ENG 100 and HUS 101 (with a C or better) or CRJ 101 or FPT 101. (Per Departmental Standards Version of CRJ 210, approved by Curriculum Committee on 09/24/2015.) 3 cr. 3 lec.

CRJ 211: Practicum in Criminal Justice
This course is designed to provide students with first hand experience in the Criminal Justice system. Each student will be required to spend a minimum of ninety hours with a criminal justice agency, observing and participating in various functions of the agency. Prerequisite: 30 credit hours including CRJ 101 and permission of instructor. (Per Departmental Standards Version of CRJ 211, approved by Academic Affairs on 05/17/2000.) 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. (Per Departmental Standards Version of CRJ 212, approved by Academic Affairs on 03/13/2014.) 3 cr. 3 lec.

CRJ 213: Institutional Corrections
A study of the correctional settings in correctional facilities (Institutional Corrections) with emphasis on the historical, economic, social, and psychological aspects and the impact on prisoners and the public. A study of parole services in New York State, both institutional and field services. 3 cr. 3 lec.

CRJ 214: Special Issues in Drugs and Crime
This class will explore the relationship and cultural impact of drugs and crime in our society today. The various models of addressing this relationship will be discussed including: drug classifications, Criminal justice classifications, prevention processes and drug in our society (war on drugs). An in-depth analysis of the theories of criminal behavior, family involvement, situational foundations of the drug/crime relationship and practical issues of drugs and crime will take place. This course discusses cultural competency and the skills needed to understand, communicate with and effectively interact with people across diverse cultures. Prerequisites: CRJ/HUS 126 with a C or better and Pre/corequisite: ENG 100. (Per Departmental Standards Version of CRJ 214, approved by Curriculum Committee on 09/24/2015.) 3 cr. 3 lec.

CRJ 217: Mind of a Terrorist II
This course looks at the challenging problem of terrorism from a psychological and social psychological perspective both in terms of how terrorism can be explained at the individual and group level and how psychological factors can interact with other factors to impact when terrorism starts and how terrorist campaigns might end. Prerequisite: CRJ 111. (Per Departmental Standards approved by Curriculum Committee 04/13/2017.) 3 cr. 3 lec.

CRJ 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: CRJ 108. (Per Departmental Standards version CRJ 218, approved by Curriculum Committee on 04/13/2017.) 3 cr. 3 lec.

CRJ 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: CRJ 108. (Per Departmental Standards version of CRJ 219, approved by Curriculum Committee on 04/13/2017.) 3 cr. 3 lec.

CRJ 220: Homeland Security in the Private and Corporate Sectors
This course will address the expanding role of the private and corporate sectors in securing the homeland. Specifically, this course will examine the cross sections of government, private and corporate sectors. Further, reviewing their responsibilities and capabilities of this partnership in establishing security. Further, this course will examine measures taken by the private and corporate sectors to meet its evolving obligations to Homeland Security. Prerequisite: CRJ 108. (Per Departmental Standards version CRJ 220, approved by Curriculum Committee on 04/13/2017.) 3 cr. 3 lec.

CRJ 222: 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 or ENG 218. (Per Departmental Standards Version of CRJ 222, approved by Curriculum Committee on 02/13/2020.) 3 cr. 3 lec.

CRJ 225: Forensic Investigation 2
This course studies the principles, methods, techniques and procedures of criminal investigation. This course focuses on aspects of serious crime investigations, fingerprints, surveillance, computer crime, ritualistic crime, and crimes against property. Prerequisite: CRJ 102 or 110. (Per Departmental Standards Version of CRJ 225, approved by Academic Affairs on 12/09/2004 for fall 2005.) 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. (Per Departmental Standards Version of CRJ 226, approved by Curriculum Committee on 09/24/2015.) 3 cr. 3 lec.

CRJ 230: Gender, Crime and Criminal Justice Systems
This course examines the relationship of gender to crime and the criminal justice system. Special emphasis is placed on the changing roles of women as offenders, victims, and professionals working within the criminal justice system. Prerequisites: None. (Per Departmental Standards Version of CRJ 230, approved by Academic Affairs on 05/17/2000.) 1 cr. 1 lec.
CRJ 231: Sex Crimes
A survey of sex crimes including investigation of rape cases, sex crimes against children, and the terminology used to identify forms of sexual behavior. Prerequisite: 30 credit hours. 1 cr. 1 lec.

CRJ 232: Interviews and Interrogations
A survey of interviews and interrogation, with emphasis on the scientific and psychological methodology in obtaining information from victims, witnesses and suspects, and physiological indications of lying. 1 cr. 1 lec.

CRJ 233: Basic Firearms
This course is an overview of the moral, legal and psychological aspects of the use of physical force and deadly physical force. Emphasis will be placed upon the proper care and safe use of firearms and the development of basic firearms skills as stated in the Standards and Guidelines of the National Rifle Association and accepted by the Bureau of Municipal Police. (Per Departmental Standards Version of CRJ 233, approved by Academic Affairs on 03/08/2012.) 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 (with a C or better) or CRJ 101 and pre/corequisite: ENG 100. (Per Departmental Standards version of CRJ 235, approved by Curriculum Committee on 09/24/2015.) 3 cr. 3 lec.

CRJ 236: Burglary Investigation
Burglary investigation is a general survey of the crime of burglary and the investigative techniques aiding prevention and successful prosecution of those involved in the crime. 1 cr. 1 lec.

CRJ 238: American Trials
This course is an examination of several criminal trials that have had significant effects on the American criminal justice system. The historical and legal significance of trials such as Sacco-Vanzetti, Gideon v. Wainwright, Miranda v. Arizona, Chester Gillette, Caryl Chessman, and O.J. Simpson will be studied in order to understand the court’s role in the criminal justice system. The rules of procedure and evidence will be analyzed in order to determine the importance of trial in the criminal justice system. Prerequisite: CRJ 102 or CRJ 110. (Per Departmental Standards Version of CRJ 238, approved by Academic Affairs on 03/14/2001.) 1 cr. 1 lec.

CRJ 239: Counter Terrorism
This course is a survey of the responses of the criminal justice system in the United States in regards to terrorist acts. The focus of this course will be critical incident management and response to mass casualties from law enforcement and emergency responder perspectives. Procedures for analyzing a terrorist act as a crime scene will also be discussed. Federal, state and local agency capabilities and responsibilities will be compared. Preventive tactics used by law enforcement agencies and the military are emphasized. Prerequisite: None. (Per Departmental Standards Version of CRJ 239, approved by Academic Affairs on 04/01/2002.) 1 cr. 1 lec.

CRJ 240: 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; 5) detection and apprehension of serial killers by law enforcement. Prerequisite: None. (Per Departmental Standards Version of CRJ 240, approved by Academic Affairs on 10/14/2010.) 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. (Per Departmental Standards Version of CUL 102, approved by Academic Affairs on 04/19/2007.) 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 on on-site visits with local practicing farmers, and dairy producers and processors including those involved in sustainability issues dealing with food safety, water and waste systems, food politics, food globalization issues, food marketing and local food movements. Prerequisite: None. (Per Departmental Standards Version for CUL 105, approved by Academic Affairs on 12/10/2013.) 3 cr. 2 lec. 3 lab.

CUL 120: Nutrition
This course will provide students with the nutritional knowledge required to develop and modify recipes and menus to meet the needs of an increasingly health conscious public. Students will develop a practical systems approach to deliver nutritional alternatives to food service customers. (Per Departmental Standards Version of CUL 120, approved by Academic Affairs on 02/24/2005.) 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. (Per Departmental Standards Version of CUL 130, approved by Curriculum Committee on 05/12/2016.) 1 cr. 1 lec.

CUL 140: Principles of Baking
This course will instruct 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, ings, cream and whipped toppings, cakes and cake specialties, and cookies. The methods of sanitation and safety will be addressed throughout the course. (Per Departmental Standards Version of CUL 140, approved by Academic Affairs on 04/19/2007.) 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. (Per Departmental Standards Version of CUL 150, approved by Academic Affairs on 04/19/2007.) 2 cr. .5 lec. 4.5 lab.

Visit www.sunyjefferson.edu for the most current information.
CUL 202: Bistro Cooking
Students will become familiar with the necessary ingredients in garde manger and charcuterie preparations. The course will present preparation techniques for appetizers, pates, terrines, galantines, timbales, sausages, mousselines, and farces, as well as condiments and accompaniments. The course will also focus on food decoration including cold food decoration for practical and culinary displays, buffet presentation, and buffet management. Prerequisite: CUL 102. (Per Departmental Standards Version of CUL 202, approved by Academic Affairs on 02/11/2010.) 3 cr. 2 lec. 3 lab.

CUL 212: Quantity Food Production
This course will introduce the student to theory and actual application of food production in a professional kitchen. Emphasis will be placed on practical application of batch cooking techniques and dining room service. Students will function in all positions of employment, gaining skills in such areas as quantity food production, menu development, and waiter/waitress service. Sanitation and safety principles, nutrition planning and awareness, and restaurant organization topics are addressed in this course. Prerequisite: CUL 102 and CUL 130 both with a C or better. (Per Departmental Standards Version of CUL 212, approved by Curriculum Committee 05/12/2016.) 2 cr. .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. (Per Departmental Standards Version of CUL 240, approved by Academic Affairs on 04/19/2007.) 2 cr. .5 lec. 4.5 lab.

CUL 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. (Per Departmental Standards Version of CUL 275, approved by Academic Affairs on 05/13/2010.) 2 cr. .5 lec. 4.5 lab.

CUL 276: Culinary 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 curriculum students. Prerequisites: Successful completion of at least 24 credit hours in the curriculum. (Per Departmental Standards Version of CUL 276, approved by Academic Affairs on 05/13/2010.) 3 cr. 1 lec. 6 lab.

EARLY CHILDHOOD (ECD)

ECD 100: Academic and Career Connections Forum
This forum is designed to assist the career curricula student in managing his or her career both as a student and as a future professional. The course content will consist of three major areas intended to connect students with the college through academic and career planning. These areas include the college environment, academic success, and program-specific career awareness. The course instructor will select appropriate topics based on student needs which may include academic resources, problem-solving, and professional ethics. Prerequisites: None. (Per Departmental Standards Version of ECD 100, approved by Academic Affairs on 05/17/2005.) 1 cr. 1 lec.

ECD 101: Introduction to Early Childhood Care and Education
This course is an introduction to early childhood care and education. It provides an overview of the Early Childhood Profession and related careers. Developmentally effective approaches are explored through a variety of educational settings. Topics include child development, learning theories, educational philosophy, historical influences, family involvement and diversity. Field observations are part of the course requirements. (Per Departmental Standards Version of ECD 101, approved by Academic Affairs on 09/25/2014.) 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. Also recommended is HUS 101, ECD 101 or ENG 101. (Per Departmental Standards Version of ECD 102, approved by Academic Affairs on 03/08/2012.) 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. (Per Departmental Standards Version of ECD 145, approved by Academic Affairs on 05/13/2004.) 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. (Per Departmental Standards outline, approved by Academic Affairs 10/2007.) 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. There are two field observations required for this course. Prerequisite: None. (Per Departmental Standards Version of ECD 181, approved by Academic Affairs on 9/25/2014.) 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. Through formal and informal observations, students will develop a basic understanding of children's development. Using assessment of children's development as a tool for individual and group planning, program development will be explored. The observation lab portion of this class will require two hours outside of class time per week. The lab experience will be with preschool aged children. Prerequisite: ECD 101 with a C or higher. 3 cr. 2 lec. 2 lab.

ECD 200: Infant and Toddler Development
This course examines various domains of infant and toddler development, which will be presented and discussed in terms of its universality for all children, its uniqueness for each individual, and the impact of the cultural context in which it is taking place. The importance of non-judgmental observation will be emphasized through activities that will promote each student's ability to make detailed and pertinent observations. In addition, the caregiver skills necessary for a quality infant or toddler program will be presented and discussed. This course provides a total of 30 hours of lecture, 45 hours of practicum experience in a supervised setting, and 45 hours of independent field work. This is Course I of the New York State Infant - Toddler Care Certificate of Completion Program. (Per Departmental Standards Version of ECD 200, approved by Academic Affairs on 03/01/2000.) 4 cr. 2 lec. 6 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 the preschooler (3 to 6 years). Curriculum and environment planning include creative arts, literacy, math, science and technology. The student will take into consideration developmental domains when planning activities. Prerequisites: ECD 101 with a grade of C or better and matriculated into ECD. Recommended completion of ECD 181 & ECD 190. (Per Departmental Standards Version of ECD 201, approved by Curriculum Committee on 02/25/2016.) 3 cr. 3 lec.

ECD 202: Lesson Planning, Environments and Resources (Birth to 36 months)
This course will enable the student to design responsive environments for infants, toddlers and twos. Students will implement a comprehensive developmentally appropriate curriculum. This curriculum will include goals and objectives for children's learning in all areas of development: social, emotional, physical, cognitive and language. Students will learn how to effectively partner with families, emphasizing their appreciation of culture and individual differences. Prerequisite: ECD 101 with a grade of C or better. (Departmental Standards Version of ECD 202, approved by Academic Affairs on 04/30/2009.) 3 cr. 3 lec.

ECD 204: Family Communications and Professional Collaboration
This course examines the role of the early childhood teacher/caregiver as a professional. It emphasizes the essential components of professionalism and the ethical conduct of teaching and caregiving. Students will deepen their understanding and acceptance of differences in cultures, beliefs and family structures. The course will focus on communication skills to facilitate positive relationships with children, families, co-workers and the community. This course provides a total of 30 hours of lecture, 45 hours of practicum experience in a supervised setting, and 45 hours of independent field work. (This is course III of the New York State Infant-Toddler Care Certificate of Completion Program.) Prerequisites: recommended ECD 101 Introduction to Early Childhood or Courses I & II of the New York State Infant - Toddler Care Certificate of Completion Program or fieldwork experience. (Per Departmental Standards Version of ECD 204, approved by Academic Affairs on 03/01/2000.) 4 cr. 2 lec. 6 lab.

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 or permission of instructor. (Per Departmental Standards Version of ECD 210, pending Academic Affairs Committee on 11/12/2009.) 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 or ECD 202. 3 cr. 3 lec.

ECD 240: Field Work in Early Childhood Education (3-6 years)
This course is designed to give the student experience implementing Developmentally Appropriate Practice (DAP) in an early childhood education classroom (ages 3 6th- 6 years). Under the supervision of an experienced early childhood teacher, each student will develop basic interaction, guidance, observation and assessment techniques. Lesson plans will be developed and implemented at the field placement site. The student will spend a minimum of 90 hours at the fieldwork site. Prerequisites: Completion or concurrent registration of ECD 201. (Per Departmental Standards Version for ECD 240, approved by Curriculum Committee on 02/25/2016.) 3 cr. 1 lec. 6 lab.

ECD 241: Insights and Interventions-Expressive Therapies
This course will explore various theories and applied strategies for therapeutic play and art therapy. Students will have the opportunity to experience selected techniques for working with children, youth, and adults. Additional topics will include other expressive therapies, professional associations, and personal use. This course assumes some previous background in psychological theory and the helping professions. (Per Departmental Standards Version of ECD 241, approved by Academic Affairs on 05/09/2001.) 1 cr. 1 lec.

ECD 242: Emerging Literacy
This course examines children's (0-8 years) emerging literacy. It will assist students in developing a balanced early childhood language arts curriculum. The course will provide hands-on opportunities for creating a language-rich environment and designing program activities. (Per Departmental Standards Version of ECD 242, approved by Academic Affairs on 03/01/2000.) 1 cr. 1 lec.

ECD 243: Insights and Interventions - Family Systems
This course will introduce family systems theory. The historical framework, central concepts in family systems theory, and the implications of systems thinking for case management will be covered. The basic assumptions, language and application of family systems theory will be explored. This course assumes some previous background in psychological theory and the helping professions. (Per Departmental Standards Version of ECD 243, approved by Academic Affairs 11/29/2001.) 1 cr. 1 lec.

ECD 244: Insights and Interventions- Child Abuse
This course will provide students with the information concerning the responsibilities and procedures for identifying and reporting child abuse and maltreatment. Successful completion of this course will meet the New York State requirement for mandated reporters of child abuse and neglect. Attendance at all classes is mandatory in order to receive the New York State
Visit www.sunyjefferson.edu for the most current information.

**ECONOMICS (ECO)**

**ECO 100: Elements of Economics**
Elements of Economics 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 or results from placement into MTH 125 or higher. 3 cr. 3 lec.

**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. (Per Departmental Standards Version of ECO 101, approved by Curriculum Committee 11/14/2020.) 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 or results from placement into MTH 155 or higher. This course fulfills the following SUNY General Education learning outcome: Social Sciences. 3 cr. 3 lec.

**ECO 110: Global Economics**
An introduction to the economic principles and theories that underlie international relations and national economic conditions, this course examines issues such as currency, trade, technology, labor, and the role of multi-national corporations and organizations in a world economy. Special emphasis is placed on the conditions causing an economic gap between the wealthiest and poorest nations on earth, as well as the impact of the continuing globalization of the world's economy. Students should have some understanding of general economics principles. Prerequisite: Successful completion of MTH 095 or higher. (Per Departmental Standards Version of ECO 110, approved by Academic Affairs on 11/13/2003.) 3 cr. 3 lec.
**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. (Per Departmental Standards Version of ENS 100, approved by Academic Affairs on 04/22/2002.) 1 cr. 1 lec. 1.5 lab.

**ENS 101: Engineering Graphics**
This course is designed to give the student a basic knowledge of graphical concepts and relationships including orthographic projection, dimensioning, sectioning, tolerancing, spatial analysis, and two and three-dimensional relationships. These concepts are studied via the use of a Computer Aided Design (CAD) software package. Students will create detailed two-dimensional drawings and generate accurate three-dimensional wire frame models of objects. The course includes a project where the students will design and build an object and then present it to the class. (Departmental Standards Version of ENS 101, approved by Academic Affairs on 11/02/1998.) 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. (Per Departmental Standards for ENS 199, approved by Curriculum Committee 03/09/2017.) 1 cr. 2 lab.

**ENS 199A: SUNY TYESA Engineering Design and Build**
This course is the study of the design process, the preparation of a written report, and the preparation and delivery of an oral presentation in the context of a specific design/build project for the SUNY Two Year Engineering Science Association (TYESA) annual design and build project. This course does not qualify as an Engineering Elective in the Engineering Science A.S. program. This course is available to students of all disciplines. (Departmental Standards Version of ENS 199A, approved by Academic Affairs on 11/13/1997.) 1 cr. 1 lec.

**ENS 199B: SUNY TYESA Engineering Design and Build**
This course is the study of the design process, the preparation of a written report, and the preparation and delivery of an oral presentation in the context of a specific design/build project for the SUNY Two Year Engineering Science Association (TYESA) annual design and build project. This course does not qualify as an Engineering Elective in the Engineering Science A.S. program. This course is available to students of all disciplines. (Departmental Standards Version of ENS 199B, approved by Academic Affairs on 11/13/1997.) 1 cr. 1 lec.

**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. (Per Departmental Standards Version of ENS 200, approved by Academic Affairs on 03/20/2008.) 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 and PHY 143. (Departmental Standards Version of ENS 201, approved by Academic Affairs on 05/14/1999.) 3 cr. 3 lec.

**ENS 204: Dynamics**
This course is the study of systems in motion. Topics include Newton’s Law of Motion, dynamic equilibrium of particles and rigid bodies with applications of D'Alembert's Principle in translation and rotation, moments of inertia, work, energy, and impulse and momentum. Prerequisite: Successful completion of ENS 201 and MTH 222. (Departmental Standards Version of ENS 204, approved by Academic Affairs on 05/13/1999.) 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. (Departmental Standards Version of ENS 206, approved by Academic Affairs on 11/02/1998.) 3 cr. 3 lec.

**ENS 207: Electrical Science**
This is a Calculus-based introductory course in electrical circuit analysis. Topics include methods of AC and DC circuit analysis such as the Thevenin Equivalent, Kirchoff’s Law, Nodal and Mesh analysis, the principle of superposition and operational amplifier models. Laboratories will include the use of meters, oscilloscopes, series/parallel circuits, and operational amplifiers. Laboratory time in this course is used for laboratory assignments, recitation, lecture, and tests. The course includes a project where the students will design and build a project that will produce electricity (wind, photovoltaics, etc.), or do some system control, or signal modification, and then present it to the class. Prerequisite/corequisite: Successful completion of MTH 242 and PHY 145. (Departmental Standards Version of ENS 207, approved by Curriculum Committee 02/08/2018.) 3 cr. 2 lec. 2 lab.

**ENGLISH (ENG)**

**ENG 095: Fundamentals of English**
English 095 provides students with a foundation in English grammar and an introduction to successful writing at the sentence to paragraph level. Students respond to a variety of readings and complete exercises designed to strengthen their command of Standard American English grammar, mechanics, usage, and paragraph development. English 095 is recommended for students who need to improve their command of Standard American English at the sentence and paragraph level. Prerequisite: None. (Per Departmental Standards Version of ENG 095, pending approval from Academic Affairs as of 11/12/2009.) 0 cr. 3 lec.

**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. (Per Departmental Standards Version of ENG 099, approved by Curriculum Committee on 03/05/2020.) 0 cr. 3 lec.

**ENG 100: College Composition**
English 100 is an introduction to academic writing. The course is designed to strengthen student skills in grammar, sentence structure, organization and development of college-level writing, and prepare students for English 101: Research and Composition. In English 100, students complete diverse,
predominantly non-fiction reading and writing assignments designed to improve their ability to organize and develop thesis-driven essays directed to an academic audience. Prerequisite: Placed by CPT or waiver in ENG 100 or passed ENG 099. (Per Departmental Standards Version of ENG 100, approved by Academic Affairs on 03/08/2012.) 3 cr. 3 lec.

ENG 101: Research and Composition
English 101 students will employ strategies and techniques for successful academic essay and research writing. The course is designed for students who demonstrate skill in the process of developing essays. Students will use a variety of methods and sources documented in MLA style. Students complete diverse, predominantly non-fiction reading and writing assignments designed to enhance their ability to write 4-5 complex essays for varied purposes, directed to academic audiences. At least one research essay that defends an arguable assertion is required for students to complete the course. Prerequisite: Placed into ENG 101 by CPT or by Department Chair or passed English 100. (Per Departmental Standards Version of ENG 101, approved by Academic Affairs on 03/08/2012.) This course fulfills the following SUNY General Education learning outcome: Basic Communications. 3 cr. 3 lec.

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. (Per Departmental Standards Version of ENG 102, approved by Academic Affairs on 04/20/2006.) This course fulfills the following SUNY General Education learning outcome: Humanities. 3 cr. 3 lec.

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. (Per Departmental Standards Version of ENG 107, approved by Academic Affairs on 03/08/2012.) 1 cr. 1 lec.

ENG 111: Research Strategies
ENG 111 is designed for students who wish to develop sophisticated skills and strategies for today's research writing in academic disciplines. Students acquire a broad and in-depth proficiency in navigating the complexities of contemporary research assignments. This highly interactive course focuses on strategies for locating sources in library databases and on the web; evaluating sources; paraphrasing, summarizing, and quoting diverse source material; synthesizing researched material into coherent paragraphs with student commentary; and documenting sources by using MLA-style parenthetical citations, signal phrases, and works cited. This course is an accompaniment to Research and Composition and therefore requires previous enrollment or co-enrollment in English 100 or 101. Pre/corequisite: ENG 100 or 101. (Per Departmental Standards Version of ENG 111, approved by Academic Affairs on 09/30/2010.) 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. (Per Departmental Standards Version of ENG 114, approved by Academic Affairs on 02/25/1999.) This course fulfills the following SUNY General Education learning outcome: Humanities. 3 cr. 3 lec.

ENG 120: Creative Writing Poetry Workshop
English 120 is a creative writing workshop designed to allow participants to experiment with poetic techniques and hone skills in the creation of poetry. In English 120, students produce a number of writings, present them to the members of the workshop, and receive constructive criticism and direction both from the instructor and the workshop participants. Participants are expected to revise materials and to submit a portfolio of polished poems at the conclusion of the semester. ENG 120 may be taken up to three times for credit. Prerequisites: ENG 100. (Per Departmental Standards Version of ENG 120, approved by Academic Affairs on 04/16/2009.)

ENG 120A: Creative Writing Workshop A
English 120A is a creative writing workshop designed to allow participants to experiment with and hone skills in the creation of short fiction, poetry, and creative non-fiction. In English 120A, students produce a number of writings, present them to the members of the workshop, and receive constructive criticism and direction both from the instructor and the workshop participants. This course requires substantial outside preparation, including creation of written works, reading and initial assessment of other student writings, and revising of drafts. Participants are expected to revise materials and submit a portfolio of polished writings at the conclusion of the semester. Additionally, students are required to read the writings of other workshop members and provide thoughtful and constructive criticism of those writings. Prerequisite: ENG 101. (Per Departmental Standards Version of ENG 120A, approved by Academic Affairs on 05/17/2000.) 1 cr. 2 lab.

ENG 120B: Creative Writing Workshop B
English 120B is a creative writing workshop designed to allow participants to experiment with and hone skills in the creation of short fiction, poetry, and creative non-fiction. In English 120B, students produce a number of writings, present them to the members of the workshop, and receive constructive criticism and direction both from the instructor and the workshop participants. This course requires substantial outside preparation, including creation of written works, reading and initial assessment of other student writings, and revising of drafts. Participants are expected to revise materials and submit a portfolio of polished writings at the conclusion of the semester. Additionally, students are required to read the writings of other workshop members and provide thoughtful and constructive criticism of those writings. Prerequisite: ENG 101. (Per Departmental Standards Version of ENG 120B, approved by Academic Affairs on 05/17/2000.) 1 cr. 2 lab.

ENG 120C: Creative Writing Poetry Workshop
English 120C is a creative writing workshop designed to allow participants to experiment with and hone skills in the creation of short fiction, poetry, and creative non-fiction. In English 120C, students produce a number of writings, present them to the members of the workshop, and receive constructive criticism and direction both from the instructor and the workshop participants. This course requires substantial outside preparation, including creation of written works, reading and initial assessment of other student writings, and revising of drafts. Participants are expected to revise materials and submit a portfolio of polished writings at the conclusion of the semester. Additionally, students are required to read the writings of other workshop members and provide thoughtful and constructive criticism of those writings. Prerequisite: ENG 101. (Per Departmental Standards Version of ENG 120C, approved by Academic Affairs on 05/17/2000.) 1 cr. 2 lab.

ENG 121: Creative Writing Fiction Workshop
English 121 is a creative writing workshop designed to allow participants to experiment with fiction techniques and hone skills in the creation short stories. In English 121, students produce a number of writings, present them to the members of the workshop, and receive constructive criticism and direction.
both from the instructor and the workshop participants. Participants are expected to revise materials and submit a portfolio of polished works at the conclusion of the semester. ENG 121 may be taken up to three times for credit. Prerequisite: ENG 100 or consent of the instructor. (Per Departmental Standards Version of ENG 121, approved by Academic Affairs on 04/16/2009.) 1 cr. 1 lec.

ENG 123: Creative Writing Non-Fiction Workshop

English 123 is a creative writing workshop designed to allow participants to experiment with non-fiction techniques and hone skills in the creation of short stories. In English 123, students produce a number of writings, present them to the members of the workshop, and receive constructive criticism and directions both from the instructor and the workshop participants. Participants are expected to revise materials and submit a portfolio of polished works at the conclusion of the semester. ENG 123 may be taken up to three semesters for credit. Prerequisite: ENG 100 or consent of the instructor. (Per Departmental Standards Version of ENG 123, approved by Academic Affairs on 04/16/2009.) 1 cr. 1 lec.

ENG 124: Screenwriting Workshop

English 124 is a writing workshop designed to allow participants to experiment with screenwriting techniques and hone skills in the creation of marketable scripts. In English 124, students produce a number of writings that lead up to a script that encompasses all of the necessary elements of the genre, present them to the members of the workshop, and receive constructive criticism and direction from both the instructor and the workshop participants. Participants are expected to revise materials and submit a portfolio of polished works at the conclusion of the semester. ENG 124 may be taken up to three times for credit. Prerequisite: ENG 100 or permission of the instructor. (Per Departmental Standards for ENG 124, approved by AAC 11/18/2010.) 1 cr. 1 lec.

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 carvorys, and signifying that continue to shape African-American narratives. Students will explore the African-American literary tradition while also designing it as a lens for critically viewing American culture as a whole. 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. This course fulfills the following SUNY General Education learning outcome: Humanities. 3 cr. 3 lec.

ENG 151: Poetry

This literature course provides opportunities for students to read, analyze, interpret, and evaluate poetry. In the process, they experience how poetry communicates via word choice, figurative language, imagery, sound devices, structure, and other poetic devices. Students also explore several forms of poetry by reading and analyzing specific examples of each. They discuss the role poetry plays in contemporary culture and examine its impact on the individual and society as a whole. In addition to studying the content and forms of poetry, students improve critical and creative thinking skills by writing literary analyses and by creating poetry of their own. Prerequisite: ENG 101. (Per Departmental Standards Version of ENG 151, approved by Academic Affairs on 05/17/2005.) This course fulfills the following SUNY General Education learning outcome: Humanities. 3 cr. 3 lec.

ENG 152: Mystery: Introduction to Crime Culture

ENG 152 focuses on crime fiction. ENG 152 students will develop their critical thinking skills and hone their abilities in literary analysis by engaging with a variety of written and visual texts from around the globe. Additionally, the course will provide students with a history of the mystery/detective genre, exposure to a variety of media within which the mystery has successfully emerged and developed, and the vocabulary with which to intelligently discuss such media. Students will analyze connections between texts and the cultures and historical moments that produced those texts. Prerequisite: English 101. (Per Departmental Standards Version of ENG 152, approved by Academic Affairs on 12/08/2011.) This course fulfills the following SUNY General Education learning outcome: Humanities. 3 cr. 3 lec.

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, character development 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. Prerequisite: English 101. (Per Departmental Standards Version of ENG 166, approved by Academic Affairs on 09/27/2012.) This course fulfills the following SUNY General Education learning outcome: Humanities. 3 cr. 3 lec.

ENG 166A: Greek Tragedy

English 166A focuses on Greek tragedy. English 166A familiarizes students with the origin and evolution of Greek tragedy and extends the students’ knowledge of drama by placing emphasis on the themes and functions of tragedy in the classical Greek world and in the contemporary world. Orally, and in writing, students will apply literary analysis to make informed judgments of texts. (Departmental Standards Version of ENG 166A, approved by Academic Affairs on 02/25/1999.) 1 cr. 1 lec.

ENG 166F: Modern Drama

English 166F is a survey of modern drama and familiarizes students with some of the various schools and movements of the modern age. English 166F extends the students’ knowledge of drama by placing emphasis on the themes addressed by modern drama and encourages students to make connections between the readings and the contemporary world. Orally, and in writing, students will apply literary analysis to make informed judgments of texts. (Departmental Standards Version of ENG 166F, approved by Academic Affairs on 02/25/1999.) 1 cr. 1 lec.

ENG 171: Short Story

This literature course provides opportunities for students to read, analyze, interpret, and evaluate short fiction as a specialized literary form. They experience how short fiction communicates via elements of the short story, such as plot, setting character, symbol, 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 society as a whole. Students develop critical thinking by interpreting texts both through discussion and in writing. Successful completion of this course satisfies a SUNY General Education learning outcome for Humanities. Some student course work (tests, essays, projects) may be retained by Jefferson Community College in order to demonstrate to SUNY overall levels of student achievement in General Education. Prerequisite: ENG 101. (Per Departmental Standards Outline, approved Academic Affairs on 04/17/2008.) This course fulfills the following SUNY General Education learning outcome: Humanities. 3 cr. 3 lec.

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 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. (Per Departmental Standards for ENG 173, approved by AAC on 11/18/2010.) This course fulfills the following SUNY General Education learning outcome: Humanities. 3 cr. 3 lec.

ENG 176A: Women in Literature
ENG 176, Short Story Modules. Each module discusses the nature of the short story through specific instances (types, themes, authors). Although the text varies, the approach deals with standards devices and vocabulary. Each module is individually titled. Prerequisite: ENG 101.

ENG 176B: 19th Century American Short Story
ENG 176, Short Story Modules. Each module discusses the nature of the short story through specific instances (types, themes, authors). Although the text varies, the approach deals with standards devices and vocabulary. Each module is individually titled. Prerequisite: ENG 101.

ENG 176C: Southern Writers
ENG 176, Short Story Modules. Each module discusses the nature of the short story through specific instances (types, themes, authors). Although the text varies, the approach deals with standards devices and vocabulary. Each module is individually titled. Prerequisite: ENG 101.

ENG 176D: Poe, Hawthorne, and Melville
ENG 176, Short Story Modules. Each module discusses the nature of the short story through specific instances (types, themes, authors). Although the text varies, the approach deals with standards devices and vocabulary. Each module is individually titled. Prerequisite: ENG 101.

ENG 185: The Novel
This course focuses on the novel as a specialized literary form. English 185 students will enhance their abilities to understand the nature of fiction with special emphasis on elements of the novel such as plot, setting, character, symbolization, narration, style, and tone. Students will analyze themes dealing with the human condition both globally and locally, as well as analyze individual and collective cultural perspectives. Orally, and in writing, students will apply literary analysis to make informed judgments of texts. Prerequisite: ENG 101. (Departmental Standards Version of ENG 185, approved by Academic Affairs 01/29/1998.) This course fulfills the following SUNY General Education learning outcome: Humanities. 3 cr. 3 lec.

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. (Per Departmental Standards Version of ENG 195, approved by Academic Affairs on 02/19/2008.) Successful completion of this course satisfies the Other World Civilizations SUNY General Education learning outcome. Some work that students do in this course (texts, essays, projects) may be retained by Jefferson Community College in order to demonstrate to SUNY overall levels of student achievement in General Education. This course fulfills the following SUNY General Education learning outcome: Other World Civilizations. 3 cr. 3 lec.

ENG 191: North Country Writers
Affords the student an opportunity to personally encounter the regional literature of Northern New York State. The course entails a study of indigenous writers whose work may be local in setting and subject or more universal in scope. Its focus, however, is primarily toward autobiographies, biographies, historical sketches, novels, personal narratives, poetry, and scientific writings that reflect the unique quality of setting and the life within a setting encompassing Jefferson, Lewis, and St. Lawrence counties. Though it is a course in regional literature, the interrelationship between the local area and the surrounding world, the world view of authors and persons in their works, as well as philosophical perspectives are important aspects. Prerequisite: ENG 101. (The above description is taken from the 1996-98 Jefferson Community College catalog.)

ENG 193: Literature of the Other
ENG 193 is a literature elective which explores the writing of authors who have been O thered within their societies for reasons including, but not limited to, race, gender, sexuality, religion, national origin, political dissent, social class, cultural affiliation, or ethnic or gender identity. Students read diverse texts from various time periods and gain insight into their distinctive social, cultural, and historical/political development. The course may be organized by genre and/or theme and may include an in-depth exploration of a selected author, text, or cultural community. Students will complete a variety of writing assignments designed to develop skills in literary analysis including formal, literature-based essays. This course is designed for students who have already demonstrated college-level skills in essay writing and provides a foundation for upper-level literature courses. Prerequisite: ENG 101. 3 (Per Departmental Standards Version of ENG 193, approved by Academic Affairs on 12/10/2013.) This course fulfills the following SUNY General Education learning outcome: Humanities. 3 cr. 3 lec.

ENG 195: Introduction to Non-Western Literature
English 195 is a literature elective which introduces students to reading and interpreting predominantly from non-Western cultures, such as Asian, African, Caribbean, Middle Eastern, or Latin American. Students read in diverse texts from various time periods and gain insight into their distinctive social, cultural, and historical/political development. Where originally written in a language other than English, texts will be offered in culturally sensitive translations. The course may be organized by genre and/or them and may include an in-depth exploration of a selected author, text, or cultural community. Students will complete a variety of writing assignments designed to develop skills in literary analysis and will write formal, literature-based essays. This course is designed for students who have already demonstrated college-level skills in essay writing and provides a foundation for upper-level literature courses. Prerequisite: ENG 101. (Per Departmental Standards Version of ENG 195, approved by Academic Affairs on 02/19/2008.) Successful completion of this course satisfies the Other World Civilizations SUNY General Education learning outcome. Some work that students do in this course (texts, essays, projects) may be retained by Jefferson Community College in order to demonstrate to SUNY overall levels of student achievement in General Education. This course fulfills the following SUNY General Education learning outcome: Other World Civilizations. 3 cr. 3 lec.

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. (Per Departmental Standards Version of ENG 201, approved by Academic Affairs on 03/14/2013.) This course fulfills the following SUNY General Education learning outcome: Humanities. 3 cr. 3 lec.

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. (Per Departmental Standards Version of ENG 202, approved by Academic Affairs on 03/14/2013.) This course fulfills the following SUNY General Education learning outcome: Humanities. 3 cr. 3 lec.

ENG 203: American Literature 1
English 203 is a literature elective which provides a survey of American literature from the pre-Colonial period to 1865. Reading selections will reflect the major literary movements of a succession of historical periods, revealing the increasing diversity of American literary voices. Students will become familiar with significant economic, political, and social influences on texts and will engage in oral and written literary analysis, interpreting a variety of representative texts. Prerequisite: ENG 102. (Per Departmental Standards Version of ENG 203, approved by Academic Affairs on 10/06/2005.) This course fulfills the following SUNY General Education learning outcome: Humanities. 3 cr. 3 lec.

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. (Per Departmental Standards Version of ENG 204, approved by Academic Affairs on 10/06/2005.) This course fulfills the following SUNY General Education learning outcome: Humanities. 3 cr. 3 lec.

ENG 207: World Literature
English 207 is a literature elective which introduces students to reading and interpreting literature predominantly from non-Western cultures, such as Asian, African, Caribbean, Middle Eastern, or Latin American. Students read in diverse texts from various time periods and gain insight into their distinctive social, cultural, and historical/political development. Where originally written in a language other than English, texts will be offered in culturally sensitive translations. The course may be organized by genre and/or 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 102. This course fulfills the following SUNY General Education learning outcome: Other World Civilizations. 3 cr. 3 lec.

ENG 209: Mythology
English 209 is a literature elective which provides a cross-cultural survey of the world’s myths. English 209 familiarizes the student with specific myths and cosmologies, and also includes literary analysis of myth; investigation of the meaning of myth; the purposes and functions of myth; how myth originates and evolves; and ways of interpreting myth. Students are encouraged to make connections between myth and current, geographically specific notions and expressions of reality. Prerequisite: ENG 102. (Departmental Standards Version of ENG 209, approved by Academic Affairs on 02/11/1999.) This course fulfills the following SUNY General Education learning outcome: Other World Civilizations. 3 cr. 3 lec.

ENG 214: Survey of Children's Literature
Survey of Children's Literature is designed to acquaint students with the range and depth of literature written for children from birth through adolescence. Students study literary and critical approaches to books read by or read to children, with an emphasis upon realistic fiction, information books, fantasy fiction, poetry, and folk literature. Prerequisite: ENG 102. (Departmental Standards Version of ENG 214, approved by Academic Affairs on 10/19/1998.) This course fulfills the following SUNY General Education learning outcome: Humanities. 3 cr. 3 lec.

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. (Per Departmental Standards Version of ENG 218, approved by Academic Affairs on 09/07/2006.) 3 cr. 3 lec.

ENG 220: Creative Writing
ENG 220 is a course designed to encourage and develop student's interest and talent in the writing of fiction, nonfiction, poetry and other genres, at the instructor's discretion. No prior creative writing experience is necessary, but students must be committed to the creative process and to considerable writing and rewriting. Creating writing satisfied a Liberal Arts or free elective but not a composition or literature requirement. Prerequisite: ENG 100. (Departmental Standards Version of ENG 220, approved by Academic Affairs 05/15/2008.) This course fulfills the following SUNY General Education learning outcome: The Arts. 3 cr. 3 lec.

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. (Per Departmental Standards Version of ENG 221, approved by Academic Affairs on 10/18/2001.) This course fulfills the following SUNY General Education learning outcome: The Arts. 3 cr. 3 lec.

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 or permission of the instructor. (Per Departmental Standards Version of ENG 222, approved by Academic Affairs on 11/18/2010.) This course fulfills the following SUNY General Education learning outcome: The Arts. 3 cr. 3 lec.

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 or permission of the instructor. (Per Departmental Standards for ENG 223, approved by AAC on 11/18/2010.) This course fulfills the following SUNY General Education learning outcome: The Arts. 3 cr. 3 lec.
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; Teleivison, Film, Theater and new media. As well, the different genres of story: Comedy, Drama, Dramady, Farce, Satire, Thriller, Action, Horror, Romantic Comedy and Dramatic Biography. This is a writing course and the majority of the final grade will be based on the practice of writing and re-writing, either short pieces or full lengths. Prerequisite: ENG 100 or permission of the instructor. (Per Departmental Standards Version of ENG 224, approved by Academic Affairs on 11/17/2011.) This course fulfills the following SUNY General Education learning outcome: The Arts. 3 cr. 3 lec.

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. (Per Departmental Standards Version of ENG 225 approved by Academic Affairs on 10/11/2000.) This course fulfills the following SUNY General Education learning outcome: Humanities. 3 cr. 3 lec.

ENG 226: Shakespeare’s Comedies and Romances
English 226 is a survey of Shakespeare's comedies and romances, beginning with the playwright's early works, continuing through his development with the mature comedies, and including a consideration of Shakespeare's later creations, the romances. The course also examines Elizabethan staging and dramatic conventions and how they affected composition and performance. Plays will be discussed in the context of economic, political, and social developments which influenced Elizabethan drama. Students will engage in oral and written analyses of texts. Prerequisite: English 102. (Per Departmental Standards Version for ENG 226, approved by Academic Affairs on 12/08/2011.) This course fulfills the following SUNY General Education learning outcome: Humanities. 3 cr. 3 lec.

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. (Per Departmental Standards version of ENG 230 approved by Curriculum Committee 04/14/2016.) This course fulfills the following SUNY General Education learning outcome: The Arts. 3 cr. 3 lec.

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. (Per Departmental Standards Version of ENG 243, approved by Academic Affairs on 03/13/2014.) This course fulfills the following SUNY General Education learning outcome: Humanities. 3 cr. 3 lec.

ENG 245: Survey of Native American Literature
This course will cover a range of Native American writings, from oral tribal stories and poems in translation, to autobiographical narratives and contemporary fiction and poetry. Students will be exposed to a range of writings representing diverse Native American communities and will study both oral narratives transformed to writing and texts originally presented in written form. The course will not focus on any one Native American community in depth, yet will allow this opportunity to students through paper assignments. The course will also demonstrate how an understanding of specific cultural and historical contexts informs each selected text. Prerequisite: English 102. (Departmental Standards Version of ENG 245, approved by Academic Affairs on 05/14/1999.) (Note: ENG 245, Survey of Native American Literature, formerly was ENG 145, Native American Literature.) This course fulfills the following SUNY General Education learning outcome: Other World Civilizations. 3 cr. 3 lec.

ENG 248: Reading Popular Culture as Text
This course will focus on Popular Cultural studies, the applying of literary and other theory to the analysis of popular texts, including film, music, television, popular literature, graphic novels and other texts. Students will explore various literary theories and practice the application of theory to their own textual readings and interpretations. Additionally, students will learn about the history and origin of popular cultural studies, discuss the ongoing debate over the differentiation between popular and high culture, and demonstrate their knowledge of the material in their own applied readings of popular texts. Prerequisite: ENG 102. (Per Departmental Standards Version of ENG 248, approved by Academic Affairs on 03/19/2012.) This course fulfills the following SUNY General Education learning outcome: Humanities. 3 cr. 3 lec.

ENGLISH AS A SECOND LANGUAGE (ESL)

ESL 103: English as a Second Language: Grammar
ESL 103 is intended to improve the writing skills of non-native speakers of English. This course will help students develop the written communication skills that are needed in and out of the academic environment. In addition to improving their grammar skills, students will expand their vocabulary and develop critical reading skills. Prerequisite: None. (Per Departmental Standard Version for ESL 103, approved by Academic Affairs on 10/27/2011.) 1 cr. 1 lec.

ESL 110: English as a Second Language Integrated Skills
ESL 110 is designed for non-native speakers of English. Students at the intermediate level (e.g., indicated by TOEFL scores of 52-70) are the target audience. The goal of this course is to improve English communication skills. Students will work on their ability to speak, read, write accurately, and understand spoken English. Prerequisite: None. (Per Departmental Standards Version of ESL 110, approved by Academic Affairs on 04/19/2012.) 3 cr. 3 lec.

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. (Per Departmental Standards Version of FPT 101, approved by Academic Affairs on 05/17/2007.) 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, preplanning fire operations, and operating at emergencies. Prerequisite: None. (Per Departmental Standards Version of FPT 102, approved by Academic Affairs on 12/18/2008.) 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. (Per Departmental Standards Version of FPT 103, approved by Academic Affairs on 12/18/2009.) 3 cr. 3 lec.

FPT 104: Legal Aspects of the Emergency Services
This course is the basic study of the Federal, State, and local laws that regulate emergency services, national standards influencing emergency services, standard of care, tort, liability, and review of relevant court cases. Equivalent to CRJ 104. Prerequisite: None. (Per Departmental Standards Version of FPT 104, approved by Academic Affairs on 12/18/2009.) 3 cr. 3 lec.

FPT 105: Firefighting 1
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. (Per Departmental Standards Version of FPT 105, approved by Academic Affairs on 02/14/2013.) 6 cr. 4 lec. 6 lab.

FPT 106: Fire Administration 1
This course introduces the student to the organization and management of a fire department and the relationship of government agencies to the fire service. Emphasis will be on the fire service leadership from the perspective of the company officer. Prerequisites: None. (Per Departmental Standards Version of FPT 102, approved by Academic Affairs on 12/18/2008.) 3 lec.

FPT 109: Fire Behavior and Combustion
This course is designed as a basic introduction to the theories and fundamentals of and why fires start, spread, and how they are controlled. The application of scientific principles and concepts associated with the chemistry and dynamics of fire are stressed. Successful completion of this course meets the requirements for the United States Fire Administration, National Fire Science Curriculum. Prerequisites: None. (Per Departmental Standards outline, approved Academic Affairs Committee on 04/17/2008.) 3 cr. 3 lec.

FPT 110: Fire Fighting Tactics and Strategies
This course is a basic study of concepts of fire fighting strategies and tactics, including the use of fire fighting personnel power, placement of apparatus and equipment, pre-fire planning, fire ground decisions, fire fighting fundamentals and behavior, principles of extinguishment and the proper role for and utilization of various techniques. (Per Departmental Standards Version of FPT 110, approved by Academic Affairs on 02/16/2006.) 3 cr. 3 lec.

FPT 111: Occupational Health and Safety for the Fire Service
This course introduces the basic concepts of occupational health and safety as it relates to emergency service organizations. Topics include risk evaluation and control procedures for fire stations, training sites, emergency vehicles, and emergency situations involving fire, EMS, hazardous materials, and technical rescue. Upon completion of this course, students should be able to establish and manage a safety program in an emergency service organization. Prerequisites: None. (Per Departmental Standards Version of FPT 111, approved by Academic Affairs on 04/30/2009.) 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. (Per Departmental Standards Version of FPT 112, approved by Academic Affairs on 12/18/2008.) 3 cr. 3 lec.

FPT 113: Juvenile Fire Setting
This course is designed to help students develop a framework for and understanding of juvenile fire setting intervention and effective ways to initiate an effective program dealing with this problem. The course will use an interdisciplinary approach including fire investigators and law enforcement speakers. New York State statistical standards of evaluating and implementing theoretical framework for juvenile fire setting will be used. Prerequisite: None. (Per Departmental Standards Version of FPT/CRJ 113, approved by Academic Affairs on 10/14/2010.) 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. (Per Departmental Standards Version of FPT 120, approved by Academic Affairs on 02/16/2006.) 3 cr. 3 lec.

FPT 121: Fire Instructor 1
This course is designed to help students develop a framework for and understanding of juvenile fire setting intervention and effective ways to initiate an effective program dealing with this problem. The course will use an interdisciplinary approach including fire investigators and law enforcement speakers. New York State statistical standards of evaluating and implementing theoretical framework for juvenile fire setting will be used. Prerequisite: None. (Per Departmental Standards Version of FPT/CRJ 113, approved by Academic Affairs on 10/14/2010.) 3 cr. 3 lec.

FPT 122: Critical Incident Management
This course is designed to help students develop a framework for and understanding of juvenile fire setting intervention and effective ways to initiate an effective program dealing with this problem. The course will use an interdisciplinary approach including fire investigators and law enforcement speakers. New York State statistical standards of evaluating and implementing theoretical framework for juvenile fire setting will be used. Prerequisite: None. (Per Departmental Standards Version of FPT/CRJ 113, approved by Academic Affairs on 10/14/2010.) 3 cr. 3 lec.

FPT 137: Fire Investigation 1
This course is an intensive survey of the cause and origin of various types of fires. Accidental, electrical and intentional fires will be studied. The course is designed to give a comprehensive exposure to most of the investigative procedures that are applicable in today's fire scene environment. (Per Departmental Standards Version of FPT/CRJ 137, approved by Academic Affairs on 03/14/2013.) 3 cr. 3 lec.

FPT 138: Fire Investigation 2
This course expands the objectives of Fire Investigation 1 and is intended to provide the student with advanced technical knowledge on rules of law, fire scene analysis, fire behavior, evidence collection and preservation, scene documentation, case preservation and testifying. Prerequisite: FPT 137. (Per Departmental Standards Version of FPT 138, approved by Academic Affairs on 12/18/2008.) 3 cr. 3 lec.

FPT 139: Response to Terrorist Acts
This course is a survey of the responses of the criminal justice system and emergency management systems to terrorist acts. The focus of this course will be critical incident management and response to mass casualties from law enforcement and emergency responder perspectives. Defining and analyzing a terrorist act as a crime scene will also be discussed. Federal, state and local agency capabilities and responsibilities will be compared. Preventive tactics used by law enforcement agencies and the military are emphasized. (Per

Visit www.sunyjefferson.edu for the most current information.
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 I 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. (Per Departmental Standards Version of FPT 205, approved by Academic Affairs on 03/14/2013.) 3 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 Service Instructor 1. Pre/corequisite: ENG 100 or placement into ENG 101. Other eligibility: Students who hold the prerequisite certifications and successfully complete the course will have the opportunity to sit for the IFSAC Accredited Fire Officer Level 1, National Exam. (Per Departmental Standards Version of FPT 206, approved by Academic Affairs on 03/14/2013.) 3 cr. 3 lec.

FPT 208: Issues in Public Safety
This course is designed for in-depth study of selected topics of current concern to criminal justice, corrections, firefighting, paramedic, and other public safety professionals. Topics are selected from current issues and problems confronting public safety organizations. Diverging viewpoints are explored for each topic. (Per Departmental Standards Version of CRJ/FPT 208, approved by Academic Affairs on 02/16/2006.) 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 and HUS 101 (with a C or better) or CRJ 101 or FPT 101. (Per Departmental Standards Version of FPT 210, approved by Curriculum Committee on 09/24/2015.) 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 hours with a fire department, observing and participating in various functions of the agency. Prerequisite: Complete 24 credit hours including FPT 101 and permission of instructor. Other eligibility required by NYS: intern must be at least 18 years of age and a current member of a fire department; Intern must be physically able to perform the duties of a firefighter; Intern must not have any felony convictions. (Per Departmental Standards Version of FPT 211, approved by Academic Affairs on 09/27/2012.) 3 cr. 1 lec. 6 lab.

FRE 111: Elementary Conversational French 1
This course is designed to meet the various conversational needs of the particular group of students enrolled in the class. Thus, the course content may be adapted to meet conversational needs for law enforcement, human services, travel, medicine or business on an elementary level. Emphasis is placed on speaking and comprehension skills, while developing the ability to converse in French in a variety of realistic situations that the student may encounter. This course is neither a prerequisite for nor a natural stepping stone to FRE 121, 122. Native speakers should not take this course. This course is not open to students who have completed more than two years of high school French, or FRE 122 or higher. Prerequisite: None. (Per Departmental Standards Version of FRE 111, approved by Academic Affairs on 03/11/2010.) This course fulfills the following SUNY General Education learning outcome: Foreign Language. 3 cr. 3 lec.

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 not open to students who have completed more than three years of high school French. This course is open to students who have completed FRE 111 or no more than three years of high school French, or FRE 122 or higher. Prerequisite: FRE 111, no more than three years of high school French, or permission of the instructor. At the discretion of the instructor, a placement test may be administered to assess the student’s level of proficiency. (Per Departmental Standards Version of FRE 112, approved by Academic Affairs on 03/11/2010.) This course fulfills the following SUNY General Education learning outcome: Foreign Language. 3 cr. 3 lec.

FRE 121: Elementary French 1
This humanities elective offers an introduction to the French language and French cultures. Students will practice the four basic skills of listening comprehension, speaking, reading and writing with an emphasis on spoken communication. Students will also be encouraged to develop an appreciation for French cultures in this course. The course is designed for students who have no background in French. It is not open to native speakers or to students with more than two years of high school French. This course satisfies a SUNY General Education learning outcome. Some work that students do in this course (tests, papers, projects) may be retained by Jefferson Community College in order to demonstrate to SUNY overall levels of student achievement for General Education. Prerequisite: None. (Approved by AAC 09/25/2008.) This course fulfills the following SUNY General Education learning outcome: Foreign Language. 3 cr. 3 lec.

FRE 122: Elementary French 2
This humanities course is the second half of a 2-semester sequence that constitutes an introduction to French language and 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 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. 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: FRE 121, or its
equivalent, or permission of the instructor. At the discretion of the instructor, a placement test may be administered to assess the student's level of proficiency. (Approved by AAC 09/25/2008.) This course fulfills the following SUNY General Education learning outcome: Foreign Language. 3 cr. 3 lec.

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, 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. (Per Departmental Standards Version of FRE 221, approved by Academic Affairs on 05/10/2012.) This course fulfills the following SUNY General Education learning outcome: Foreign Language. 3 cr. 3 lec.

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, 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. (Per Departmental Standards Version of FRE 222, approved by Academic Affairs on 05/10/2012.) This course fulfills the following SUNY General Education learning outcome: Foreign Language. 3 cr. 3 lec.

GEOGRAPHIC INFORMATION SYSTEMS (GIS)

GIS 150: Introduction to Geographic Information Systems
This is a non-programming course designed to familiarize the student with geographic information systems (GIS). Students will learn to use a GIS for storing, displaying, and analyzing spatially located information. Course topics will include GIS design, data formats, and data representation, and the use of global positioning systems (GPS) for spatially locating data. This course emphasizes the application of GIS as an analytical tool in natural resource management, population characteristics, and marketing. Basic computer experience is required (e.g. operating system usage, word processor usage). (Per Departmental Standards Version of GIS 150/CIS 150, approved by Academic Affairs on 05/02/2003.) 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. Contemporary global forces impacting human-environment relations are included. Also, the course will include an in-depth examination of the interplay between physical and human geography in one non-Western region. Pre/corequisite: ENG 100 or placement into ENG 101. This course fulfills the following SUNY General Education learning outcome: Other World Civilizations. 3 cr. 3 lec.

GEG 260: Topics in Geography
This course is designed to allow focused exploration about topics of interest to students and faculty in the Social Science Department, specifically in Geography. 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 & GEG 101; or permission of instructor. (Per Departmental Standards version for GEG 260, approved by Academic Affairs 2/24/2011.) 1-3 cr. 1-3 lec.

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. (Per Departmental Standards Version of GEO 102 approved by Academic Affairs on 05/10/2000.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 3 cr. 3 lec.

GEO 105: Environmental Geology
Environmental Geology is the study of the interrelationships between Earth processes that shape the natural environment and human activities. This non-lab science course covers basic geologic processes, the nature of geological hazards, mineral, energy, and water resource management, pollution and waste management, and environmental law. Emphasizes the application of geological principles in the discussion and evaluation of specific environmental issues. (Per Departmental Standards Version of GEO 105, approved by Academic Affairs on 05/10/2000.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 3 cr. 3 lec.

GEO 110: Earth Sciences
This introductory course to the Earth sciences explores concepts in scientific investigation in the fields of astronomy, geology, oceanography, and meteorology. Laboratories are designed to provide experience with a scientific approach to observation, astronomical phenomena, geologic materials and principles, oceanography, and weather maps and forecasting. This course is recommended for non-science majors. This course is not open to students who have taken GEO 102. (Per Departmental Standards Version of GEO 110, approved by Academic Affairs on 04/22/2002.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 4 cr. 3 lec. 3 lab.

GEO 115: Geology of New York State
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. (Per Departmental Standards Version of GEO 102 approved by Academic Affairs on 05/10/2000.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 3 cr. 3 lec.

GEO 110: Earth Sciences
This introductory course to the Earth sciences explores concepts in scientific investigation in the fields of astronomy, geology, oceanography, and meteorology. Laboratories are designed to provide experience with a scientific approach to observation, astronomical phenomena, geologic materials and principles, oceanography, and weather maps and forecasting. This course is recommended for non-science majors. This course is not open to students who have taken GEO 102. (Per Departmental Standards Version of GEO 110, approved by Academic Affairs on 04/22/2002.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 4 cr. 3 lec. 3 lab.

GEO 115: Geology of New York State
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. (Per Departmental Standards Version of GEO 102 approved by Academic Affairs on 05/10/2000.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 3 cr. 3 lec.

GEO 131: Physical Geology
This course examines the composition and structure of the Earth and the processes that shape its landscapes. Course and laboratory content includes the examination of mineral, water, and energy resources, surface processes, topographic and geologic maps. Major concepts are reinforced with field examinations. This course satisfies the science requirement for students from
all areas, including math/science, and transfers as a lab science course at all four-year institutions. It is recommended to all nonscience and science students who are interested in gaining scientific insights into environmentally related concerns. Prerequisites: Successful completion of MTH 098 or placement into MTH 125 or higher and ENG 099 or placement into ENG 100 or higher. (Per Departmental Standards Version of GEO 131, approved by Curriculum Committee on 12/08/2016.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 4 cr. 3 lec. 3 lab.

GEO 132: Historical Geology
Historical Geology is the study of the major developments in the history of the Earth from its origin to the present. Topics include Earth's formation and early history, the origin and development of life, extinctions, and global environmental change, including climate change. Labs and regional field trips emphasize the rock and fossil evidence of Earth's changes over time. This course satisfies the science requirement for students from all areas, including math/science, and transfers as a college level lab science course at all four-year institutions. It is recommended to all nonscience and science students interested in natural history or science education. Prerequisites: Successful completion of MTH 125 or MTH 133 or placement into MTH 155 or higher; ENG 100 or placement into ENG 101 and successful completion of one of the following: GEO 102, GEO 105, GEO 110 or GEO 131. (Per Departmental Standards version of GEO 132 approved by Curriculum committee on 12/08/2016.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 4 cr. 3 lec. 3 lab.

GEO 141: Astronomy
This course focuses on an observational and descriptive study of the Earth in our solar system and of the Sun in the universe of stars and galaxies. It includes methods, instruments, problems of astronomy, and field and laboratory experience. Prerequisites: Successful completion of MTH 125 or equivalent. (Departmental Standards Version of GEO 141, approved by Academic Affairs on 11/16/1998.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 4 cr. 3 lec. 3 lab.

GEO 144: Meteorology
This course familiarizes students with the atmosphere and the science of weather. Students will become familiar with the nature of the atmosphere, the physical principles governing the behavior of weather, weather mapping and forecasting, and regional and local weather patterns, including weather patterns that affect the North Country. (Per Departmental Standards Version of GEO 144, approved by Academic Affairs on 10/14/1999.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 4 cr. 3 lec. 3 lab.

GEO 210: Regional Hydrology
This course examines the basic physical and chemical properties of water and emphasizes the surface water and groundwater hydrology of northern New York. Topics include infiltration, Darcy's Law, fluvial systems, lakes and wetlands, water quality, and water resources management. Field trips will be included as part of laboratory investigations. Prerequisite: Successful completion of 1 college level physical science course (CHE, GEO, PHY, or SCI) and an algebra course at either the high school or college level. (Departmental Standards Version of GEO 210 - approved by Academic Affairs on 11/13/1997) 4 cr. 3 lec. 3 lab.

GERMAN (GER)

GER 111: Elementary Conversational German 1
This course is designed to meet the various conversational needs of the particular group of students enrolled in the class. Thus, the course content may be adapted to meet conversational needs for law enforcement, human services, travel, medicine or business on an elementary level. Emphasis is placed on speaking and comprehension skills, while developing the ability to converse in German in a variety of realistic situations that the student may encounter. This course is neither a prerequisite for nor a natural stepping stone to GER 121, 122. Native speakers should not take this course. This course is not open to students who have completed more than two years of high school German, or GER 122 or higher. Prerequisite: None. (Per Departmental Standards Version of GER 111, approved by Academic Affairs on 03/11/2010.) This course fulfills the following SUNY General Education learning outcome: Foreign Language. 3 cr. 3 lec.

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. 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. (Approved by AAC 09/25/2008.) This course fulfills the following SUNY General Education learning outcome: Foreign Language. 3 cr. 3 lec.

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. Some work that students do in this course (tests, papers, projects) may be retained by Jefferson Community College in order to demonstrate to SUNY overall levels of student achievement for General Education. Prerequisite: GER 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. (Approved by AAC 09/25/2008.) This course fulfills the following SUNY General Education learning outcome: Foreign Language. 3 cr. 3 lec.

GER 221: Intermediate German 1
This humanities course is the first half of a 2-semester sequence that continues the development from GER 122 of the four basic skills of listening comprehension, speaking, reading and writing with an emphasis on communication in German. Student participation in this course will be entirely in German. A study of German cultures and customs continues to be developed in this course. New students should have completed at least four years of high school German. This course is open to native speakers. Prerequisite: GER 122, or permission of the instructor. At the discretion of the instructor, a placement test may be administered to assess the student's level of proficiency. (Per Departmental Standards Version for GER 221, approved by AAC on 05/10/2012.) 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, 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. (Per Departmental Standards Version for GER 222, approved by AAC on 05/10/2012.) 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 aid individuals in making appropriate decisions in leading to optimal health. The students will be encouraged to think critically as consumers of health-related information and products in everyday life. (Departmental Standards Version of HEA 101.) 3 cr. 3 lec.

HEA 102: Cardiopulmonary Resuscitation (CPR)
Cardiopulmonary Resuscitation (including, infants, children, adults) is designed to acquaint students with vital lifesaving information and skills in order to perform CPR/AED, rescue breathing, and emergency first aid. (Per Departmental Standards Version of HCM 102, approved by Curriculum Committee on 03/09/2017.) 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. (Per Departmental Standards Version of HEA 110, approved by Academic Affairs on 12/09/2010.) 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. (Per Departmental Standards version of HCM 110 approved by Curriculum Committee on 02/14/2019.) 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. (Per Departmental Standards version of HCM 220 approved by Curriculum Committee on 02/14/2019.) 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 ancient times to the 14th century. (Per Departmental Standards Version of HIS 111, approved by Academic Affairs on 10/28/1999.) This course fulfills the following SUNY General Education learning outcome: Western Civilizations. 3 cr. 3 lec.

HIS 112: History of Western Civilization 2
History 112 is a survey of the major social, economic, political, cultural, and intellectual developments that have shaped Western Civilization from the Renaissance and Reformation through the Nineteenth century. (Per Departmental Standards Version of HIS 112, approved by Academic Affairs on 12/09/1999.) This course fulfills the following SUNY General Education learning outcome: Western Civilizations. 3 cr. 3 lec.

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. (Per Departmental Standards Version of HIS 113, approved by Academic Affairs on 03/15/2000.) 3 cr. 3 lec.

HIS 114: History of New York State
Political, economic, and social development of the state from colonial times to the present; relationship of state history to major issues and events in American life. 3 cr. 3 lec.

HIS 119: Survey of World History
HIS 119 examines significant themes in world history from ancient to modern times through the application of a cross-cultural, comparative approach to understanding social, political, economic, and cultural developments. (Per Departmental Standards Version of HIS 119, approved by Academic Affairs on 11/15/2001.) 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 122: Introduction to African American History
This course introduces students to the people of African descent in America from the experience of capture through modern African America. The social, political, economic and intellectual dynamics that have shaped the African American community and its relationship to wider America will be addressed. (Per Departmental Standards Version of HIS 122, approved by Academic Affairs on 05/13/2002.) 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 through Reconstruction. It is recommended that students take this course only after completing any required noncredit coursework in reading (CLS). Prerequisite: CPT placement into ENG 100 or higher. (Departmental Standards Version of HIS 150 - approved by Academic Affairs on 02/10/2011.) This course fulfills the following SUNY General Education learning outcome: American History. 3 cr. 3 lec.
HIS 151: American History 1877 to Present
This course provides a survey of the major social, economic, political, cultural, and intellectual dynamics that have shaped the American experience since Reconstruction. It is recommended that students take this course only after completing any required noncredit coursework in reading (CLS). Prerequisite: CPT Placement into ENG 100 or higher. (Departmental Standards Version of HIS 151, approved by Academic Affairs on 02/10/2011.) This course fulfills the following SUNY General Education learning outcome: American History. 3 cr. 3 lec.

HIS 210: The American Civil War
This course presents a general survey of the major political, economic, social, and cultural influences as each has impacted the Civil War. It will focus upon the period preceding the Civil War, discuss the significant battles of the Civil War, and conclude with a review of the condition at the time of cessation of hostilities. The course will also analyze the historical effects of the Civil War on the American political process, the military, social programs, and the economic system. Prerequisite: HIS 150. 3 cr. 3 lec.

HIS 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 as the 14th Amendment, Bill of Rights, Commerce Clause, and Articles 1, 2 and 3 will be the main focus of the course. Prerequisite: ENG 100 with C or better or CPT into ENG 101 or corequisite of ENG 101. (Per Departmental Standards approved by Academic Affairs 10/30/2014.) This course fulfills the following SUNY General Education learning outcome: American History. 3 cr. 3 lec.

HIS 215: Recent American History
This course provides an in-depth examination of the major domestic and international events that have shaped the American experience since 1945. Social, political, economic and intellectual dynamics will be addressed, highlighting differing perspectives through a variety of teaching methods and media aids. Prerequisite: HIS 150 or 151. (Departmental Standards Version of HIS 215, approved by Academic Affairs on 11/02/1998.) 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 or equivalent. (Per Departmental Standards Version of HIS 217, approved by Academic Affairs on 04/26/2009.) This course fulfills the following SUNY General Education learning outcome: American History. 3 cr. 3 lec.

HIS 232: Native American History
This course is a survey of the history of the Native peoples of the United States from pre-contact to the present. Emphasis will be placed on Indian-White relations and the continuing development of federal Indian policy and its impact. Attention will also be given to the persistence, change, and adaptation of Native cultures to historical and contemporary social conditions as well as individual and community efforts to maintain sovereignty and cultural identity. Prerequisite: HIS 150 or HIS 151 or permission of instructor. (Departmental Standards Version of HIS 232, approved by Academic Affairs on 10/09/2014.) 3 cr. 3 lec.

HIS 250: Research Methods in Social Sciences
This course examines the philosophy and methodology of science and how they are applied to social questions. Both qualitative and quantitative methods will be discussed. All aspects of the research process, from forming a research question to analyzing and reporting data, will be examined. Students will complete an original research project. Prerequisites: any introductory level social science class and ENG 101, both with a grade of C or better. (Per Departmental Standards Version of HIS 250, approved by Academic Affairs on 02/22/2007.) 3 cr. 3 lec.

HIS 251: Regional History
A survey of the major economic, social, political and cultural forces that have helped shape the historical development of the North Country. 3 cr. 3 lec.

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 or CPT into ENG 101. (Per Departmental Standards for HIS 252 approved by Curriculum Committee on 09/28/2017.) 3 cr. 3 lec.

HIS 254B: Regional History: The Civil War in the North Country
History 254B is the study of the diverse social, economic, geographic, cultural and political influences that contributed to the development of the North Country from 1849-1877, the era of the Civil War. Pre/corequisite: ENG 101. (Per Departmental Standards outline, approved by Academic Affairs Committee on 05/15/2008.) 1 cr. 1 lec.

HIS 255: The American Revolution and the Founding
This course will examine the political, social, intellectual, legal, and economic effects of the American Revolution. Over the course of the semester, students will investigate the complex origins of the Revolution including the various influences and policies as well as the internal and external conflicts that affected Americans' progress and thinking. Students will study the U.S.'s growing empire by investigating its earliest wars against Native Americans and its expansion into the West, the debates over the Constitution, America's fledgling diplomatic and international development, and the Revolution's legacy at home and abroad. Pre/corequisites: ENG 100 or College Placement Testing ENG 101. (Per Departmental Standards for HIS 255 approved by Curriculum Committee on 09/28/2017.) 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 Liberal Arts Division Office at the time of registration. Prerequisites: ENG 101 and HIS 150 or HIS 151; or permission of instructor. (Per Departmental Standards version HIS 260, approved by Academic Affairs 02/24/2011.) 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
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 homeland security from terrorism, weapons of mass destruction, and other related risks. It examines the strategies and systems involved in preventing attack 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. (Per Departmental Standards for HLS 108, approved by Curriculum Committee 09/21/2018.) 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. (Per Departmental Standards for HLS 109, approved by Curriculum Committee 09/21/2018.) 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 one becomes 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. (Per Departmental Standards for HLS 111, approved by Curriculum Committee 09/21/2018.) 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. (Per Departmental Standards version of HLS 114 approved by curriculum committee 09/21/2018.) 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. (Per Departmental Standards version of HLS 117 approved by Curriculum Committee 09/21/2018.) 3 cr. 3 lec.

HLS 217: Mind of a Terrorist 2
This course looks at the challenging problem of terrorism from a psychological and social psychological perspective both in terms of how terrorism can be explained at the individual and group level and how psychological factors can interact with other factors to impact when terrorism starts and how terrorist campaigns might end. Prerequisite: HLS 111. (Per Departmental Standards version of HLS 217 approved by curriculum committee 09/21/2018.) 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. (Per Departmental Standards version of HLS 218 approved by Curriculum Committee 09/21/2018.) 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. (Per Departmental Standards version of HLS 219 approved by Curriculum Committee 09/21/2018.) 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. Further, this course will examine measures taken by the private and corporate sectors to meet its evolving obligations to Homeland Security. Prerequisite: HLS 108. (Per Departmental Standards version HLS 220 approved by Curriculum Committee 09/21/2018.) 3 cr. 3 lec.

HOS 101: Introduction to Hospitality and Tourism
This course provides a basic understanding of the lodging, foodservice, travel and tourism industry by tracing industry growth and development, reviewing the organization of business operations, and by focusing on industry opportunities and future trends. Prerequisites: None. (Per Departmental Standards Version of HOS 101, approved by Academic Affairs on 09/26/2013.) 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. (Per Departmental Standards version of HOS 111 approved 12/10/2015.) 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 120: Introduction to Agritourism
This course is designed to familiarize students with principles and the relationship between tourism and agricultural activities. Students will explore what is involved in running an agritourism business and analyze the latest trends in rural and agricultural tourism development. Topics include ideas for the farm/land, business planning, risk management, marketing, program development, and how to create additional revenue for the host venue by providing enjoyment and education to visitors for profit. 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. (Per Departmental Standards Version of HOS 153, approved by Academic Affairs on 10/27/2011. Per Academic VP one time offering approved 07/14/2011.) 1 cr. 1 lec.

HOS 154: Viticulture
This course provides instruction in grape growing, with an emphasis on the successful grape varieties, climate and soil conditions in Northern New York. Topics include vineyard site selection, soil testing, cold hardy grape varieties, planting and pruning strategies, pest management, among others. The business management aspects of viticulture also will be explored including production for off-site wine producers, pricing and compliance with applicable government regulations. Prerequisite: None. (Per Departmental Standards Version of HOS 154 by Curriculum Committee on 03/08/2018.) 2 cr. 2 lec.

HOS 155: Enology
This course explores the art and science of wine making. Topics include each aspect of wine making from grape selection and harvesting through pressing, aging, temperature stabilization, and bottling. The health, environmental and regulatory issues related to production of wine will be included. Prerequisite: None. (Per Departmental Standards Version of HOS 155, approved by Curriculum Committee on 03/08/2018.) 3 cr. 3 lec.

HOS 157: Professional Development and Skills Seminar
This weekly business seminar is designed to provide students with the skills necessary to succeed in obtaining employment. This course focuses on preparing for the job search process, writing a resume, interviewing techniques, and developing the interpersonal relationship skills necessary for a positive job attitude. Students will also have the opportunity to learn about the best ways to change careers or gain work experience and to practice meeting with business people in various business career fields. This seminar is a required prerequisite to a business internship experience. Prerequisite: None. (Per Departmental Standards Version of HOS 157, approved by Curriculum Committee on 12/10/2015.) 1 cr. 1 lec.

HOS 201: Winery Marketing and Management
This course provides an overview of vineyard and winery management and marketing. Topics include business planning, financial and human resource management, marketing and public relations. Business practices related to marketing a winery including brand name selection and registration, label design, promotion of facilities for event use, online marketing, wholesale and retail sales, wine tasting protocol, and auxiliary food service activities will be explored. Prerequisite: None. (Per Departmental Standards Version of HOS 201, approved by Academic Affairs on 11/17/2011.) 3 cr. 3 lec.

HOS 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. (Per Departmental Standards Version of HOS 212, approved by Academic Affairs on 05/13/2010.) .5 lec. 4.5 lab.

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. Prerequisites: None. (Per Departmental Standards Version of HOS 251, approved by Academic Affairs on 09/26/2013.) 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 and CUL 130 both with a C or better. (Per Departmental Standards Version of HOS 275, approved by Curriculum Committee on 05/12/2016.) 2 cr. .5 lec. 4.5 lab.

HOS 276: Hospitality/Winery Marketing and Operations Internship
This course will provide students the opportunity to practice the skills learned from their coursework in a curriculum related work setting. Credit for the internship will be earned by satisfactorily completing 90 hours of approved placement in a curriculum related position in a business or organization and by attending a weekly class and completing class assignments. This course is designed for career curricula students. Prerequisites: Successful completion of at least 24 credit hours in the curriculum and successful completion of CUL 130 or permission of instructor. (Per Departmental Standards Version of HOS 276, approved by Curriculum Committee 9/24/2015.) 3 cr. 1 lec./6 lab.
HOTEL & 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. Prerequisites: None. (Per Departmental Standards Version of HRM 110, approved by Academic Affairs on 09/26/2013.) 3 cr. 3 lec.

HRM 150: Introduction to 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. Prerequisites: 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. Prerequisites: None. Equivalent to BUS 154. Minimum age of 18. (Per Departmental Standards Version for HRM 152, approved by Academic Affairs on 09/26/2013.) 3 cr. 3 lec.

HRM 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. (Per Departmental Standards Version of HRM 153, approved by Academic Affairs on 10/27/2011.) 1 cr. 1 lec.

HRM 160 Hospitality Law
This course provides students with a basic understanding of the legal rights, obligations, and responsibilities associated with managing hotel and restaurant operations. Through case study analysis and discussion, students will be introduced to legal jargon, effective management technique, ethical responsibilities, and effective policies and procedures used to provide a safe and secure environment for guests and staff. (Per Departmental Standards Version of HRM 160, approved by Academic Affairs on 03/11/2004.) 3 cr. 3 lec.

HRM 201: Winery Marketing and Management
This course provides an overview of vineyard and winery management and marketing. Topics include business planning, financial and human resource management, marketing and public relations. Business practices related to marketing a winery including brand name selection and registration, label design, promotion of facilities for event use, online marketing, wholesale and retail sales, wine tasting protocol, and auxiliary food service activities will be explored. Prerequisite: None. (Per Departmental Standards Version of HRM 201, approved by Academic Affairs on 11/17/2011.) 3 cr. 3 lec.

HRM 210: 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. (Per Departmental Standards Version of HRM 210, approved by Academic Affairs on 05/13/2010.) .5 lec. 4.5 lab.

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. (Per Departmental Standards Version of HRM 274, approved by Academic Affairs on 09/26/2013.) 3 cr. 3 lec.

HRM 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. (Per Departmental Standards version of HRM 275, approved by Academic Affairs on 05/13/2010.) 2 cr. .5 lec. 4.5 lab.

HRM 276: Hotel Restaurant Management Internship
This course will provide students the opportunity to practice the skills learned from their coursework in a curriculum related work setting. Credit for the internship will be earned by satisfactorily completing 90 hours of approved placement in a curriculum related position in a business or organization and by attending a weekly class and completing class assignments. This course is designed for career curricula students. Prerequisites: Successful completion of at least 24 credit hours in the curriculum. (Per Departmental Standards Version of HRM 276, approved by Academic Affairs on 05/13/2010.) 3 cr. 1 lec./6 lab.

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 in order to discuss their work and answer students’ questions. This course may include a service learning component. Prerequisites: None. (Per Departmental Standards Version of HUS 100, approved by Academic Affairs on 03/08/2012.) 3 cr. 3 lec.

HUS 101: Introduction to Human Services
This course is an introduction to the field of human services. This course will focus on the history, scope and current status of the helping professions. The students will explore the impact of personal/cultural values, technical
HUS 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 Also recommended HUS 101, ECD 101 or ENG 101. (Per Departmental Standards Version of HUS 102, approved by Academic Affairs on 03/08/2012.) 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. (Per Departmental Standards version HUS 103, approved by Curriculum Committee 09/24/2015.) 3 cr. 3 lec.

HUS 104: Introduction to Mental Retardation & Developmental Disabilities
This course explores the nature of mental retardation (MR) and developmental disabilities (DD) in terms of analyzing the various definitions of mental retardation and developmental disabilities. The historical treatment of individuals with these conditions will be explored, along with an examination of current and past classification schemes. Studies of the major syndromes, genetics, and social causes of mental retardation and developmental disabilities will be explored. Current treatment options will be covered in depth. The course will utilize the life span approach. (Departmental Standards Version of HUS 104, approved by Academic Affairs on 03/12/1998.) 3 cr. 3 lec.

HUS 106: Introduction to Substance Abuse
An introductory course, this class will explore the dynamics of the use, abuse and addiction of the major drugs of abuse (both legal and illegal) in our society today. The history of drug use will illustrate the evolution of societal issues today concerning drug use including the war on drugs, legalization, mandated testing, prevention/treatment, and initiatives, and other relevant topics. 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 with a grade C or better. (Per Departmental Standards Version for HUS 107, approved by Curriculum Committee 09/24/2015.) 3 cr. 3 lec.

HUS 108: Management of Residential Services for the Mentally Retarded/Developmentally Disabled Population
This course will provide an introduction into the management of residential services for the mentally retarded/developmentally disabled, with an overview of historical perspectives into the development of residential services, definitions of varied types of programs offered and funding sources. Analysis of management information systems, supervisory skills, regulations, policy development, mental hygiene law and financial controls will be studied. Current trends and views in the field will be explored as well as the future of residential systems with the advent of managed care. (Departmental Standards Version of HUS 108, approved by Academic Affairs on 03/12/1998.) 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, prevention/treatment, and initiatives, and other relevant topics. Prerequisites: None. Equivalent to CRJ 126. (Per Departmental Standards Version of CRJ 126, approved by Curriculum Committee 09/24/2015.) 3 cr. 3 lec.

HUS 175: Response to Victims of Crimes
This course introduces the student to the scientific study of the victim, the criminal justice system’s response to victims, human service interventions, and society’s reactions to victims. Victimization, victimization rates, victimization prevention, and victims’ rights will be discussed. Methods of dealing with victims and families of victims by police, the criminal justice system and human service agencies will also be discussed. Prerequisite: CRJ 101, SOC 144, HUS 101 or PSY 133. (Per Departmental Standards Version of HUS 175, approved by Academic Affairs on 02/09/2012.) 3 cr. 3 lec.

HUS 201: Introduction to Helping Skills
In this course, students will be introduced to fundamental skills, techniques and strategies used in the helping professions. Students will develop and practice the skills needed to assist clients seeking help with personal problems. Methods for evaluating client success and helper effectiveness will be explored. Classic counseling theories will be presented. This course discusses cultural competency and the skills needed to understand, communicate with and effectively interact with people across diverse cultures. Prerequisite: HUS 101; HUS 102 or HUS 107 with a grade of C or better; concurrent registration in HUS 240. (Per Departmental Standards Version of HUS 201, approved by Curriculum Committee 09/24/2015.) 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 with a grade of C or better. (Per Departmental Standards Version of HUS 202, approved by Curriculum Committee on 09/24/2015.) 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 201 with a grade of C or better. (Per Departmental Standards Version for HUS 203, approved by Curriculum Committee on 09/24/2015.) 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 with a C or higher and PSY 133. (Per Departmental Standards for HUS 204 approved by Curriculum Committee 03/09/2017.) 3 cr. 3 lec.

**HUS 210: Professional Codes of Conduct**

This course is designed to help students develop a framework for ethical behavior and to become more effective in addressing ethical issues in the field of Human Service, Chemical Dependency and Criminal Justice Programs. This course will use the standards of National Association of Social Workers, American Counseling Association, American Association of Marriage and Family Therapists, National Association of Human Service Education, CASAC Cannon of Ethics and American Psychological Association to build a theoretical framework for approaching ethical dilemmas in a systematic manner. This course discusses cultural competency and the skills needed to understand, communicate with and effectively interact with people across diverse cultures. Prerequisite: ENG 100 and HUS 101 (with a C or better) or CRJ 101 or FPT 101. (Per Departmental Standards Version of HUS 210, approved by Curriculum Committee on 09/24/2015.) 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: ENG 100 and HUS 101 (with a C or better) or CRJ 101 or FPT 101. (Per Departmental Standards Version of HUS 214, approved by Curriculum Committee 09/24/2015.) 1 cr. 1 lec.

**HUS 215: Social Gerontology**

This course is designed to provide students and working professionals an opportunity to advance their knowledge and skills for work with older adults. Students will learn about the interaction of the physical, social, psychological and cultural aspects of aging. Special consideration will be given to theories related to aging and their application to human service practice. Focused attention will be given to ethics, empowerment of the aged, cultural competence and diversity; and the service needs of this population. Prerequisite: HUS 101 or permission of instructor. (Per Departmental Standards Version of HUS 215, approved by Academic Affairs on 10/11/2012.) 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 with a C or better. (Per Departmental Standards Version of HUS 226, approved by Curriculum Committee on 09/24/2015.) 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 (with a C or better) or CRJ 101 and Pre/corequisite ENG 100. (Per Departmental Standards version of HUS 235 approved by Curriculum Committee on 09/24/2015.) 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 hour weekly seminar class conducted by a human service faculty member to integrate course content and to address practicum progress and problems. Prerequisites: HUS 101 with a C or better and HUS 102 or HUS 107 with a C or better. Corequisite: HUS 201 and overall GPA of 2.0 or permission of instructor. (Per Departmental Standards Version of HUS 240, approved by Curriculum Committee on 09/28/2017.) 3 cr. 1 lec. 6 lab.

**HUS 241: Insights and Interventions-Expressive Therapy**

This course will explore various theories and applied strategies for therapeutic play and art therapy. Students will have the opportunity to experience selected techniques for working with children, youth, and adults. Additional topics will include other expressive therapies, professional associations, and personal use. This course assumes some previous background in psychological theory and the helping professions. (Per Departmental Standards Version of HUS 241, approved by Academic Affairs on 05/09/2001.) 1 cr. 1 lec.

**HUS 243: Insights and Interventions-Family Systems**

This course will introduce family systems theory. The historical framework, central concepts in family systems theory, and the implications of systems thinking for case management will be covered. The basic assumptions, language and application of family systems theory will be explored. This course assumes some previous background in psychological theory and the helping professions. (Per Departmental Standards Version of HUS 243, approved by Academic Affairs 11/29/2001.) 1 cr. 1 lec.

**HUS 244: Insights and Interventions- Child Abuse**

This course will provide students with the information concerning the responsibilities and procedures for identifying and reporting child abuse and maltreatment. Successful completion of this course will meet the New York State requirement for mandated reporters of child abuse and neglect. Attendance at all classes is mandatory in order to receive the New York State certificate for mandated reporter. This course will also introduce students to the historical perspective, family dynamics, and legal and social interventions of child abuse, maltreatment and neglect. This course assumes some previous background in psychological theory and the helping professions. (Per Departmental Standards Version of HUS 244, approved by Academic Affairs on 11/29/2001.) 1 cr. 1 lec.

**HUS 280: Human Services Field Practicum 2**

This course is a continuation of HUS 240 and is designed to provide human services students with hands-on work experience in a human service agency and the opportunity to expand and refine their skills in the human services delivery system. Each enrolled student will spend a minimum of ninety hours.

Visit www.sunyjefferson.edu for the most current information.
(approximately six to eight hours per week for a semester) working in a human services agency, observing and participating in the work of the agency. This course offers the students the continued opportunity to integrate classroom learning with an on-the-job human services field experience. Students also participate in a one hour weekly seminar class conducted by a human services faculty member to facilitate the integration of course content and to address practical progress and problems. Prerequisite: HUS 101, HUS 102, HUS 201 and HUS 240. HUS 101 and HUS 240 must be completed with grade C or better. (Per Departmental Standards outline, approved Academic Affairs Committee 03/08/2012.) 3 cr. 1 lec. 6 lab.

HUS 290: Human Services Degree Program Capstone
This course is the capstone to the human services degree. It is designed to provide human services students with a capstone experience in a community with the opportunity to expand and refine their soft skills and integrate previous learning in the human services degree program. Each enrolled student will complete a community assessment which will include but will not be limited to determining the strengths of the chosen community; the challenges of the community; government structure of the community; the power structures within the community; the economic health of the community; and the well-being of the vulnerable populations in the community. Their assessment will be accomplished by research, interviews, and observations in the community. This course offers the students the continued opportunity to integrate classroom learning with hands-on experience. Students also participate in a one hour weekly seminar class conducted by a human services faculty member to facilitate the integration of course content and to address capstone progress and problems. Prerequisite: Completion of HUS 201 and 240 all with grade C or better and completion of POL 122. (Per Departmental Standards Version of HUS 290, approved by Academic Affairs on 03/13/2014.) 3 cr. 1 lec. 6 lab.

INTERDISCIPLINARY STUDIES (INT)

INT 101: MAPS My Academic Path to Success
Designed to acclimate and orient students to higher education, this course will develop students’ understanding of the academic and personal demands of college life, and the attitudes, behaviors, and skills that successful student’s exhibit. The course revolves around the creation of a Success Plan Portfolio that includes career, transfer, time management, financial, and personal components. A heavy focus will also be placed on the everyday use of JCC technology and integrated programs. Prerequisite: None. (Per Departmental Standards version of INT 101 approved by Curriculum Committee on 09/26/2019.) 1 cr. 1 lec.

INT 102: Career Exploration
INT 102 is a one-credit hour semester course designed for undecided students to focus on their career choices, and decided students to confirm their choice. Students will explore their skills, interests, values, personality, and learning styles through self-assessment instruments and use various resources for career information. Information about goal setting and decision-making skills will help students integrate self awareness with career information and available opportunities in their career field to create a career plan. (Per Departmental Standards Version of INT 102, approved by Academic Affairs on 04/22/2002.) 1 cr. 1 lec.

INT 104: Introduction to College
INT 104 Introduction to College is a thematically constructed seminar. Through critical analysis of a theme and assignments related to the theme, students will develop application skills that will enable them to perform more effectively as student-citizens in their academic careers. Study and learning techniques, test-taking and cooperative learning strategies, critical thinking, decision-making, and basic educational technology proficiency are the specific application skills to be taught and assessed. The course promotes personal growth, encourages self-efficacy, and teaches students to use a variety of available resources so that they will be able to obtain and use information effectively as they pursue academic goals. Prerequisite: None. (Per Departmental Standards Version of INT 104, approved by Curriculum Committee on 09/14/2017.) 3 cr. 3 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 112: Succeeding in the Professions
Succeeding in the Professions is a one-credit course specifically intended to provide students in nontraditional career programs with the professional reinforcement and peer support that will enable them to become more confident and successful members of their professions. Succeeding in the Professions will expose students to a wide variety of career and professional activities, such as how to build networking skills, how to handle critical workplace issues, and how to develop effective interviewing skills. Specific topics will vary. Students must be simultaneously enrolled in a Cluster of a designated academic link and the one-credit Succeeding in the Professions. Prerequisite: Concurrent enrollment in designated academic link. (Per Departmental Standards Version of INT 112, approved by Academic Affairs on 11/21/2002.) 1 cr. 1 lec.

INT 112A: Business Women-Business Wise
Succeeding in the Professions is a one-credit course specifically intended to provide students in nontraditional career programs with the professional reinforcement and peer support that will enable them to become more confident and successful members of their professions. Succeeding in the Professions will expose students to a wide variety of career and professional activities, such as how to build networking skills, how to handle critical workplace issues, and how to develop effective interviewing skills. Specific topics will vary. Students must be concurrently enrolled in a Cluster of a designated academic link and the one-credit Succeeding in the Professions. Prerequisite: Concurrent enrollment in designated academic link. (Per Departmental Standards Version of INT 112A, approved by Academic Affairs on 11/21/2002.) 1 cr. 1 lec.

INT 112B: Connect, Support, Succeed- Men in Nursing
Succeeding in the Professions is a one-credit course specifically intended to provide students in nontraditional career programs with the professional reinforcement and peer support that will enable them to become more confident and successful members of their professions. Succeeding in the Professions will expose students to a wide variety of career and professional activities, such as how to build networking skills, how to handle critical workplace issues, and how to develop effective interviewing skills. Specific topics will vary. Students must be concurrently enrolled in a Cluster of a designated academic link and the one-credit Succeeding in the Professions. Prerequisite: Concurrent enrollment in designated academic link. (Per Departmental Standards Version of INT 112B, approved by Academic Affairs on 11/21/2002.) 1 cr. 1 lec.

INT 250: Honors Seminar
This course is required as the culminating experience for students enrolled in the Honors Program option of their curricula. The course will examine a selected issue, concept, or time period from the perspectives of several disciplines. Each topic will reflect some aspect of the human condition and address the expression of that human condition through the arts and sciences. The topic will vary from semester to semester. This course will fill a Humanities elective, or a Social Sciences elective, and therefore a Liberal Arts elective,
**ITALIAN (ITA)**

**ITALIAN 111: Elementary Conversational Italian 1**
This course is designed to meet the various conversational needs of the particular group of students enrolled in the class. Thus, the course content may be adapted to meet conversational needs for law enforcement, human services, travel, medicine or business on an elementary level. Emphasis is placed on speaking and comprehension skills, while developing the ability to converse in Italian in a variety of realistic situations that the student may encounter. No prerequisite is necessary. Native speakers should not take this course. This course is not open to students who have completed more than two years of high school Italian. Prerequisite: None. (Per Departmental Standards Version of ITA 111, approved by Academic Affairs on 10/14/2010.) This course fulfills the following SUNY General Education learning outcome: Foreign Language. 3 cr. 3 lec.

**ITALIAN 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, 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. (Per Departmental Standards for ITA 112, approved by AAC on 10/14/2010.) This course fulfills the following SUNY General Education learning outcome: Foreign Language. 3 cr. 3 lec.

**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 media, 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. (Per Departmental Guidelines for JOU 101 approved by Curriculum Committee 02/25/2016.) 2 cr. 2 lec.

**LATIN (LAT)**

**LAT 121: Elementary Latin 1**
This humanities elective offers an introduction to the Latin language and ancient Roman culture. This course will emphasize Latin grammar and syntax, Latin vocabulary and the English words derived from them, common Latin phrases used in English, and Roman history and culture, including some mythology. Emphasis will be placed on the translation and reading of Latin. A small emphasis will be placed on conversational Latin. Prerequisites: None. (Per Departmental Standards Version of LAT 121, approved by Academic Affairs on 05/14/2009.) This course fulfills the following SUNY General Education learning outcome: Foreign Language. 3 cr. 3 lec.

**MATHEMATICS (MTH)**

**MTH 080: Basic Arithmetic Skills**
This course provides a concentrated review of basic arithmetic skills. It is intended for students whose mathematical skills have been identified as insufficient to be successful in a basic algebra course. Topics include operations with whole numbers, fractions, and decimals; ratios and proportions, percentages, English measurements, area, and perimeter. Contextual problems will be stressed. (Per Departmental Standards Version of MTH 080, approved by Academic Affairs on 11/02/2006.) 0 cr. 3 lec.

**MTH 090: Fundamentals of Mathematics**
This course is a required, competency based course for students whose mathematical skills have been identified as pre-college. Topics include operations with whole numbers, integers, fractions and decimals; ratios and proportions, percentages, measurement, geometry and algebraic expressions and basic linear equations. Contextual problems will be integrated. (Per Departmental Standards MTH 090 approved by Curriculum committee on 03/09/2017.) 0 cr. (4 cr. imputed) 4 lec.

**MTH 090A: Fundamentals of Mathematics A**
This course is a required, competency-based course for students whose mathematical skills have been identified as pre-college level. Topics include operations with whole numbers, fractions, mixed numbers, and decimals. Contextual problems will be integrated. Prerequisite: None. (Per Departmental Standards version of MTH 090A, approved by Curriculum Committee 02/25/2016.) 2 cr. 2 lec.

**MTH 090B: Fundamentals of Mathematics B**
This course is a required, competency-based course for students whose mathematical skills have been identified as pre-college. Topics include ratios, rates, and percents; U.S. and metric measurement; geometry; statistics; operations with signed numbers; and algebraic expressions and basic linear equations. Contextual problems will be integrated. Prerequisite: MTH 090A or placement by department chair. (Per Departmental Standards version of MTH 090B, approved by Academic Affairs 01/29/2015.) 2 cr. 2 lec.

**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 or Math placement into MTH 094. Corequisite: MTH 144. 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. Corequisite: MTH 125 Intermediate Algebra. 0 cr. 3 lec.

**MTH 096: Beginning Algebra A**
MTH 096 is designed for students who desire to transition from MTH 090 (Fundamentals of Mathematics) to MTH 125 (Intermediate Algebra) in one semester. This course, offered during the final one-third of the semester, will bridge student knowledge from MTH 090 to either MTH 097 (Beginning Algebra B) or MTH 125. Concepts discussed include a brief review of real
numbers and an introduction to basic algebraic techniques. Topics include operations with real numbers, solution of equations, ratio and proportion, graphing, operations with polynomials, factoring, and contextual problems. Co-requisite: Current enrollment in and successful completion of MTH 090. (Per Departmental Standards Version of MTH 096, approved by Academic Affairs on 10/14/2004.) 0 cr. 2 lec.

MTH 097: Beginning Algebra B
MTH 097 is designed for students with little or no algebraic background who desire to complete Beginning and Intermediate Algebra in one semester. This course, offered in the first part of the semester, will focus on the algebraic skills necessary to be successful in MTH 125 (Intermediate Algebra). Topics include a review of basic operations with real numbers, solution of linear equations and inequalities, ratio and proportion, graphing, and contextual problems. Prerequisite: Placement at MTH 095/096 level or successful completion of MTH 090 or MTH 096. Corequisite: MTH 125. (Per Departmental Standards Version of MTH 097, approved by Academic Affairs on 03/25/2010.) 0 cr. 2 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. Prerequisite: None. 0 cr. 4 lec.

MTH 105: Algebra Plus
This course is designed to reinforce objectives taught in MTH 095. Topics include a review of basic operations with real numbers, solution of equations, factoring, ratio and proportion, graphing, and contextual problems. Academic study skills and strategies are infused throughout the activities in this course. Prerequisite: Concurrent enrollment in MTH 095 (Basic Algebra) or permission of department chair. 1 cr. 1 lec.

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

MTH 118: Conquering Technology in Math Education
This course is designed to reinforce objectives taught in MTH 148 & MTH 149 (Mathematical Reasoning for Elementary Teachers I & II) through the use of current technology and web based applications. 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. Concurrent enrollment in MTH 148 or MTH 149 or permission of the department chair. 1 cr. 1 lec.

MTH 124: Reasoning with Data
This course provides a foundation for quantitative, logical, and statistical reasoning. Topics are chosen from areas such as functions, graphs, problem solving, logic, algebra, geometry, scientific notation, logarithms, probability, and statistics. Applications of mathematics are stressed using current technology. This class is intended for students who are not majoring in mathematics or science and who may plan on taking MTH 144. This course does not meet the prerequisite for MTH 155. Prerequisite: One year of high school algebra, MTH 095, MTH 096 or MTH 097 and English placement (by CPT) into ENG 100 or higher, or passed ENG 099. Not open, without permission of the department chair, to students who have passed MTH 144 or above. (Per Departmental Standards Version of MTH 124, approved by Academic Affairs on 03/20/2009.) 3 cr. 3 lec.

MTH 125: Intermediate Algebra
This course is designed to provide students with the skills in algebra that are necessary to continue on with algebra-based coursework. Topics include algebraic and graphic solutions of linear, 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 or successful completion of MTH 095 or higher or Math placement into MTH 125. 3 cr. 3 lec.

MTH 129: Survey of Math
This course provides a broad overview of and appreciation for the diversity, origins, and applications of mathematics. Topics are chosen from the areas of logic, number systems, algebra, geometry, scientific notation, logarithms, probability, statistics, and areas of modern mathematics. Mathematical applications are stressed. Prerequisites: None. This class is intended for students with less than two years of high school algebra (Course II) who are not majoring in mathematics or science. 3 cr. 3 lec.

MTH 133: Technical Math 1
This course is designed to provide students with skills in algebra and trigonometry with technical applications. It is intended for students in technical fields who wish to broaden their mathematical skills. Topics include operations with numbers, solving linear equations, systems of equations and determinants, ratio, proportion, measurement, elementary geometric figures and formulas, right triangle trigonometry, trigonometry at any angle, graphs of the trigonometric functions, exponential and logarithmic functions. Scientific and technical applications of mathematics will be stressed. Students will be expected to demonstrate competency with graphing calculator. Prerequisite: Completion of MTH 098 or higher or math placement into MTH 133 or permission of the department chair. This course fulfills the following SUNY General Education learning outcome: Mathematics. 3 cr. 3 lec.

MTH 144: Elementary Statistics
This course provides a basic introduction to statistics and its applications to mathematics, science, social science, and business. Emphasis is placed on calculating, interpreting, reading and reporting through writing, descriptive statistics. Topics include: The design of a statistical study, observational studies, experiments, graphs, tables, statistical notation, measures of central tendency, variability, probability, the normal distribution, correlation and regression. Students will be expected to read, summarize and interpret current newspaper and journal articles and/or conduct a survey and report the results. Students will also be expected to demonstrate competency with current technology. Prerequisite: Math placement into MTH 144 or successful completion of MTH 098 or higher and Pre/corequisite: ENG 100 or English placement into ENG 101 or concurrent enrollment in MTH 094. Not open, without permission of the department chair, to students with a C or better in MTH 155 or higher. This course fulfills the following SUNY General Education learning outcome: Mathematics. 3 cr. 3 lec.

MTH 148: Mathematical Reasoning for Elementary Teachers 1
This course is the first of a two-semester sequence designed for the prospective New York State teaching bands Birth-2, 1-6, 5-8, and Birth-6. Students who plan to transfer to a four-year institution in Early Childhood, Childhood, or Middle Childhood Education should take this course. Students will develop an understanding of the mathematical curriculum recommended by the National Council of Teachers of Mathematics’ (NCTM) Standards. Topics include: problem solving, sets, whole numbers, integers, numeration systems, rational numbers, real numbers, proportional reasoning and number theory. A hands-on problem solving approach will be emphasized throughout this course. Prerequisite: Completion of MTH 125 with a C or better or placement into MTH 148. This course fulfills the following SUNY General Education learning outcome: Mathematics. 4 cr. 4 lec.
MTH 149: Mathematical Reasoning for Elementary Teachers 2
This course is the second of a two-semester sequence designed for the prospective New York State teaching bands Birth-2, 1-6, 5-8, and Birth-6. Students who plan to transfer to a four-year institution in Early Childhood, Childhood, or Middle Childhood Education should take this course. Students will develop an understanding of the mathematical curriculum recommended by the National Council of Teachers of Mathematics’ (NCTM) Standards. Topics include: statistics, probability, geometry, constructions, congruence, similarity, measurement, and motion geometry. A hands-on problem solving technology-based approach will be emphasized throughout this course. Prerequisite: Successful completion of MTH 148 with a C or better or permission of the instructor. This course fulfills the following SUNY General Education learning outcome: Mathematics. 4 cr. 4 lec.

MTH 150: Liberal Arts Mathematics
The course is designed to inspire students to be actively engaged in mathematical thought. Students will participate in problem solving through a variety of topical areas including: art, film, games, history, music, nature, and technology. Prerequisite: Math placement into MTH 150 or successful completion of MTH 098 or higher. Pre/corequisite: ENG 100 or English placement into ENG 101. This course fulfills the following SUNY General Education learning outcome: Mathematics. 3 cr. 3 lec.

MTH 153: Technical Math 2
This course is the second course in a two-semester sequence in algebra and trigonometry with technical applications. It is intended for students in technical fields who wish to broaden their mathematical skills. Topics include trigonometric functions of any angle, oblique triangles, graphs of trigonometric functions, exponents and radicals, exponential and logarithmic functions, complex numbers, inequalities, and an introduction to statistics. Scientific and technical applications of mathematics will be stressed. Students will be expected to demonstrate competency with current technology as it applies to technical mathematics. Prerequisite: MTH 125 or MTH 133. (Per Departmental Standards Version of MTH 153, approved by Academic Affairs on 01/30/2002.) 4 cr. 4 lec.

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 or placement into MTH 154. This course fulfills the following SUNY General Education learning outcome: Mathematics. 3 cr. 3 lec.

MTH 155: Algebra, Functions and Modeling
A curve fitting approach is employed to focus on modeling real data. Authentic applications will be used to deepen the student’s understanding of algebraic models as powerful mathematical tools that are used everyday. This course does not fulfill the prerequisite for MTH 185. Prerequisite: MTH 125 or MTH 133 or placement into MTH 155. This course fulfills the following SUNY General Education learning outcome: Mathematics. 3 cr. 3 lec.

MTH 165: College Algebra and Trigonometry
This course is designed to prepare students for success in the study of Precalculus. Topics include graphing, functions, exponential, logarithmic, polynomial and rational equations, absolute value, transformations, complex numbers, systems of linear equations, matrices, right triangles and functional trigonometry. Prerequisites: placement in MTH 165 or a grade of C or better in either MTH 125 or MTH 133. This course fulfills the following SUNY General Education learning outcome: Mathematics. 4 cr. 4 lec.

MTH 166: College Trigonometry
This course provides an introductory study of trigonometric principles and their applications. Topics include a review of algebraic functions and their graphs, an overview of angles and their measure, unit circle and right triangle definitions of trigonometric functions, properties of trigonometric functions and their graphs and inverses, circular motion, solution of triangles, trigonometric equations, identities and formulas, Law of Sines, Law of Cosines and computation of triangle area using trigonometry. Contextual applications will be stressed. Students will be required to demonstrate competency using graphical calculator/computer technology. Prerequisite: Two years of High School Mathematics (Course II) or MTH 155 (College Algebra). This course fulfills the following SUNY General Education learning outcome: Mathematics. 3 cr. 3 lec.

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, MTH 144 or 154 with a C or better or MTH 155 or higher. This course fulfills the following SUNY General Education learning outcome: Mathematics. 3 cr. 3 lec.

MTH 174: 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 or permission of the instructor. This course fulfills the following SUNY General Education learning outcome: Mathematics. 3 cr. 3 lec.

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 with a grade of C or better or math placement in MTH 185. This course fulfills the following SUNY General Education learning outcome: Mathematics. 4 cr. 4 lec.

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 with a C or better, placement in MTH 221 or permission of the mathematics department chair. This course fulfills the following SUNY General Education learning outcome: Mathematics. 4 cr. 4 lec.
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 with a grade of C or better. This course fulfills the following SUNY General Education learning outcome: Mathematics. 4 cr. 4 lec.

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 with a grade of C or better. This course fulfills the following SUNY General Education learning outcome: Mathematics. 3 cr. 3 lec.

MTH 241: Calculus 3
This course is a continuation of MTH 222 and is designed to be an introduction to multivariable calculus. Topics include: Vectors and vector functions, partial differentiation, and multiple integration in rectangular, polar, cylindrical, and spherical coordinates, vector fields, line integrals, Green's Theorem, Stokes' 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 with a grade of C or better. This course fulfills the following SUNY General Education learning outcome: Mathematics. 4 cr. 4 lec.

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 with a grade of C or better or MTH 241. This course fulfills the following SUNY General Education learning outcome: Mathematics. 4 cr. 4 lec.

MTH 245: Linear Algebra
This course is a study of the theory of matrices and applications of systems of linear equations. Topics include systems of linear equations, matrices and matrix algebra, vectors and vector spaces, linear independence, span of a set of vectors, basis and dimension of a vector space, linear transformations of vector spaces, rank of a matrix and the Rank Theorem, determinants and their properties, eigenvalues and eigenvectors, diagonalization of matrices, inner products, orthogonal basis, Gram-Schmidt Orthogonalization, and orthogonal projection of a vector onto a subspace. Prerequisite: Successful completion of MTH 222 or higher. This course fulfills the following SUNY General Education learning outcome: Mathematics. 3 cr. 3 lec.

MUSIC (MUS)

MUS 100: Fundamentals of Music
Fundamentals of Music is an introduction to the rudiments of music. The basics of music notation are examined through writing, music reading, listening, and sight-singing. The elements of music as used in a variety of genres and historical periods are 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. (Per Departmental Standards Version of MUS 100, approved by Curriculum Committee on 04/18/2019.) This course fulfills the following SUNY General Education learning outcome: The Arts. 3 cr. 3 lec.

MUS 101: Music Theory 1
Music Theory 1 introduces the rudimentary aspects of melody, rhythm, harmony, form, texture and style analysis. The course follows a composition-based approach with emphasis on aural comprehension and sight singing skills. The course also includes the study of intervals, keys (tonal centers), triads (chords), simple part-writing and rhythmic reading. Prerequisite: Ability to read music. (Per Departmental Standards Version of MUS 101, approved by Academic Affairs on 12/14/1998.) This course fulfills the following SUNY General Education learning outcome: The Arts, or Humanities. 3 cr. 2 lec. 2 lab.

MUS 115: Music Appreciation
Music Appreciation is an introduction to music in Western civilization. The course 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. (Per Departmental Standards version approved by Curriculum Committee 02/13/2020.) This course fulfills the following SUNY General Education learning outcome: The Arts, or Humanities. 3 cr. 3 lec.

MUS 117: Music of the 20th Century
A general survey course that will attempt to explore and tie together all the various musical styles of composition that are used in the Twentieth Century. In addition to works of the more standard composers such as Strauss, Schoenberg, Stravinsky and others, attention will be given to experimental and electronic music composers. Jazz, Broadway, Musical Theatre, and significant popular music will also be studied. This course fulfills the following SUNY General Education learning outcome: The Arts, or Humanities. 3 cr. 3 lec.

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. (Per Departmental Standards Version of MUS 121, approved by Curriculum Committee 02/08/2018.) This course fulfills the following SUNY General Education learning outcome: The Arts. 1.5 cr. 4 lab, .5 field experience.

MUS 122: SUNY Jefferson Jazz Ensemble
The SUNY Jefferson Jazz Ensemble is the college community jazz band. This course provides instrumentalists the opportunity to rehearse and perform a wide variety of music literature from jazz standards through contemporary repertoire. Principles of group performance are presented with emphasis placed on the interpretation of jazz styles, articulation, improvisation, and other factors significant to the development of jazz performance techniques. Students must supply their own musical instrument except for piano keyboards. The instructor may audition students for instrument selection to achieve ensemble balance and determine instrumental competence. Participation in performances is mandatory; unexcused absence from a
required performance will result in a failing grade for the course. MUS 122 may be taken up to four semesters for credit; additional semesters may be audited. Prerequisites: Previous jazz ensemble performance experience or permission of the instructor. (Per Departmental Standards Version of MUS 122, approved by Curriculum Committee 02/08/2018.) This course fulfills the following SUNY General Education learning outcome: The Arts. 1.5 cr. 4 lab. .5 field experience.

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. (Per Departmental Standards Version of MUS 123, approved by Curriculum Committee 02/08/2018.) This course fulfills the following SUNY General Education learning outcome: The Arts. 1.5 cr. 4 lab. .5 field experience.

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. (Per Departmental Standards Version of MUS 124, approved by Curriculum Committee 02/08/2018.) This course fulfills the following SUNY General Education learning outcome: The Arts. 1.5 cr. 4 lab. .5 field experience.

MUS 125: College Community Chorus
The College Community Chorus 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 125 may be taken up to four semesters for credit; additional semesters may be audited. Prerequisites: Previous choral performance experience or permission of the instructor. (Per Departmental Standards Version of MUS 125, approved by Curriculum Committee 02/08/2018.) This course fulfills the following SUNY General Education learning outcome: The Arts. 1.5 cr. 4 lab. .5 field experience.

MUS 130: History of Jazz
History of Jazz is an introduction to the evolution, subgenres, and literature of America’s unique art form, jazz. The course includes a survey of jazz styles, including Dixieland, swing, bebop, cool jazz, hard bop, jazz-rock fusion, and the avant-garde. Emphasis will be placed on the development of analytical listening skills, written analysis, and on understanding the many different subgenres of jazz by studying representative literature, composers, and artists from the genre’s origins to the present. Prerequisite: None. (Per Departmental Standards Version of MUS 130, approved by Curriculum Committee 02/13/2020.) 3 cr. 3 lec.

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. (Per Departmental Standards Version of MUS 140, approved by Curriculum Committee on 02/13/2020.) This course fulfills the following SUNY General Education learning outcome: The Arts, or Humanities. 3 cr. 3 lec.

MUS 149

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 subgenres 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 subgenres of rock music by studying representative literature, composers, and artists. Prerequisite: None. (Per Departmental Standards Version of MUS 150, approved by Curriculum Committee on 02/13/2020.) This course fulfills the following SUNY General Education learning outcome: The Arts, or Humanities. 3 cr. 3 lec.

MUS 172: Piano Class 1
Piano Class 1 is group instruction in fundamental piano technique designed for the beginning pianist. Students learn basic musicianship skills and develop technical proficiency through performance of piano music from various genres. Piano class 1 uses a performance-based approach with group keyboard lessons in the music lab. This course is recommended for students planning a career in music, early childhood or elementary education. Students must have access to an out-of-class keyboard for practice. (Per Departmental Standards Version of MUS 172, approved by Academic Affairs on 05/14/2009.) This course fulfills the following SUNY General Education learning outcome: The Arts. 3 cr. 3 lec.

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. (Per Departmental Standards Version of MUS 173, approved Academic Affairs on 05/14/2009.) This course fulfills the following SUNY General Education learning outcome: The Arts. 3 cr. 3 lec.

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. Prerequisites: None. (Per Departmental Standards Version of MUS 174, approved by Academic Affairs on 05/14/2009.) This course fulfills the following SUNY General Education learning outcome: The Arts. 3 cr. 3 lec.

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. (Per Departmental Standards version of MUS 180, approved by Curriculum Committee 02/14/2019.) This course fulfills the following SUNY General Education learning outcome: The Arts. 2 cr. 2 lab .5 field exp.

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 or proficiency on placement exam. (Per Departmental Standards version for MUS 201, approved by Curriculum Committee 04/18/2019.) This course fulfills the following SUNY General Education learning outcome: The Arts, or Humanities. 3 cr. 2 lec. 2 studio.

MUS 202: Music Theory 2

Music Theory 2 is a continuation of MUS 201 Music Theory 1. The course focuses on more advanced aspects of tonal harmony via an in-depth study of melodic, rhythmic, harmonic, formal, and stylistic aspects of music literature from a variety of genres and historical periods. Topics include detailed analysis and composition, including the study of 4-part chorale writing, harmonic progression, counterpoint, seventh chords, secondary harmonies, modulation, cadences, and formal structures. The course follows a composition-based approach with emphasis on aural comprehension and sight-singing, and is recommended for music students. Prerequisite: MUS 201. (Per Departmental Standards version of MUS 202 approved by Curriculum Committee 04/18/2019;) 3 cr. 2 lec. 2 studio.

MUS 260: History of Western Music 1

History of Western Music 1 is a survey of Western art music from antiquity to the classical era, including medieval, renaissance, baroque, and classical periods. The course examines major composers and their works while tracing the historical developments, innovations, and stylistic trends in the history of music in Western civilization. Literature, compositional styles, and genres are studied in historical context, and critical listening and music analysis skills are developed to discuss music of the style periods. Prerequisite: None. (Per Departmental Standards version of MUS 260, approved by Curriculum Committee on 02/13/2020.) 3 cr. 3 lec.

MUS 261: History of Western Music 2

History of Western Music 2 is a survey of Western art music from the classical era to the present, including music of the classical, romantic, and 20th and 21st centuries. The course examines major composers and their works while tracing the historical developments, innovations, and stylistic trends in the history of music in Western civilization. Literature, compositional styles, and genres are studied in historical context, and critical listening and music analysis skills are developed to discuss music of the style periods. Prerequisite: None. (Per Departmental Standards version of MUS 261, approved by Curriculum Committee on 02/13/2020.) 3 cr. 3 lec.

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 piano 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. Prerequisites: MUS 172. (Per Departmental Standards for MUS 172, approved by Academic Affairs Committee on 05/17/2009.) Some work that students do in this course (assignments, exams, or performances) may be retained by Jefferson Community College in order to demonstrate to SUNY overall levels of student achievement in General Education. This course fulfills the following SUNY General Education learning outcome: The Arts. 3 cr. 3 lec.

MUS 273: Voice Class 2

Voice Class 2 is a continuation of MUS 173 with group instruction in more advanced vocal technique and repertoire designed for the intermediate singer. Students advance musicianship skills and develop greater technical proficiency through performance of progressively more difficult vocal music from various genres. Voice Class 2 uses a performance-based approach with group voice lessons in the music lab. This course is recommended for students planning a career in music, early childhood, or elementary education. Prerequisites: MUS 173, 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. (Per Departmental Standards of MUS 273, approved by Academic Affairs on 03/15/2012.) This course fulfills the following SUNY General Education learning outcome: The Arts. 3 cr. 3 lec.

MUS 274: Guitar Class 2

Guitar Class 2 is a continuation of MUS 174 with group instruction in more advanced guitar technique and repertoire designed for the intermediate guitarist. Students advance musicianship skills and develop greater technical proficiency through performance of progressively more difficult guitar music from various genres. Guitar Class 2 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: MUS 174, or its equivalent, or permission of the instructor. At the discretion of the instructor, or a placement test may be administered to assess the student's level of proficiency. (Per Departmental Standards of MUS 274, approved by AAC on 03/15/2012.) This course fulfills the following SUNY General Education learning outcome: The Arts. 3 cr. 3 lec.

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/classical
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. (Per Departmental Standards version of MUS 280 approved by Curriculum Committee 02/14/2019.) This course fulfills the following SUNY General Education learning outcome: The Arts. 2 cr. 2 lab .5 field.

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. (Per Departmental Standards Version of NET 100, approved by Curriculum Committee on 02/11/2016.) 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. (Per Departmental Standards Version of NET 131, approved by Curriculum Committee on 02/11/2016.) 3 cr. 4 lec./lab.

NET 132: Wide Area Networks
Participants in this course learn the technologies used to move voice and data across long distances. They will discover important new technologies such as ATM that integrate voice, data and video communications. Basic concepts of how information is transported over a wide area network (WAN), from physical layer to application layer, and how these technologies work is also reviewed. Prerequisite: Successful completion of NET 100. (Per Departmental Standards Version of NET 132, approved by Academic Affairs on 02/10/2005.) 3 cr. 3 lec.

NET 141: Network Architectures
This course introduces the student to the primary architectures found in today’s corporate networks. Most corporations do not have just one type of network but a variety of networks, integrated into one heterogeneous environment. This course looks at each of the major architectures individually and concludes with a discussion of the integration of the two predominant architectures, SNA and TCP/IP. Prerequisite: Successful completion of NET 100 or appropriate experience as determined by the instructor or the Chair of the Computer Science and Engineering Department. (Per Departmental Standards Version of NET 141, approved by Academic Affairs on 05/17/2000.) 3 cr. 3 lec.

NET 151: Networking Architecture and Protocol
The purpose of this course is to understand the most common network architectures used today such as TCP/IP, SNA, DEC, Xerox/Novell, and Apple Talk. This course looks at each of the major architectures individually and discusses about the integration of more than one network architectures into a heterogeneous environment. Moreover, the processes used in networking architectures and the analysis of protocol traces using network analyzer are also included. The OSI model will be used as a reference model. Prerequisite: Successful completion of NET 100. (Per Departmental Standards Version of NET 151, approved by Academic Affairs on 02/10/2005.) 3 cr. 4 lec./lab.

NET 205: Network Security
This course is intended to introduce students to the security aspects of computer and communication networks. The class will cover the underlying network security risks, threats, and vulnerabilities. The security design methodology, hardware, software, strategy, and management policy to cope with the security issues are also introduced. Prerequisite: Successful completion of NET 131. (Per Departmental Standards Version of NET 205, approved by Academic Affairs on 09/26/2013.) 3 cr. 4 lec./lab.

NET 209: The Internet
This course is intended to familiarize students with the operation and function of the Internet. The class will cover the underlying components and protocols that make up the Internet as well as the services that are provided by the Internet. Internet tools will be used to illustrate the concepts. This class will provide students with concepts necessary to establish and maintain Internet connectivity. Tools used to navigate the Internet and access information on the Internet will be studied. Prerequisite: Successful completion of NET 100. (Per Departmental Standards Version of NET 209, approved by Academic Affairs on 02/10/2005.) 3 cr. 3 lec. 1 lab.

NET 210: Internetworking Devices and Concepts
The purpose of this course is to provide an understanding of the different types of internetworking devices. Using the OSI model as a frame of reference, each device is evaluated with respect to functionality and performance. The course also covers when each of the devices would be used in a network. Prerequisite: Successful completion of NET 100. (Per Departmental Standards Version of NET 210, approved by Academic Affairs on 02/10/2005.) 3 cr. 3 lec. 1 lab.

NET 211: Processes and Protocols
The purpose of this course is to understand the most common processes and protocols used in networking architectures. The OSI model will be used as the frame of reference. Much of the class time will be given to understanding and interpreting the protocols using network analyzer traces. This course is part of the NetPrep Standard Curriculum. Prerequisite: Successful completion of NET 131, NET 132, and NET 141 or appropriate experience as determined by the instructor or the Chair of the Computer Science and Engineering Department. (Per Departmental Standards Version of NET 211, approved by Academic Affairs on 04/22/2002.) 3 cr. 4 lec./lab.

NET 212: Network Analysis and Design
This is a capstone course where students design and analyze computer networks. The purpose of this course is to understand the most common processes and protocols used in networking architectures. The OSI model will be used as the frame of reference. Network life cycles, end user requirements, performance characteristics, data flow, logical design, physical designs, and addressing strategies will be addressed. Prerequisite: Successful completion of NET 131, NET 132, NET 205, and NET 210. (Per Departmental Standards Version of NET 212, approved by Academic Affairs on 02/10/2005 to become effective fall 2005.) 3 cr. 3 lec. 1 lab.

NET 275: Networking Internship
This course will provide students the opportunity to practice the skills learned from their coursework in a curriculum related work setting. Credit for the internship will be earned by satisfactorily completing 90 hours of approved placement in a curriculum related position in a business or organization and by attending a weekly class and completing class assignments. Prerequisite: Successful completion of NET 131, NET 132, NET 205, NET 209, NET 210. (Per Departmental Standards Version of NET 275, approved by Academic Affairs on 02/10/2005 to become effective fall 2005.) 3 cr. 1 lec. 6 lab.

Visit www.sunyjefferson.edu for the most current information.
NUR 111: Nursing 1- Basic Needs  
Nursing 111 is an introduction to nursing practice where novice nursing students are taught objective attributes. This course provides rules to guide the performance of the students in beginning data collection. The student will begin to recognize the patterns of data collection through situational experiences. The nursing process is introduced and patient care situations focus on the assessment phase and nursing diagnosis. Communication theory and the development of the nurse-patient relationship are introduced. This foundation will provide novice nursing students with both the cognitive and psychomotor skills required for subsequent nursing courses. Prerequisite or Corequisite: BIO 203 and PSY 133. (Per Departmental Standards Version of NUR 111, approved by Academic Affairs on 10/08/2009.) 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. Corequisite: NUR 112B. (Per Departmental Standards Version of NUR 112A, approved by Academic Affairs on 05/13/2010.) 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 12/11/2014.) 3.5 cr. 2 lec. 1 lab. 3.5 cln.

NUR 115A: Clinical Practice- Medical/Surgical  
This course is designed to offer the student an opportunity to apply previously learned nursing theory from NUR 111 and NUR 112A&B. Students will utilize the nursing process to give patient care in medical/surgical clinical settings. The focus will be pre and post operative nursing care, basic patient assessment, application of aseptic principles, medication administration, purposeful communication and application of principles of health teaching. There will be substantial outside preparation. This course may be repeated once (designated A, B) for a total of 3 semester credit hours. This course provides a total of 40 clinical hours of instruction. Prerequisites: NUR 111, NUR 112A, NUR 112B, BIO 203, BIO 204, PSY 133, PSY 233. 1.5 cr. 4.5 cln.

NUR 116: Clinical Practice-Obstetrics  
This course is designed to offer the student an opportunity to apply previously learned nursing theory from NUR 111 and NUR 112 A&B. Students will utilize the nursing process to give patient care in the obstetrical clinical settings. The focus is on wellness and will include: the nursing care involved with the laboring patient, the postpartum patient, the newborn and/or the family; application of aseptic principles; the administration of prescribed medication; the utilization of therapeutic communication; and, the application of the principles of health teaching. There will be substantial outside preparation. This course provides a total of 40 clinical hours of instruction. Prerequisites: NUR 111, NUR 112A, NUR 112B, BIO 203, BIO 204, PSY 133, PSY 233. 1.5 cr. 4.5 cln.

NUR 212: Pharmacology  
The course focuses on major drug categories, their action, pharmacokinetics, use, and compatibility. It incorporates the physiology of body systems necessary to understanding how drugs work in the body. Nursing implications of drug therapy will be stressed. This course is generally offered in the fall semester only. Prerequisites: NUR 111, NUR 112A, NUR 112B, BIO 203 and BIO 204. 3 cr. 3 lec.

NUR 215: Medical and Surgical Clinical 2  
This course is designed to offer the student an opportunity to apply previously learned theory from NUR 231. Students will utilize the nursing process to give patient care in medical/surgical clinical settings. There will be substantial outside preparation. Prerequisite: NUR 231A and NUR 231B. (Offered on demand.) This course provides a total of 40 clinical hours of instruction. 1.5 cr.

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/corequisites: 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. Pre/corequisite: NUR 231A. 5 cr. 3 lec. .75 lab. 5.25 cln.

NUR 232: Medical/Surgical III
NUR 232, Medical/Surgical III provides the proficient nursing student with more complex patients. This allows the student to utilize previously learned aspects and apply those to more critically ill clients. NUR 232 focuses on nursing care requirements in response to clients with complex respiratory, cardiac, mobility, neurological, genitourinary, sensory perception and communication issues from infancy to senescence. The proficient student nurse learns from experience what typical events to expect in a given situation and how plans need to be modified in response to these events. Students are able to prioritize, analyze, plan and evaluate patient responses. The use of case studies enhances their ability to grasp situation and share situations where they felt successful and thought their interventions made a difference. Principles of rehabilitation and health teaching are integrated throughout the course. The student has the opportunity to function in a leadership role, collaborate with the health care team, and use the nursing process in providing care to individuals and groups of patients. Beginning management and organizational skills learned in Nursing 234 are applied in the management component of clinical. Prerequisite: NUR 231A, NUR 231B; 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. Prerequisite: NUR 231A, NUR 231B. Corequisite: NUR 232. Pre/corequisite: NUR 212. 2 cr. 2 lec.

OFFICE TECHNOLOGY (OFC)

OFC 100: Academic and Career Connection Forum
This forum is designed to assist the career curricula student in managing his or her career both as a student and as a future professional. The course content will consist of three major areas intended to connect students with the college through academic and career planning. These areas include: the college environment, academic success, and program-specific career awareness. The course instructor will select appropriate topics based on students' needs which may include academic resources, problem-solving skills, and professional ethics. Prerequisites: None. (Per Departmental Standards Version of OFC 100, approved by Academic Affairs on 05/17/2005.) 1 cr. 1 lec.

OFC 121: Beginning Keyboarding
This course is designed to develop basic professional keyboarding skills. Instruction is given utilizing keyboarding and word processing software. Production work will include centering, letters, tables, manuscripts, memorandums, reports, and other business documents. The average speed attainment will be 30-45 wpm. Prerequisite: None. (Per Departmental Standards Version of OFC 121, approved by Academic Affairs on 03/14/2001.) 2 cr. 3 lec./lab.

OFC 122: Intermediate Keyboarding
This course is designed to increase the professional speed and accuracy levels of the keyboarding student. Instruction is given utilizing keyboarding and word processing software. An increased level of production of letters, manuscripts, memorandums, tables, and complex business documents will be expected. The average speed attainment will be 45-55 wpm. Prerequisite: OFC 121. (Per Departmental Standards Version of OFC 122, approved by Academic Affairs on 03/14/2001.) 2 cr. 3 lec./lab.

OFC 126: Business Communications
An entry level course designed to develop business writing skills and review English grammar, punctuation, spelling, and capitalization skills. Also, the course encompasses verbal and nonverbal communication skills for the business employee. This course includes the development of writing business letters, office memoranda, short reports, and employment communications and other business documents. Prerequisites: None. (Per Departmental Standards Version of OFC 126, approved by Academic Affairs on 02/24/2011.) 3 cr. 3 lec.

OFC 157: Professional Development and Skills Seminar
This weekly business seminar is designed to provide students with the skills necessary to succeed in obtaining employment. This course focuses on preparing for the job search process, writing a resume, interviewing techniques, and developing the interpersonal relationship skills necessary for a positive job attitude. Students will also have the opportunity to learn about the best ways to change careers or gain work experience and to practice meeting with business people in various business career fields. This seminar is a required prerequisite to a business internship experience. Prerequisite: None. (Per Departmental Standards Version of OFC 157, approved by Curriculum Committee on 12/10/2015.) 1 cr. 1 lec.

OFC 211: Administrative Software Applications
This course is designed to provide software training in the efficient use of administrative-related software. Students will apply word processing/software skills to produce administrative and clerical projects, such as business letters, envelopes, labels, memos, formal reports, tables, charts, resumes, merged documents, etc., to meet business and industry standards. The use of the On-Line Help function, Internet resources, reference materials, etc., will be stressed along with the skill of proofreading. This course incorporates advanced software functions such as sorting, columns, footnotes, graphics, page layout options and compare and combine features. Prerequisite: None. (Per Departmental Standards Version of OFC 211, approved by Curriculum Committee on 09/12/2019.) 3 cr. 4 lec./lab.

OFC 222: Integrated Business Applications
This course is designed to integrate advanced software applications with administrative-related tasks. Students will simulate comprehensive workplace projects which tie together various skills, administrative knowledge, and computer applications learned in prior courses. These scenario-based projects will require students to prioritize work, handle business case situations from conception to completion, and employ appropriate software as problem-solving tools under production-style standards. Emphasis will be placed on the following software applications: Microsoft Word, Excel, PowerPoint, Access, Outlook and Publisher. Prerequisite: OFC 211. (Per Departmental Standards Version of OFC 222, approved by curriculum Committee on 09/12/2019.) 3 cr. 4 lec./lab.
OFC 225: Administrative Support Services
This course prepares students for administrative business office activities. This course includes techniques and topics such as computerized office correspondence, telecommunications, informational literacy, reprographics, mail handling procedures, records management, office forms, conference planning, office equipment, time management, travel arrangements, reference sources, office etiquette, and interpersonal relationships. Prerequisites: None. (Per Departmental Standards Version of OFC 225, approved by Academic Affairs on 09/25/2008.) 3 cr. 4 lec./lab.

OFC 226: Administrative Correspondence
This course is designed for office support personnel, administrative assistants, and office employees who supervise other workers to develop administrative writing with greater ease and confidence. Attention is given to common errors and editing tips. Students will learn how to support their supervisor in communication tasks and how to assume greater responsibility for office policies, personnel reports, job descriptions, clerical/office job ads, reference/recommendation letters, job appraisal reports, and form design. Prerequisites: OFC 121. (Per Departmental Standards Version of OFC 226, approved by Curriculum Committee 11/29/2018.) 3 cr. 3 lec.

OFC 245: Medical Terminology
This course is designed to teach the language of medicine to those who have elected a career in a medically-related profession. The study will include the basic structure of medical words including prefixes, suffixes, roots, combining forms, and plurals. Emphasis will be on building and understanding the professional vocabulary necessary for office employment in a medically-related field. (Fall Semester. Departmental Standards Version of OFC 245, approved by Academic Affairs on 11/20/1997.) 3 cr. 4 lec./lab.

OFC 246: Medical Terminology and Transcription
This course is a continuation of the comprehensive study of Medical Terminology as presented in OFC 245. The development of speed and accuracy in transcription of letters, case histories, hospital records, and other related medical documents utilizing a computer and current software will be emphasized. Prerequisite: OFC 122 and OFC 245. (Per Departmental Standards Version of OFC 246, approved by Curriculum Committee on 09/12/2019.) 3 cr. 4 lec./lab.

OFC 248: Medical Office Technology
Students will use current computer software for medical appointments and scheduling, billing and coding procedures and creating medical correspondence for various office settings. This course will also discuss the concepts, processes, and procedures for professional behavior in the workplace, interpersonal skills, ethics, medical law and legislative requirements for confidentiality, security of patient information, and compliance plans pertaining to medical offices. Prerequisite: OFC 245. (Departmental Standards Version of OFC 248, approved by Curriculum Committee on 09/12/2019.) 3 cr. 4 lec./lab.

OFC 275: Office Technologies Internship
This course will provide students the opportunity to practice the skills learned from their coursework in a curriculum related work setting. Credit for the internship will be earned by satisfactorily completing 90 hours of approved placement in a curriculum related position in a business or organization and by attending a weekly class and completing class assignments. This course is designed for career curricula students. Prerequisites: Successful completion of at least 24 credit hours in the curriculum and completion of the Professional Development and Skills Seminar (ACC 157/BUS 157/OFC 157/or PLA 157) with a C or better, and successful completion of OFC 211 and approval from Office Technologies faculty. Medical students must also have successfully completed OFC 245. (Departmental Standards Version of OFC 275, approved by Curriculum Committee on 09/12/2019.) 3 cr. 1 lec./6 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. (Per Departmental Standards Version of PLA 101, approved by Academic Affairs on 04/30/2009.) 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 memos, and the preparation of pleadings. (Per Departmental Standards Version of PLA 112, approved by Academic Affairs on 04/08/2004.) 3 cr. 3 lec.

PLA 157: Professional Development and Skills Seminar
This weekly business seminar is designed to provide students with the skills necessary to succeed in obtaining employment. This course focuses on preparing for the job search process, writing a resume, interviewing techniques, and developing the interpersonal relationship skills necessary for a positive job attitude. Students will also have the opportunity to learn about the best ways to change careers or gain work experience and to practice meeting with business people in various business career fields. This seminar is a required prerequisite to a business internship experience. Prerequisite: None. (Per Departmental Standards Version of PLA 157, approved by Curriculum Committee on 12/10/2015.) 1 cr. 1 lec.

PLA 201: Business Organization Law
This course will familiarize the student with the legal aspects in the formation of business entities, including sole proprietorship, partnerships, limited liability company, and corporations, with a survey of fundamental principles of law applicable to each and review of the documents necessary to the organization and operation of each. Prerequisite: None. (Per Departmental Standards Version of PLA 201, approved by Academic Affairs on 09/25/2008.) 3 cr. 3 lec.

PLA 210: Constitutional Law and American Society
This course is a case method approach to the study of U.S. Constitution court decisions and its development of substantive and procedural law. The course will focus on the impact of the court decision on American society. American liberty interests will be examined from the perspective of due process, equal protection, and fundamental liberties and freedoms. Prerequisite: ENG 100. (Per Departmental Standards Version of PLA 210, approved by Academic Affairs on 04/30/2009.) 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. (Per Departmental Standards Version of PLA 211, approved by Academic Affairs on 09/25/2008.) 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 the world. Supreme Court decisions from key U.S. Constitutional provisions such as the 14th Amendment, Bill of Rights, Commerce Clause, and Articles 1, 2 and 3 will be the main focus of the course. Prerequisites: ENG 100 with C or better or CPT into ENG 101 or corequisite of ENG 101. (Per Departmental Standards Approved by Academic Affairs 10/30/2014.) This course fulfills the following SUNY General Education learning outcome: American History. 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. (Per Departmental Standards Version of PLA 221, approved by Academic Affairs on 09/25/2008.) 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. (Per Departmental Standards Version of PLA 232, approved by Academic Affairs on 09/25/2008.) 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. (Per Departmental Standards Version of PLA 242, approved by Academic Affairs on 09/25/2008.) 3 cr. 3 lec.

PLA 257: Paralegal Internship
This course will provide students the opportunity to practice the skills learned from their coursework in a curriculum related work setting. Credit for the internship will be earned by satisfactorily completing 90 hours of approved placement in a curriculum related position in a business or organization and by attending a weekly class and completing class assignments. This course is designed for career curricula students. Prerequisites: Successful completion of at least 24 credit hours in the curriculum and completion of the Professional Development and Skills Seminar (ACC 157/ BUS 157/ OFC 157/ or PLA 157) with a C or better, and completion of PLA 101 and 112 with at least a B average and permission from Paralegal faculty. (Departmental Standards Version of PLA 257 approved by Curriculum Committee on 09/12/19.) 3 cr. 1 lec. 6 lab.

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. (Departmental Standards Version of PHI 101.) This course fulfills the following SUNY General Education learning outcome: Humanities, or Western Civilizations. 3 cr. 3 lec.

PHI 212: Religions of the Far East
This course will focus upon Indian, Chinese and Japanese religion and philosophy, as revealed through a historical and developmental study of the major religions of the Far East; Hinduism, Buddhism, Confucianism, Taoism and Shintoism. Original materials, both ancient and modern, will be studied so as to better understand the many diverse factors which have contributed to form the great civilizations and the complex nature of Far Eastern thought. Prerequisite: PHI 101 or permission of instructor. This course fulfills the following SUNY General Education learning outcome: Humanities, or Other World Civilizations. 3 cr. 3 lec.

PHI 213: Religions of the West
This course will focus upon North African, Near Eastern and European religion and philosophy, as revealed through a historical and developmental study of the major religions of the West: Mesopotamia and the legend of Gilgamesh, the Egyptian theogonies and cosmogonies, the Olympians and the Greek Eleusinian Mysteries, Zoroastrianism, Judaism, Islam, and Christianity. Original materials, both ancient and modern, will be studied so as to better understand the many diverse factors which have contributed to form the great civilizations and the complex nature of Western thought. Prerequisite: PHI 101 or permission of instructor. This course fulfills the following SUNY General Education learning outcome: Humanities. 3 cr. 3 lec.

PHI 221: Ethics
Ethics involves the study of human choice and action based on concepts of value and obligation, and it attempts to uncover and analyze these fundamental assumptions of value implicit in all aspects of our decision-making processes. This course will examine seven fundamental views on ethics, systematically studying classical and modern source works in moral philosophy. Students will then put theory to the test by actively discussing contemporary ethical problems with working professionals in such fields as medicine, law, family counseling, and business. This two-fold approach to the study of ethics will sharpen valuable skills in reasoning and logic, and will also help students develop a rational approach toward discovering and articulating their own values' structure. Prerequisite: PHI 101. (Per Departmental Standards Version of PHI 221, approved by Academic Affairs on 10/18/2001.) This course fulfills the following SUNY General Education learning outcome: Humanities. 3 cr. 3 lec.

PHI 221: Paralegal Internship
This course will provide students the opportunity to practice the skills learned from their coursework in a curriculum related work setting. Credit for the internship will be earned by satisfactorily completing 90 hours of approved placement in a curriculum related position in a business or organization and by attending a weekly class and completing class assignments. This course is designed for career curricula students. Prerequisites: Successful completion of at least 24 credit hours in the curriculum and completion of the Professional Development and Skills Seminar (ACC 157/ BUS 157/ OFC 157/ or PLA 157) with a C or better, and completion of PLA 101 and 112 with at least a B average and permission from Paralegal faculty. (Departmental Standards Version of PLA 257 approved by Curriculum Committee on 09/12/19.) 3 cr. 1 lec. 6 lab.

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. (Departmental Standards Version of PHI 101.) This course fulfills the following SUNY General Education learning outcome: Humanities, or Other World Civilizations. 3 cr. 3 lec.
PED 114: Badminton
Badminton is an activity class designed to teach students the fundamental knowledge and skills of the sport. This course is not available to students who have successfully completed or are currently enrolled in PED 146. (Per Departmental Standards Version of PED 114, approved by Academic Affairs on 04/25/2003.) .5 cr. 1 lab.

PED 128: Volleyball
PED 128 is an activity class designed to teach students the fundamental knowledge and skills of the sport. (Departmental Standards Version of PED 128, approved by Academic Affairs on 04/29/1999.) .5 cr. 1 lab.

PED 136 Basketball
PED 136 is an activity class designed to teach students the fundamental knowledge and skills of the sport. (Departmental Standards Version of PED 136, approved by Academic Affairs on 04/29/1999.) .5 cr. 1 lab.

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. (Per Departmental Standards approved by Academic Affairs 11/13/2014.) 1 cr. 2 contact.

PED 146: Racquet Sports
Racquet Sports is an activity class designed to teach students the fundamental knowledge and skills of tennis and badminton. This course is not available to students who have successfully completed or are currently enrolled in PED 112 or PED 114. (Per Departmental Standards Version of PED 146, approved by Academic Affairs on 04/25/2003.) 1 cr. 1 lab.

PED 158: Softball
PED 158 is an activity class designed to teach students the fundamental knowledge and skills of the sport. (Departmental Standards Version of PED 158, approved by Academic Affairs on 04/29/1999.) .5 cr. 1 lab.

PED 159: Spinning for Beginners
Spinning is a full body workout, low impact exercise, that strengthens the heart, lowers blood pressure, boosts energy, burns calories, and can help reduce stress, utilizing a specialized stationary bicycle which stimulates real cycling conditions. This comprehensive program is totally non-competitive, allowing students to reach their prospective fitness goals at individual levels and speeds. (Per Departmental Standards version approved 04/23/2015.) 1 cr. 2 lab.

PED 165: Beginning Martial Arts
PED 165 is an introduction to the martial arts emphasizing improvement in body flexibility, muscular endurance, strength, coordination, poise, and mental concentration. It is designed as a non-contact activity with no special protective equipment required. (Per Departmental Standards Version of PED 165, approved by Curriculum Committee 09/27/2018.) 1 cr. 2 lab.

PED 166: Intermediate Martial Arts
PED 166 is a continuation of PED 165, emphasizing an intermediate level of proficiency in the martial arts with an option of rank-grade testing. Prerequisite: PED 165 Martial Arts or Permission of Instructor. (Per Departmental Standards Version of PED 166, approved by Academic Affairs on 05/10/2000.) .5 cr. 1 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. (Per Departmental Standards Version of PED 169, approved by Curriculum Committee on 03/09/2017.) 1 cr. 2 lab.

PED 170: Cross Country Skiing
PED 170 is an activity class designed to teach students the fundamental knowledge and skills of the sport. (Departmental Standards Version of PED 170, approved by Academic Affairs on 04/29/1999.) .5 cr. 1 lab.

PED 171: Ice Skating
Ice skating is an activity class designed to familiarize students with basic skating skills and introduce them to figure skating and ice hockey. For the more advanced skater these same skills are used, reinforced and enhanced by adding power and speed so that the skater is able to execute skating techniques more quickly. (Departmental Standards Version of PED 171.) .5 cr. 1 lab.

PED 173: Ice Skating 2
PED 173 is an intermediate level skating course designed for the individual seeking to further develop their skating skills with speed, power and accuracy with attention given to personal skating goals. Prerequisite: Successful completion of PED 171 with a C or better, or approval of the physical education department chair. (Departmental Standards Version of PED 173, approved by Academic Affairs on 04/29/1999.) .5 cr. 1 lab.

PED 174: Nordic Sports
Nordic Sports is an activity class designed to teach students the fundamental knowledge and basic skills of cross country skiing and snowshoeing. Equipment is provided (skis, poles, ski shoes and snowshoes). Prerequisites: None. (Per Departmental Standards Version for PED 174, approved by Academic Affairs on 01/23/2014.) 1 cr. 2 activity.

PED 175: Flat Water Sports—Stand Up Paddling (SUP) and Kayaking
This course is designed to introduce students to the fundamental skills necessary to navigate flat water while using a stand up board or kayak. This course allows both the novice and the experienced paddler a chance to learn the different skills and techniques associated with the sport. Students will learn and develop sound skills of standing up paddling and kayaking techniques as they apply to the course. Water safety will also be emphasized. Equipment is provided. Prerequisites: None. (Per Departmental Standards version of PED 175, approved by Academic Affairs 11/13/2014.) 1 cr. 2 activity.

PED 176: Winter Sports (Skiing and Snowboarding)
Winter Sports is an activity class designed to teach students the fundamental knowledge and basic skills of downhill skiing and snowboarding. Students will learn and develop sound skills of downhill skiing and snowboarding as lifetime leisure activities. Each class will consist of a specific lesson and an ample amount of practice time to work on skills and explore the many runs available. Equipment is provided (skis, boots, poles, and snowboards). (Per Departmental Standards for PED 176, approved 12/10/2015.) 1 cr. 2 other.

PED 177: Court Sports
Court sports is an activity class designed to teach students the fundamental knowledge and skills of racquetball and pickleball. Prerequisite: None. (Per Departmental Standards version of PED 177, approved by Curriculum Committee 11/09/2017.) 1 cr. 2 contact.
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. (Per Departmental Standards Version of PED 178, approved by Curriculum Committee 09/27/2018.) 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 or permission of instructor. (Per Departmental Standards Version of PED 179, approved by Curriculum Committee 09/27/2018.) 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. (Per Departmental Standards Version of PED 180, approved 12/10/2016.) 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. (Per Departmental Standards version PED 182, approved by Curriculum Committee 09/27/2018.) 1 cr. 2 lab.

PED 184: Power Walking  
PED 184 Power Walking is a comprehensive fitness program utilizing walking as a cardiorespiratory activity and emphasizing lifetime fitness and wellness. (Departmental Standards Version of PED 184, approved by Academic Affairs on 11/02/1998.) 1 cr. 2 lab.

PED 188: Team Sports  
Team sports is an activity class designed to teach students the fundamental knowledge and skills of basketball and volleyball. Prerequisite: None. (Per Departmental Standards version of PED 188, approved by Curriculum Committee 02/08/2018.) 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. (Per Departmental Standards Version of PED 191, approved by Academic Affairs on 12/10/2015.) 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. In addition to orientation and class lecture modules, a student will be expected to complete 19 hours of lab activity during any open hours at the JCC Fitness Center. (Per Departmental Standards Version of PED 192, approved by Academic Affairs on 12/10/2015.) 1 cr. 2 lab.

PED 193: Adventure Activities II- Overnight Stay Required  
Adventure Activities II is an activity class designed to involve students in experiences that present risk in a safe and supportive setting. Personal and group problem solving will be developed through this adventure-based approach to learning. The content focuses on the development of effective teams and understanding the decision-making process through small group and individual challenges. Trust will be developed in the group with responsibilities progressing each day. Individuals will be challenged to do more than they think may be possible. A low and high ropes course will be utilized at an off-campus location. Prerequisite: PED 191 or permission of instructor. (Per Departmental Standards Version of PED 193, approved by Academic Affairs on 03/14/2013.) 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. (Per Departmental Standards Version of PED 194, approved by Academic Affairs on 10/16/2008.) 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. 1 cr. 2 contact hrs.

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 (NYS DEC Guidelines). (Per Departmental Standards Version of PED 195, approved by Academic Affairs on 03/15/2013.) Class will meet three times. The first class will be orientation to the class, review all of the course requirements and expectations, equipment needed, compass training, map reading, and class waivers. The two remaining classes will be specific backpacking days off campus. 1 cr. 2 contact hrs.

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. Prerequisite: None. (Per Departmental Standards version of PED 196 approved by Curriculum Committee 11/09/2017.) 1 cr. 2 contact.

PED 201: Introduction to Physical Education  
This course will serve as an introduction to the basic concepts involved with career possibilities and give information about preparing for professional service in all areas of physical education. (Departmental Standards Version of PED 201, approved by Academic Affairs on 02/11/1999.) 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
PED 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. 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. Satisfies Math/Science curriculum laboratory science requirement. Prerequisite: College placement testing above, or successful completion of MTH 166 or higher (excluding MTH 174 and MTH 184) or Precalculus secondary school math with permission of department. (Per Departmental Standards Version of PHY 131, approved by Academic Affairs on 04/22/2002.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 4 cr. 3 lec. 3 lab.

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. (Departmental Standards Version of PHY 132, approved by Academic Affairs on 05/14/1999.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 4 cr. 3 lec. 3 lab.

PHY 143: Science and Engineering Physics 1
This course is the first course in a three-semester sequence. This is a calculus-based approach to the physical principles required in engineering. This course emphasizes kinematics 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 and high school physics or PHY 131 or the permission of the instructor. (Per Departmental Standards Version of PHY 143, approved by Academic Affairs on 05/10/2007.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 4 cr. 3 lec. 3 lab.

PHY 144: Science and Engineering Physics 2
This course is a continuation of Science and Engineering Physics 1 with emphasis on gravitation, fluids, heat, temperature, thermodynamics, properties of matter, waves, vibrating bodies, sound, AC circuits, optics, and relativity. Prerequisite: Successful completion of PHY 143 or an introductory, calculus-based physics course and pre/corequisite: MTH 241 or MTH 242. (Per Departmental Standards Version of PHY 144, approved by Curriculum Committee on 03/08/2018.) 4 cr. 3 lec. 3 lab.

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. (Per Departmental Standards Version of POL 121, approved by Academic Affairs on 10/28/1999.) This course fulfills the following SUNY General Education learning outcome: Social Sciences. 3 cr. 3 lec.

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. (Per Departmental Standards Version of POL 122, approved by Academic Affairs on 10/28/1999.) This course fulfills the following SUNY General Education learning outcome: Social Sciences. 3 cr. 3 lec.

POL 126: World Affairs
This course is an introduction to modern world affairs with emphasis on issues and problems of the post-World War II period. Attention is focused on problems and prospects of developing regions of the world such as in Asia, Africa, and Latin America; tension areas and security issues; political economy; human rights; relationships among leading nations of the world; and a regional case study. This course satisfies SUNY General Education learning outcomes for Other World Civilizations. Prerequisite: CLS 099 or CPT Reading Test at 71 or >, and pre/corequisite ENG 100 or CPT ENG 101. (Per Departmental Standards Version of POL 126, approved by Academic Affairs on 04/23/2015.) This course fulfills the following SUNY General Education learning outcome: Other World Civilizations. 3 cr. 3 lec.

POL 127: Introduction to Western Political Thought
POL 127 is an overview of the major themes of Western political thought, from ancient and medieval through contemporary, with added emphasis upon equality, diversity, civic participation and justice. Other themes include, but are not limited to, liberty, citizen obligation, freedom, the State, the Good, power, human nature, economy, forms of logic (teleological, dialectical, inductive, deductive) and history. (Per Departmental Standards Version of POL 127, approved by Academic Affairs on 10/23/2003.) This course fulfills the following SUNY General Education learning outcome: Western Civilizations. 3 cr. 3 lec.

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

POL 205: Power in the 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 250: Research Methods in Social Sciences
This course examines the philosophy and methodology of science and how they are applied to social questions. Both qualitative and quantitative methods will be discussed. All aspects of the research process, from forming
a research question to analyzing and reporting data, will be examined. Students will complete an original research project. Prerequisites: any introductory level social science class and ENG 101, both with a grade of C or better. (Per Departmental Standards Version of POL 250, approved by Academic Affairs on 02/22/2007.) 3 cr. 3 lec.

**POL 260: Topics in Political Science**

This course is designed to allow focused exploration about topics of interest to students and faculty in the Social Science Department, specifically in Political Science. Through a variety of methods, students will examine prominent issues regarding the topic and will be engaged in critical thinking activities in order to develop their own points of view and/or applied knowledge of the topic. Students will be required to do some reading, writing, research, group, and project work with minimal instructor supervision. Specific information about the topic for a semester will be available from the Liberal Arts Division Office at the time of registration. Prerequisites: ENG 101 and any 100 level POL or HIS 150 or HIS 151 or permission of the instructor. (Per Departmental Standards version POL 260, approved by Academic Affairs 02/24/2011.) 1-3 cr. 1-3 lec.

**PSY 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 ninety 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. (Approved by AAC 04/17/2008.)

**POL 299: Directed Study in Political Science**

The Internship is designed to provide students with work experience in the office of the Center for Community Studies at Jefferson Community College. Each enrolled student will spend a minimum of ninety hours per semester working 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 participating in this program. (Approved by VP of Academic Affairs 02/23/2011.) 3 cr. 1 lec.

**PSYCHOLOGY (PSY)**

**PSY 120: Creating Success in Life and College**

This interdisciplinary course is designed to help students develop essential skills to successfully become active, responsible learners. The course embraces a humanistic approach to success, which will assist participants in becoming actively involved in the direction of their lives through understanding the role of communication 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. (Per Departmental Standards Version of PSY 120, approved by Academic Affairs on 02/24/2011.) 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. (Per Departmental Standards version of PSY 130 approved by Curriculum Committee 02/23/2017.) 3 cr. 3 lec.

**PSY 133: Introduction to Psychology**

This course is a survey of the study of the mind and human behavior and is designed to foster understanding of psychology as a scientific, research based endeavor. This survey will acquaint you with the major concepts and terminology of the discipline and give you a better understanding of self and others as you learn about psychology from several different perspectives: psychology as an academic science, psychology in your own life, and psychology in the broader world. Prerequisite: Completed CLS 099 or CPT Reading Test Score of 65 or above and corequisite ENG 100 or CPT into ENG 101. (Per Departmental Standards Version of PSY 133, approved by Academic Affairs on 02/14/2013.) This course fulfills the following SUNY General Education learning outcome: Social Sciences. 3 cr. 3 lec.

**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 current issues in child and adolescent development. (Not open to students with credit in PSY 233.) Prerequisite: PSY 133. (Per Departmental Standards Version of PSY 220, approved by Academic Affairs on 10/09/2014.) This course fulfills the following SUNY General Education learning outcome: Social Sciences. 3 cr. 3 lec.

**PSY 222: Adult Development and Aging**

PSY 222 examines theories and research related to adult development from the period of emerging adulthood to old age and the end of life. Through this course students will examine how people change over the adult lifespan, how behaviors and contexts in early and middle adulthood impact later life, and how cultural and social cohorts can affect the life trajectory. Topics will include: physical development; cognitive development; social and personality development; methods of research and assessment; and current issues in adult development. (Not open to students with credit in PSY 233.) Prerequisite: PSY 133 or SOC 144. (Per Departmental Standards Version of PSY 222, approved by Academic Affairs on 02/14/2013.) This course fulfills the following SUNY General Education learning outcome: Social Sciences. 3 cr. 3 lec.

**PSY 223: Lifespan Development**

PSY 223 examines theories and research related to lifespan development from the prenatal period to old age and the end of life. Topics will include: physical development; cognitive development; social and personality development throughout the lifespan; methods of research and assessment; and current issues in lifespan development. (Not open to students with credit in PSY 220 or PSY 222.) Prerequisite: PSY 133. (Per Departmental Standards Version of PSY 223, approved by Academic Affairs on 10/14/1999.) This course fulfills the following SUNY General Education learning outcome: Social Sciences. 3 cr. 3 lec.
PSY 235: Abnormal Psychology
This course examines the history, assessment, and treatment of abnormal behavior. Emphasis is placed on understanding abnormal behavior within the contexts of biological, psychological, and social/cultural factors. Prerequisite: PSY 133. (Departmental Standards Version of PSY 235, approved by Academic Affairs on 02/11/1999.) This course fulfills the following SUNY General Education learning outcome: Social Sciences. 3 cr. 3 lec.

PSY 238: Human Sexuality
Explores the biological, behavioral, and cultural aspects of human sexuality, with special emphasis on the social and psychological issues concerning sexual behavior. Prerequisite: PSY 133 or SOC 144. This course fulfills the following SUNY General Education learning outcome: Social Sciences. 3 cr. 3 lec.

PSY 239: Death and Dying
This course presents a sociological and psychological examination of death, dying and bereavement. Areas of emphasis include cultural factors in attitudes toward death, 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. Prerequisites: PSY 133 or SOC 144. (Per Departmental Standards Version of PSY 239, approved by Curriculum committee 03/07/2019.) This course fulfills the following SUNY General Education learning outcome: Social Sciences. 3 cr. 3 lec.

PSY 250: Research Methods in Social Sciences
This course examines the philosophy and methodology of science and how they are applied to social questions. Both qualitative and quantitative methods will be discussed. All aspects of the research process, from forming a research question to analyzing and reporting data, will be examined. Students will complete an original research project. Prerequisites: any introductory level social science class and ENG 101, both with a grade of C or better. (Per Departmental Standards Version of PSY 250, approved by Academic Affairs on 02/22/2007.) 3 cr. 3 lec.

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. (Per Departmental Standards Version for PSY 252, approved by Curriculum Committee on 11/29/2018.) 3 cr. 2 lec. 2 lab.

PSY 260: Topics in Psychology
This course is designed to allow focused exploration about topics of interest to students and faculty in the Social Science Department, specifically in Psychology. 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 & PSY 133 or permission of the instructor. (Per Departmental Standards version PSY 260, approved by Academic Affairs 02/24/2011.) 1-3 cr. 1-3 lec.

PSY 270: The Exceptional Child
PSY 270 provides an overview of the educational, psychological and social needs of children with disabilities and disorders, and of gifted and talented children. This course provides background for designing appropriate interventions for students with a variety of special needs. The impact of special education law on public school programs is included. Prerequisites: PSY 220 or PSY 233. (Per Departmental Standards Version of PSY 270, approved by Academic Affairs on 10/14/1999.) 3 cr. 3 lec.

READING (REA)

REA 099: Developmental Reading Skills
Reading 099 is a required course for those entering students who, based on assessment testing and academic background, need to improve reading comprehension skills and strategies. The course offers instruction in basic reading and thinking strategies and supports students in developing these learning strategies by effectively applying what is learned. Prerequisite: Students must meet placement criteria. (Per Departmental Standards Version of REA 099, approved by Academic Affairs on 05/15/2003.) 0 cr. 3 lec.

SCIENCE (SCI)

SCI 101: Introduction to Science Laboratory Technology
This course will introduce students to procedures common to a laboratory setting, including preparation of various chemical solutions, preparation of microbiological media, sterilizing techniques, cataloging of chemicals, and proper care and storage of equipment and chemicals. Safety procedures will be emphasized. Students will be introduced to the various state and federal laws that regulate laboratories. (Departmental Standards Version of SCI 101, approved by Academic Affairs on 05/13/1999.) 3 cr. 1 lec. 6 lab.

SCI 107: Physical Science
This course studies fundamental principles of chemistry and physics. Topics discussed include history of science, mechanics, properties of matter, heat, temperature, atomic and molecular structure and basic chemical reactions. Emphasis is placed on the relation of physical science to our environment. Prerequisite: One year of high school mathematics. Recommended for students with no previous science background. SCI 107 is for students in career curricula and is not open to students who have completed CHE 131. (Per Departmental Standards Version of SCI 107, approved by Academic Affairs on 04/22/2002.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 3 cr. 3 lec.

SCI 110: Energy and the Environment
This introductory course investigates non-renewable, renewable, and sustainable energy systems. The course examines short, medium, and long range energy options for a sustainable energy future. Topics include fossil fuels, nuclear energy, wind power, solar power, biomass, geothermal power, hydropower, and hydrogen. The course looks at the carbon dioxide issues and abatement as well as global climate change. Energy conservation and energy efficiencies are explored. This course incorporates discussion and analysis of current environmental issues as they relate to energy on local, regional, and global scales. MTH 133 is preferred as a prerequisite as opposed to MTH 125. Prerequisites: ENG 100 or placement into ENG 101. Pre/corequisites: MTH 125, MTH 133, or placement into MTH 155 or higher. (Per Departmental Standards Version of SCI 110, approved by Academic Affairs on 03/14/2013.) This course fulfills the following SUNY General Education learning outcome: Natural Sciences. 3 cr. 3 lec.

SCI 141: Forensic Science
This introductory course provides the student with basic scientific knowledge and techniques in forensic science. Topics in chemistry include measurement, atomic structure, chemical bonding, organic and nuclear chemistry. Forensic topics include physical evidence, arson and explosives, drugs and toxicology, fingerprint analysis, false documents identification and analytical analysis. Prerequisite: High School Elementary Algebra or equivalent. Open only to those students matriculated in the Criminal Justice curriculum. (Departmental Standards Version of SCI 141.) 4 cr. 3 lec. 3 lab.
SCIO 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. (Per Departmental Standards Version of SCI 199, approved by Academic Affairs on 10/11/2000.) This course fulfills the following SUNY General Education learning outcome: Mathematics, or Natural Sciences. 4 cr. 3 lec. 3 lab.

SOCIOLGY (SOC)

SOC 144: Introduction to Sociology

This course involves an introduction to the scientific study of human society and social behavior. Emphasis is on the topics of: the sociological imagination/perspective; culture and society; socialization; groups and organizations; deviance; social stratification; basic social institutions and social change. Prerequisite: ENG 100 or placement into ENG 101. (Per Departmental Standards Version of SOC 144, approved by Curriculum Committee on 09/26/2019.) This course fulfills the following SUNY General Education learning outcome: Social Sciences. 3 cr. 3 lec.

SOC 241: Marriage and Family

This course will involve a sociological analysis of patterns of courtship, marriage, and family living in American society and in cross cultural comparison. Topics will include: families in historical perspective; theories and methods for studying marriage and family; gender, mate selection, love and sex, marriage, divorce and remarriage, parenting; the political economy of family; abuse and violence/family diversity, and social change. This course satisfies SUNY General Education learning outcomes for Social Science. Prerequisite: ENG 100 or placement testing into ENG 101. (Departmental Standards Version of SOC 241, approved by Academic Affairs on 10/9/2014.) This course fulfills the following SUNY General Education learning outcome: Social Sciences. 3 cr. 3 lec.

SOC 242: Sociology of Aging

An analysis of the personal and social factors involved in aging in North America. Topics include theories of aging, characteristics of the aging population, services for older people, institutionalization, and cross cultural comparisons. Special attention is given to social trends and policy issues. Local and regional problems and services are highlighted. Prerequisite: SOC 144 or PSY 133. This course fulfills the following SUNY General Education learning outcome: Social Sciences. 3 cr. 3 lec.

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/corequisite ENG 101. (Departmental Standards Version of SOC 243- approved by Academic Affairs 04/13/2017.) This course fulfills the following SUNY General Education learning outcome: Other World Civilizations. 3 cr. 3 lec.

SOC 244: Social Problems

Social Problems provides a sociological perspective concerning major problems at the local, national, and global levels. This course examines both the objective and subjective sources of knowledge about social problems. Topics to be covered include, but are not be limited to: processes of social problem construction; the role of the media and other social actors; public reactions to social problems; potential solutions for problems. This sociological approach to the study of social problems and solutions reveals the social structure rather than the individual sources of problems in society. Prerequisite: SOC 144. Pre/corequisite: ENG 101. (Departmental Standards Version of SOC 244, approved by Curriculum Committee on 09/15/2016.) This course fulfills the following SUNY General Education learning outcome: Social Sciences. 3 cr. 3 lec.

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. Pre/corequisite: ENG 101. (Departmental Standards Version of SOC 245, approved by Academic Affairs 04/13/2017.) This course fulfills the following SUNY General Education learning outcome: Social Sciences. 3 cr. 3 lec.

SOC 246: Juvenile Delinquency

This course involves the sociological investigation of the causes of and responses to juvenile deviance. Emphasis will be given to major theories about juvenile deviance and the influence of basic institutions. Topics to be studied include the family, peers, school, race and gender issues. Historical and contemporary juvenile justice systems and strategies for working with troubled youths will be examined. Prerequisite: SOC 144. Pre/corequisite: ENG 101. (Departmental Standards Version of SOC 246 - approved by Academic Affairs on 04/13/2017.) This course fulfills the following SUNY General Education learning outcome: Social Sciences. 3 cr. 3 lec.

SOC 247: Gender and Society

This course will explore the interrelationships between gender and society. It will employ historical and cross-cultural perspectives that define female and male and the LGBTQ+ experience. Emphases will be placed on the socialization process and the sources and consequences of socially constructed definitions of sex and gender. Prerequisite: SOC 144. (Per Departmental Standards version of SOC 247, approved by Curriculum Committee on 09/26/2019.) 3 cr. 3 lec.

SOC 250: Research Methods in Social Sciences

This course examines the philosophy and methodology of science and how they are applied to social questions. Both qualitative and quantitative methods will be discussed. All aspects of the research process, from forming a research question to analyzing and reporting data, will be examined. Students will complete an original research project. Prerequisites: any introductory level social science class and ENG 101, both with a grade of C or better. (Per Departmental Standards Version of SOC 250, approved by Academic Affairs on 02/22/2007.) 3 cr. 3 lec.

SOC 260: Topics in Sociology

This course is designed to allow focused exploration about topics of interest to students and faculty in the Sociology 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. (Per Departmental Standards version SOC 260, approved by Academic Affairs 02/24/2011.) 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. (Per Departmental Standards Version of SPA 111, approved by Academic Affairs on 03/11/2010.) This course fulfills the following SUNY General Education learning outcome: Foreign Language. 3 cr. 3 lec.

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. (Per Departmental Standards Version of SPA 112, approved by Academic Affairs on 03/11/2010.) This course fulfills the following SUNY General Education learning outcome: Foreign Language. 3 cr. 3 lec.

SPA 121: Elementary Spanish 1
This humanities elective offers an introduction to the Spanish language and Hispanic cultures. Students will practice the four basic skills of listening comprehension, speaking, reading and writing with an emphasis on spoken communication. Students will also be encouraged to develop an appreciation for Hispanic cultures in this course. The course is designed for students who have no background in Spanish. It is not open to native speakers or to students with more than two years of high school Spanish. This course satisfies a SUNY General Education learning outcome. Some work that students do in this course (tests, papers, projects) may be retained by Jefferson Community College in order to demonstrate to SUNY overall levels of student achievement for General Education. Prerequisite: None. (Approved AAC 09/25/2008.) This course fulfills the following SUNY General Education learning outcome: Foreign Language.

SPA 122: Elementary Spanish 2
This humanities course is the second half of a 2-semester sequence that constitutes an introduction to Spanish language and Hispanic cultures. It begins with a review of present and preterit tenses. The student will continue to develop the four basic skills of listening comprehension, speaking, and reading and writing with an emphasis on spoken communication. SPA 121 is a 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. (Approved by AAC 09/25/2008.) This course fulfills the following SUNY General Education learning outcome: Foreign Language. 3 cr. 3 lec.

SPA 220: Spanish for Native Speakers
This humanities course constitutes an introduction to the formal study of Spanish. A grammar-based approach to the basic skills of reading and writing will be emphasized. This course is designed for students familiar with spoken but not written forms of Spanish, and it will prepare them for the continuing study of Spanish language, literature, and culture. Prerequisite: recommendation of instructor. (Departmental Standards Version of SPA 220, approved by Academic Affairs on 04/29/1999.) This course fulfills the following SUNY General Education learning outcome: Foreign Language. 3 cr. 3 lec.

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. (Per Departmental Standards Version, approved by Academic Affairs on 05/10/2012.) This course fulfills the following SUNY General Education learning outcome: Foreign Language. 3 cr. 3 lec.

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. (Per Departmental Standard Version, approved by Academic Affairs on 05/10/2012.) This course fulfills the following SUNY General Education learning outcome: Foreign Language. 3 cr. 3 lec.
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 or BUS 127. (Per Departmental Standards Version of STA 101, approved by Academic Affairs on 04/05/2000.) This course fulfills the following SUNY General Education learning outcome: Humanities. 3 cr. 3 lec.

STA 111: Introduction to Mass Communication
STA 111 introduces students to the technical development and content evolution of the various media, including books, magazines, newspapers, radio, recordings, film, television, and the Internet. Students will study how the media have contributed to changes in society and examine the impact the media have on our lives today. Students will also be introduced to media-related careers. (Departmental Standards Version of STA 111, approved by Academic Affairs on 04/29/1999.) 3 cr. 3 lec.

STA 120: Creating Success in Life and College
This interdisciplinary course is designed to help students develop essential skills to successfully become active, responsible learners. The course embraces a humanistic approach to success, which will assist participants in becoming actively involved in the direction of their lives through understanding the role of communication competences and personal self growth when making purposeful decisions. Topics will focus on life skills such as self-management and self-actualization, interdependence, clear self expression, role definition, personal responsibility, and self-motivation strategies. Prerequisite: None. (Per Departmental Standards Version of STA 120, approved by Academic Affairs on 02/24/2011.) 3 cr. 3 lec.

STA 142: Oral Interpretation of Literature
Oral Interpretation of Literature may be defined as the art of recreating an author’s recorded experience in a work of literary art and of communicating this to an audience so as to arouse a meaningful response. Oral Interpretation is primarily a communications course, one in which communication takes place only between the interpreter and his audience. This course fulfills the following SUNY General Education learning outcome: Humanities. 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 speechmaking process (research, organization, and delivery). (Departmental Standards Version of STA 151.) This course fulfills the following SUNY General Education learning outcome: Humanities. 3 cr. 3 lec.

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. (Per Departmental Standards Version of STA 161, approved by Academic Affairs on 05/14/1998.) This course fulfills the following SUNY General Education learning outcome: Humanities. 3 cr. 3 lec.

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. (Per Departmental Standards Version of STA 183, approved by Academic Affairs on 04/15/2010.) 3 cr. 4 studio.

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. Prerequisite: STA 101, STA 151, STA 161, SOC 144, PSY 133, or BUS 131. (Per Departmental Standards version STA 211 approved by Curriculum Committee on 03/09/2017.) This course fulfills the following SUNY General Education learning outcome: Humanities. 3 cr. 3 lec.

STA 252: Argument and Debate
Involves research, organization, preparation, and presentation of the educational debate. Emphasizes analysis and development of the debate, evidence, and argumentation. Prerequisite: STA 151 or permission of instructor. 3 cr. 3 lec.

ZOO TECHNOLOGY (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, nutrition, reproduction, economics and health issues. Lectures, laboratories and field trips will introduce students to different management systems for livestock and domestic animals. Additionally, students will gain experience working with domestic animals and participate at a JCC zoo technology supported function outside of regularly scheduled class time. Field trips to animal operations will illustrate lecture concepts. Hands-on laboratory time will operate as a workplace simulation with attention to safety, professionalism and teamwork while working with domestic farm species. Pre/corequisite: BIO 111 or higher and ZOO 115. (Per Departmental Standards Version of ZOO 114, approved by Academic Affairs on 05/15/2014.) 2 cr. 1 lec. 3 lab.

ZOO 115: Evolution of Zoos
This Zoo Technology Clinical will introduce students to the fundamental principles of zoological park operations, basic habitat design and maintenance, animal care routines and procedures, workplace safety, emergency situations and education programming. Students will study the history of zoos, modern zoos, zoo philosophies, and workplace policies. Students will also examine problems relating to private exotic animal
ZOO 116: Zoo Clinical 1
This course will complement material covered in ZOO 115 lecture with a focus on application of concepts. Topics will include fundamental principles of zoological park operations, basic habitat design and maintenance, an introduction to animal care routines and procedures, workplace safety, and education programming. Students will be introduced to a clinical zoo site, its policies, and workplace philosophies and practice outreach skills by participating in a JCC zoo technology supported function outside of regularly scheduled clinical time. Visits to different zoos and animal care workplaces will provide students with opportunities to experience different animal collections and zoos. Prerequisite: ZOO 114 or higher and ZOO 114. (Per Departmental Standards Version of ZOO 116, approved by Academic Affairs on 05/15/2014.) 1 cr. 1 lec.

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/zoo, the animals rights movement, quality of life, euthanasia and controversial issues relating to animal use and management. Students will be expected to practice emotional restraint and courtesy as they formulate and defend an ethical position statement on a controversial issue. Emphasis will be placed on understanding both sides of an issue and using factual evidence to develop and support an argument or policy. Prerequisite: ZOO 114. (Per Departmental Standards Version of ZOO 118, approved by Academic Affairs on 05/15/2014.) 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. (Per Departmental Standards Version of ZOO 125, approved by Academic Affairs on 05/15/2014.) 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 116 or higher. (Per Departmental Standards Version of ZOO 126, approved by Academic Affairs on 05/15/2014.) 2 cr. 6 dh.

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. (Per Departmental Standards Version of ZOO 205, approved by Academic Affairs on 05/15/2014.) 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/corequisite: BIO 217 or BIO 218. Concurrent enrollment: ZOO 216. (Per Departmental Standards Version of ZOO 215, approved by Academic Affairs on 05/15/2014.) 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/corequisite: BIO 217 or BIO 218. Concurrent enrollment in ZOO 215 is required. (Per Departmental Standards Version of ZOO 216, approved by Academic Affairs on 05/15/2014.) 2 cr. 6 dh.

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. (Per Departmental Standards Version of ZOO 220, approved by Academic Affairs on 05/15/2014.) 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. (Per Departmental Standards Version of ZOO 225, approved by Academic Affairs on 09/25/2014.) 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/corequisite: ZOO 250 and ZOO 225. (Per Departmental Standards Version of ZOO 226, approved by Academic Affairs on 05/15/2014.) 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. (Per Departmental Standards Version of ZOO 250, approved by Academic Affairs on 05/15/2014.) 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. (Per Departmental Standards Version of ZOO 275, approved by Academic Affairs on 05/15/2014.) 3 cr. 1 lec. 6 lab.

ZOO 276: Zoo Technology Internship 2
Zoo Technology Internship 2 will provide students with further opportunities to practice the skills and apply the knowledge learned from their coursework. Students will be able to investigate areas of special interest in zoo technology. ZOO 276 is a continuation of ZOO 275. However, with instructor approval, the student may choose a different internship host from ZOO 275. The internship site must provide novel work experience and is not required to be in the Watertown area. Prerequisite: ZOO 125 & ZOO 126 or ZOO 215 & 216. Pre/corequisite: ZOO 275 and successful application to an animal internship position is required. (Per Departmental Standards Version of ZOO 276, approved by Academic Affairs on 05/15/2014.) 3 cr. 1 lec. 6 lab.
New Student Services
McVean Student Center, Room 4-104 / 315-786-6597 / newstudentservices@sunyjefferson.edu

New Student Services offers a variety of programming to educate students on the various resources dedicated to their success, inspire students to challenge themselves academically and socially and empowers students to follow their passions. These various programs are designed to help students smoothly transition to campus by connecting the students with their peers and offering opportunities to get engaged and involved on campus. New Student Services events include Orientation, Welcome Weekend, Week of Welcome, Midterm Madness Party, Cannoneer Connection Events, Campus Tours, and Peer Mentor Engagement Programming.

Academic Advising and Educational Planners
Enrollment Services, Suite 6-010, Jules Center / 315-786-2437 / advising@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 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.

Testing Center
Deans Collaborative Learning Center, 1st Floor / 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
Deans Collaborative Learning Center, 1st Floor / 315-786-2283 / ahogan@sunyjefferson.edu or sschulz@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 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
Career Services at JCC are designed to meet the vocational and educational needs of incoming and current students and support the academic and student support initiatives of the Jefferson faculty and staff. All Career Services programming is supported through the American Counseling Association, the National Association of Colleges and Employers, and the State University of New York Career Development Organization. We subscribe to their respective Code of Ethics and Standards of Practice. Confidentiality is maintained in all career counseling sessions unless waived for the purpose of student advocacy.

Career Counseling is provided to students throughout various points in their college careers as they plan, or change their academic majors and explore their career pathways. Through personalized career counseling sessions, students discuss their personal, educational, and career-related thoughts in a supportive environment. A professional Career Counselor holistically explores with them various career fields and the prospective occupations that are related to their respective interests, education, personality, values, skills, and lifestyles, thus helping to confirm which academic program of study is the most appropriate to pursue to eventually meet their personal and professional goals.

To supplement the career counseling process, there are a variety of Personality and Career Inventories which can be administered and interpreted. Career Coach, www.sunyjefferson.edu/careercoach, the Strong Interest Inventory, the Holland Self-Directed Search, the System of Interactive Guidance and Information (SIGI), the Personality Preference Exercise, and the Myers-Briggs Personality Inventory may be recommended to help students optimize academic and career choices.

We also network with campus and community professionals who mentor our students in our Job Shadowing and Informational Interviewing program, “Sharing Knowledge, Shaping Futures.” This relationship further strengthens the career exploration process and gives students the chance to observe, and interview working professionals as they compare their occupations of interest.

Career workshops, fairs, and presentations are also brought into JCC classrooms and club meetings, as well as other campus, and external venues such as local high schools, businesses, and social agencies.

Student Employment & Internships

All employment readiness programming is supported through the National Association of Colleges and Employers, Cooperative Education & Internship Association, and the State University of New York (SUNY) Career Development Organization. Work placement activities offer practical assistance to students seeking employment. We work collaboratively with faculty and staff to assist students seeking on-campus employment in the federally-based work study, and campus-based student aid employment programs.

We also provide the connection of students to employers to participate in work integrated learning opportunities such as internships, cooperative education, service learning. Work integrated learning is an educational approach that uses relevant work-based experiences to allow students to integrate theory with the meaningful practice of work as an intentional component of the curriculum.

We assist students with their employability prospects in the local, regional, and national labor market as well. Support is provided in the coordination of student employment credentials with ongoing resume and cover letter development and critiques collaboratively with Career Services. We host individual campus visitations for employer and military recruiters, and also bring them together with students during career, and employment fair programming.

Employers are assisted in posting their employment opportunities for students through the employment network, CANNONlink and assistance is provided for all employers; screening job postings, networking with staff, faculty and students, and referring candidates to meet the needs of the employers. An annual Graduate Survey is administered to Jefferson students that reports information about the employment plans of our graduates upon receiving their degree/credential.

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

- Opportunities for tutoring
- Paid Internship and research opportunities
- Increased access to professional development opportunities
- Trips/Tours and conference opportunities
- Academic, career and personal counseling
- Textbook lending library and free school supplies
- Private computer lab and quiet study space
- Financial assistance with college applications
- Academic resources
- 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 (taking a minimum of 12 credit hours), pursuing licensure in a professional field and identify as a member of a historically disadvantaged ethnicity. All CSTEP applicants must complete the JCC application and CSTEP application. Visit www.sunyjefferson.edu to access the applications and apply online.

EOP is a SUNY funded initiative that provides support services to students who despite being economically and academically disadvantaged, demonstrate the potential to successfully complete college. EOP services include, but are not limited to academic counseling, educational and career planning, financial advisement, limited financial assistance and a pre-freshman summer institute.

Eligibility criteria is as follows:

- First-time college students who meet academic and financial guidelines
- Transfer students who reside in New York State and were enrolled in a similar post-secondary opportunity program such as EOP, HEOP, SEEK, or College Discovery at a previous institution. Verification of previous status is required. An EOP Transfer Applicant Information Sheet is available at www.sunyjefferson.edu.
- Current students and re-entering students who were previously admitted to Jefferson as EOP students

Academic eligibility is determined by EOP and is based on the applicant’s high school records, and the college’s placement guidelines. First-time college students must meet both academic and income guidelines. Priority is given to applicants from historically disadvantaged backgrounds. All EOP applicants should apply to join at apply.sunyjefferson.edu/register/eop. This will begin the process for program consideration.

STAR (Strategies to Achieve Results) is designed to provide services to JCC students to increase academic success. The STAR 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 Bridge Program for entering students, with English and reading developmental courses; academic, personal, and financial literacy counseling; group and one-on-one tutoring in mathematics, reading and English; workshops in test-taking, study habits, time management, and organization skills; a career exploration course; transfer advising and services; tickets to cultural events; & need-based scholarships. STAR 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 STAR if they are:

- first generation (neither parent holds a four-year degree)
- have a documented disability on file with the college or
- meet the income guidelines plus demonstrate an academic need

The STAR program, intended to serve 160 students annually, 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.
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.

Affirmative Action / Diversity Office / Student Compliance Office

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.

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

College Auxiliary Services
Lansing Administration Building / 315-786-2354 / 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 and Cannon Cash, a convenient debit account accepted at locations across JCC. Please call (315) 786-2222 with any questions or to get entrance access during non-business hours.

Cannon Cash
JCC students, faculty and staff have the opportunity to establish a prepaid debit account on their SUNYCard. These accounts, known as Cannon Cash, offer a convenient method for making purchases in the Bookstore, in the Courtyard Cafe, at campus vending machines and in the Student Activities & Inclusion office. At the beginning of each semester, for two weeks (only), students receiving financial aid may designate a portion of that aid to be added to their Cannon Cash account by making arrangements with Enrollment Services, Suite 6-010, Jules Center. For more information, call (315) 786-2437. Cannon Cash can be added to a SUNYCard with cash, check, or credit card in the Lansing Building. To add Cannon Cash by phone with a credit card, call the FSA office at (315) 786-2354. Funds may be added at any time; normally the account is debited at the time of purchase. Please note that it may take up to 24 hours for Cannon Cash to be activated.

The Bookstore
The Bookstore, operated and owned by Follett, carries a large variety of school supplies, required course materials, and JCC clothing and general merchandise. We offer used textbooks, textbook buyback, and have recently implemented an all-new digital textbook IncludED / access program. For more information, please visit the Bookstore in Jules Center (Building 6) or call (315) 786-2260. You can also check out our website at www.shopjcc.com for more information or to order books and supplies without waiting in line!
Dining Services
The Courtyard Cafe, located in the McVean Center (Building 4), is the main dining venue on campus that offers meal plans and take out. Hours of operation are posted online at www.jccdining.com. The Courtyard Cafe is operated by American Family Dining.

Child Care
Jefferson Campus Care is a New York State licensed childcare facility on the campus of Jefferson Community College. The Center is accredited by the prestigious National Association for the Education of Young Children. Jefferson Campus Care provides developmentally appropriate activities for children ages 18 months to 5 years. Hours of operation are Monday through Friday from 7:30 a.m. to 5:00 p.m. during the College’s Fall and Spring semesters. To inquire about enrolling your child at Jefferson Campus Care, call the site director at (315) 786-2357. The primary mission of Campus Care is to serve the JCC campus community. Enrollment priority is given to the children of JCC students, faculty and staff.

Student Activities & Inclusion Office
McVean Student Center, Room 4-104 / 315-786-2431 / 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.

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.

National Society of Leadership and Success (NSLS)
The College's Sigma Alpha Pi chapter of the National Society of Leadership and Success was chartered in 2013. The NSLS is the largest leadership honor society in the United States with over 700 chapters and over 1.4 million members. Students are selected to join based on exemplary academic achievement. Membership perks include access to more than $400,000 in scholarships, an exclusive NSLS job board, a personalized letter of recommendation, access to success coaches and private networking events and exclusive speaker broadcasts. Members learn to build their leadership, public speaking and team work skills.

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.
Student Government Association
McVean Student Center, Room 4-105 / 315-786-2374 / studentgovernment@sunyjefferson.edu

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.

Athletics
McVean Center, Room 4-110 / 315-786-2232 / athletics@sunyjefferson.edu

As a member of the Mid-State Athletic Conference, Region III of the National Junior College Athletic Association (NJCAA), Jefferson Community College fields six varsity teams for men: basketball, baseball, golf, lacrosse, soccer and cross country; and seven varsity teams for women: basketball, golf, softball, volleyball, lacrosse, soccer, and cross country. Plus, in 2022, the College was preparing to launch its inaugural esports team, a sanction of the NJCAA, for students to brandish their video gaming skills in a tournament style competition while earning college credit for participating in a collegiate sport. JCC’s esports lab, located on the top floor of Jules Center, Building 6, is equipped with computers, monitors, gaming chairs and televisions that offer a quality student gaming experience. The College anticipates fielding teams in various games including Fortnite, NBA2K, Call of Duty, FIFA21, Hearthstone, Madden21, Overwatch, Rainbow6, Rocket League, Valorant and Super Smash Bros: Ultimate, just to name a few.

We are the Cannoneers! In spring 2021, the College formally adopted its first-ever mascot - Boomer T. Cannoneer - a bald eagle in a military cannoneer uniform and launched a new athletics logo. The new logo continues to feature cannons which was 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. A significant element, new to the athletics logo and brand identity, is the incorporation of the bald eagle. 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.

Intramural Sports
The Athletic Department offers intramural programs and daily competitions throughout the year. Participants may choose to form their own team or join individually. Intramural sports are a great way to meet new people and add a level of enjoyment to your college experience without the time commitment intercollegiate athletics requires.

Fitness Center
Jefferson has a state-of-the-art fitness center on campus with a free membership 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). The College offers Spinning, Yoga and Crossfit classes in the dance/aerobic room. Visit www.cannoneerathletics.com for schedules of JCC’s athletic games, intramurals and fitness classes.

Accommodative Services Office
Deans Collaborative Learning Center, 1st Floor / 315-786-2288 / studentservices@sunyjefferson.edu

The College provides access to reasonable accommodations for each qualified student with a disability through individualized services, 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 and accessibility services office and following 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.
- Submit current and comprehensive documentation of the specific disability or disabilities along with a completed confidential registration form 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 Disability Specialist 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 Disability Specialist. 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 Disability Specialist. 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, notetaking coordination, assistive technology, exam/quiz 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.”

**Library**

Deans Collaborative Learning Center, 2nd Floor / 315-786-2225 / library@sunyjefferson.edu

Located on the second floor of the John W. Deans Collaborative Learning Center (Building 15), the library supports student success with resources for the courses and curricula of Jefferson Community College. Library staff is 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 500,000 electronic books and houses approximately 42,500 book volumes. Library databases provide online access to over 170,000 electronic full text periodical titles and the library also subscribes to a select number of print periodicals. The library owns over 3,800 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 daily electronically or via courier.

**Local History Room** - The Local History Room contains a special collection of books, periodicals, manuscripts, pamphlets, and clippings about Watertown, Jefferson County, Fort Drum, the North Country, the 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.
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 Dean of Students (or their representative) to a mandatory intervention and prevention program. Additionally, a student who calls for medical assistance for another student may be referred to this program at the discretion of the Dean of Students. This is not a Code of Conduct sanction or violation; however, failure to complete the intervention program may result in a violation of the Code of Conduct.

Repeated use of the amnesty provided by the policy is cause for a higher level of concern for the well-being of the student and amnesty in these cases will be individually reviewed in cases of alcohol and substance abuse, not sexual violence.

**Non-Discrimination Policy**
Jefferson Community College is committed to fostering a diverse community of outstanding faculty, staff, and students, as well as ensuring equal educational opportunity, employment, and access to services, programs, and activities, without regard to an individual’s race, color, national origin, religion, creed, age, disability, sex, gender identity, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction. Employees, students, applicants or other members of the College community (including but not limited to vendors, visitors, and guests) may not be subjected to harassment that is prohibited by law, or treated adversely or retaliated against based upon a protected characteristic.

All employees, students, visitors and vendors share in the responsibility for ensuring a work and educational environment free from prohibited discrimination and harassment. Individuals responsible for, or participating in, campus activities will refrain from, and are encouraged to report, any inappropriate conduct that may give rise to a claim of harassment or discrimination.

The College’s policy is in accordance with federal and state laws and regulations prohibiting discrimination and harassment. These laws include the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972, and the New York State Human Rights Law. These laws prohibit discrimination and harassment, including sexual harassment and sexual violence.

Inquiries regarding the application of Title IX and other laws, regulations and policies prohibiting discrimination may be directed to the College’s Affirmative Action Officer, (315) 786-2279. 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 Confidently 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;
- College Nurse in the Health and Wellness Center 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.
  * Jill Parker, Executive Director
    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)
    jillp@vaajc.com
    http://www.vaajc.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: Vice President for Student Engagement and Retention, 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 party 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, Dr. Corey Campbell, 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.

Visit www.sunyjefferson.edu for the most current information.
The Family Educational Rights and Privacy Act allows institutions to share information with parents when (1) there is a health or safety emergency, or (2) when the student is a dependent on either parents’ prior year federal income tax return. Generally, Jefferson Community College will not share information about a report of sexual violence with parents without the permission of the reporting individual.

**Sexual Misconduct Prevention and Prohibition Policy**

Employees, students, applicants or other members of the College community (including but not limited to vendors, visitors, and guests) may not be subjected to sexual assault, sexual harassment, relationship violence, stalking, or gender based violence and/or discrimination that is prohibited by law, or treated adversely or retaliated against. The College is committed to fostering a community that promotes prompt reporting of all types of sexual misconduct including sexual violence, sexual harassment, relationship violence, stalking, or gender based violence and/or discrimination, and ensures timely and fair resolution of sexual misconduct and harassment complaints in accordance with the Sexual and Interpersonal Violence Response Procedures. It is the intention of the College to take appropriate action to end the misconduct, prevent its reoccurrence and address its effect.

**Responsibility to Report**

All members of the College Community are required to report, at the time they become aware of, concerns expressed to them by an alleged victim of sexual assault, sexual harassment, relationship violence, stalking, or gender based violence and/or discrimination, whether direct or third party, to the Affirmative Action Officer or Title IX Coordinator.

**Confidentiality**

Certain college employees, such as the Affirmative Action Officer, Title IX Coordinator, managers, supervisors, and other designated employees have an obligation to respond to reports of sexual misconduct, including sexual assault, sexual harassment, relationship violence, stalking, and gender based violence and/or discrimination even if the individual making the report requests that no action be taken. An individual’s request regarding the confidentiality of reports of sexual misconduct will be considered in determining an appropriate response; however, such requests will be considered in the dual contexts of the College’s legal obligation to ensure a working and learning environment free from violence and harassment and the due process rights of the accused to be informed of the allegations and their source. Some level of disclosure may be necessary to ensure a complete and fair investigation, although the College will comply with requests for confidentiality to the extent possible.

**Sexual and Interpersonal Violence Response Procedures**

In accordance with the Students' Bill of Rights, the College has developed Sexual and Interpersonal Violence Response Procedures published in the College Catalog and on the website in accordance with federal and state laws.

**Complaint, Investigation, and Disciplinary Procedures**

Student conduct issues will be resolved under the procedures described in the JCC Student Code of Conduct and referenced in the Sexual and Interpersonal Violence Response Procedures handbook. College employee issues will be resolved under the procedures outlined in the applicable collective bargaining agreement or management/confidential employment policy.

**Retaliation**

Threats or other forms of intimidation and retaliation against a complainant or any other party reporting or acting pursuant to this policy are violations of this policy, and constitute grounds for disciplinary action.

Retaliation is unlawful and will not be tolerated. Jefferson Community College will protect students from retaliation by the College, any student, the accused and/or the respondent, and/or their friends, family, acquaintances within Jefferson Community College’s jurisdiction. Any individual found to have engaged in retaliation will be subject to disciplinary action, up to and including, termination of employment and/or dismissal from Jefferson Community College.

An employee or student who feels as though someone has subjected him or her to retaliation as a result of a report or participation into the investigation of a report should contact one of the Title IX Coordinators or other senior officer immediately.

**False Statement**

Complaints of sexual misconduct including but not limited to sexual violence, sexual assault, sexual harassment, relationship violence, stalking, and other forms of gender based violence and/or discrimination cannot always be substantiated. Lack of corroborating evidence should not discourage complainants from seeking relief through the procedures outlined above. However, charges found to have been intentionally dishonest or made maliciously without regard for truth will subject complainants to disciplinary action.

**Prevention Through Education and Information**

In accordance with New York State Education Law section 129-b, the College offers to employees and new students, student leaders and officers of registered/recognized student organization, and student athletes, prior to participation in intercollegiate athletics, educational programs to promote the awareness of sexual misconduct and sexual violence, rape, acquaintance rape, domestic violence, dating violence, sexual assault, and stalking, which shall include primary prevention and awareness programs for incoming students and new employees, as well as ongoing prevention and awareness programs for students and employees.

Visit [www.sunyjefferson.edu](http://www.sunyjefferson.edu) for the most current information.
Specifically, these education and informational programs include, but are not be limited to, the following subjects:

- the definition of domestic violence, dating violence, sexual assault, and stalking in its jurisdiction;
- a statement that the institution prohibits these offenses;
- the applicable state laws, ordinances, and regulations regarding sex offenses;
- the penalties under state law for commission of sex offenses as well as on-campus disciplinary sanctions for the same;
- the procedures in effect at the College for dealing with sex offenses;
- the definition of consent in reference to sexual activity;
- information on risk reduction to recognize warning signs of abusive behavior;
- strategies intended to stop domestic violence, dating violence, sexual assault, or stalking before it occurs through the changing of social norms and other approaches;
- safe and positive options for bystander intervention;
- the availability of counseling and other support services for the victims of sex offenses on campus and off-campus;
- the nature of and common circumstances relating to sex offenses on campuses; and
- the methods the College employs to advise and to update the campus about security procedures;
- the role of the Title IX Coordinator, Campus Security and other offices that address sex offenses.

The College has developed a Student Onboarding and Ongoing Education Guide for student training.

Definitions

**Sexual Assault:**
Any type of sexual contact or behavior that occurs without the explicit consent of the recipient. Sexual assault may involve individuals who are known to one another or have an intimate and/or sexual relationship, or may involve individuals not known to one another. Sexual assault includes, but is not limited to, sexual activities such as: forced sexual intercourse, forcible sodomy, fondling, oral sexual contact, attempted rape, and/or a sexual act where the individual is incapacitated.

**Sexual Harassment:**
Sexually harassing behavior includes unwelcome verbal or physical conduct, which is sexually offensive. Sexually offensive conduct may include sexual flirtations or touching, verbal abuse of a suggestive nature, graphic or suggestive comments about an individual’s dress or body, use of sexually degrading words to describe an individual, the display in the work place of sexually suggestive objects or pictures. According to current federal, state and SUNY guidelines, sexual harassment is a form of unlawful discrimination.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made explicitly or implicitly a term or condition of an individual’s employment or of a student’s evaluation;
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions or student evaluations affecting such individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual’s (employee or student) performance or creating an intimidating, hostile or offensive working environment.

Sexually-based harassment can include interactions in person, by phone, electronic messages and photos, written words or images such as graffiti and social media postings.

A single isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe. The more severe the conduct, the less need there is to show a pattern of incidents for a hostile environment, particularly if the harassment is physical.

Sexual harassment will be distinguished from behavior which, even though unpleasant or disconcerting, is appropriate to the carrying out of instructional, advisory, or supervisory responsibilities. Instructional responsibilities, in particular, require appropriate latitude for pedagogical decisions concerning the topics discussed and methods used to draw students into discussion and full participation.

**Sexual Exploitation:**
When an individual takes non-consensual or abusive sexual advantage of another, for his/her own benefit; or to benefit anyone other than the one being exploited; and that behavior does not otherwise constitute one of the other sexual misconduct offenses.

**Gender Based Violence and/or Discrimination-Based Harassment:**
Sexual harassment also includes gender based violence and/or discrimination-based harassment including harassment based upon an individual’s perceived or actual gender based violence and/or discrimination identity or sexual orientation, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

College personnel shall not on the basis of a person’s gender based violence and/or discrimination, sexual orientation or gender based violence and/or discrimination identity:

- Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of services.
such aid, benefit, or service;
• Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;
• Subject any person to separate or different rules or behavior, sanctions, or other treatment;
• Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

Relationship Violence:
Relationship violence is a pattern of coercive behaviors that serve to exercise control and power in an intimate relationship. The coercive and abusive behaviors can be physical, sexual, psychological, verbal and/or emotional in nature. Intimate partner abuse can occur in relationships of the same or different gender based violence and/or discriminations; between current or former intimate partners who have dated, lived together, or been married. Relationship violence includes both domestic violence and dating violence. Sanctions range from warning through expulsion/termination.

Domestic Violence:
Domestic violence is defined as felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or New York family violence laws, or by any other person against an adult or youth victim who is protected from that person’s acts under New York domestic or family violence laws.

Dating Violence:
Dating violence is defined as violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship is determined based on the reporting party’s statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition, dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.

Stalking:
Stalking is the unwanted pursuit of another person. It includes repeated harassing or threatening behavior toward another person, whether that person is a total stranger, slight acquaintance, current or former intimate partner, or anyone else.

Affirmative Consent:
Affirmative consent is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant’s sex, sexual orientation, gender based violence and/or discrimination identity, or gender based violence and/or discrimination 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.

Questions regarding the application of this policy may be directed to the College’s Title IX Coordinator and/or Affirmative Action 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; Email OCR.NewYork@ed.gov

The Board of Trustees directs the President to develop such procedures to ensure compliance with this policy.

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 New York State, New York City or county hotlines: http://www.opdv.ny.gov/help/dvhotlines.html to disclose confidentially the incident and obtain services. 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:

- SurvJustice: http://www.survjustice.org/services.html;
- Legal Momentum: https://www.legalmomentum.org/;
- NYSCASA: http://nyscasa.org/get-help;
- NYSCADV: http://www.nyscadv.org/; and
- 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 justice 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, Dr. Corey Campbell, 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.
- Resident Directors 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 his/her identity anonymous, he or she may call (315) 786-6561 anonymously to discuss the situation and available options.

- Title IX Coordinator, Dr. Corey Campbell, 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.

- Kerry Young, Associate VP of Human Resources, (315) 786-2279, kyoung@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...
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, Dr. Corey Campbell, 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.

**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:
  - 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.

Visit www.sunyjefferson.edu for the most current information.
Visit www.sunyjefferson.edu for the most current information.
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 Coordinators**
“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance...” 20 U.S.C. § 1681

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on gender in educational programs which receive federal financial assistance. Programs and activities which may be included are: admissions, recruitment, financial aid, academic programs, athletics, housing and employment. Title IX also protects male and female students from unlawful sexual harassment in college programs and activities. Individuals with questions, concerns or a complaint related to Title IX may contact:

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:

Dr. Corey Campbell
McVean Student Center, Office 4-100
(315) 786-6561
ccampbell@sunyjefferson.edu

**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:**
Kerry Young at (315) 786-2279 / kyoung@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 Security personnel are registered and certified by the State of New York and undergo continued training. The staff is contracted through a private security company. Their arrest powers are the same as an ordinary citizen. The Office of Campus Safety & Security is empowered by the College to enforce traffic regulations, the Student Code of Conduct, as well as local, state and federal laws. The office maintains a close working relationship with all emergency services in order to provide a safe environment for the campus community. All Campus Security personnel are trained in first aid, CPR, AED, pepper spray, restraints and have access to a Naloxone Rescue kit.

Working Relationships with State and Local Police
A strong working relationship is maintained with all neighboring police agencies. Office of Campus Safety & Security works very closely with the Watertown Police Department, Jefferson County Sheriff’s Department and New York State Police.

Prompt Reporting of Concerns or Incidents
Members of the campus community are urged to promptly report all criminal incidents and medical emergencies to the Office of Campus Safety & Security. Potential criminal actions and any emergency on campus can be reported by dialing 9-1-1 or by calling the Office of Campus Safety & Security at 2222 from a campus phone or 315-786-2222 from a mobile or off-campus phone. In non-emergency situations, Campus Security may also be accessed 24-hours a day by dialing 2222 from a campus phone or 315-786-2222 from a mobile or off-campus phone. Upon receipt of the call, Campus Security personnel will respond to the location immediately. Concerns and incidents may also be reported online at www.sunyjefferson.edu/incidentreport.

Visit www.sunyjefferson.edu for the most current information.
Drug-Free Campus Policy

It is the policy of Jefferson Community College to provide a drug-free campus. The College is committed to maintaining a drug-free campus in accordance with the applicable requirements of the United States Drug Free Schools and Communities Act Amendments of 1989 (Public Law 101-226). The unlawful manufacture, distribution, dispensing, possession or use of alcohol or a controlled substance is prohibited on campus and at any and all College sponsored activities.

Appropriate disciplinary sanctions will be imposed for violations of laws and standards of conduct. Such sanctions include, but are not limited to, expulsion, termination of employment, referral for prosecution, and on-campus penalties imposed by the appropriate disciplinary bodies.

Jefferson Community College recognizes that there are serious health risks associated with the use of illicit drugs and alcohol abuse. Accordingly, Jefferson Community College will use its educational resources to establish a drug-free awareness program for students and employees.

Efforts to educate students and employees about health risks, available counseling, treatment, rehabilitation or re-entry programs and the local, state and federal legal sanctions related to the unlawful possession or distribution of illicit drugs and alcohol will be the primary objective of this policy.

This objective will be accomplished by:
1. Providing periodic educational programs regarding the danger of alcohol and substance abuse. All students and employees will be urged to attend. Employees will be given time off to attend.
2. Providing students and employees with a listing of alcohol and substance abuse education and treatment services.
3. Providing employees with health insurance benefits ranging from in-patient care to out-patient treatment visits for alcoholism and/or substance abuse.
4. Providing students and employees with written information describing the use and effects of controlled substances, the campus standards of conduct and the legal sanctions imposed by state and federal law for illegal possession or distribution of such substances.

Hate/Biased-Related Crime Prevention Statement

New York State law requires Jefferson Community College to inform students about the Hate Crimes Prevention Act of 2000 and how hate crimes (also known as bias-related crimes) can be prevented on campus. Hate/bias crimes have received renewed attention in recent years, particularly since the passage of the federal Hate/Bias Crime Reporting Act of 1990 and the New York State Hate Crimes Act of 2000 (Penal Law Article 485). Copies of the New York law are available from the Student Activities Center.

Hate crimes are criminal activity motivated by the perpetrator's bias or attitude against an individual victim or group based on perceived or actual personal characteristics, such as their race, religion, ethnicity, gender, sexual orientation, or disability. Bias-related behavior includes any action that discriminates against, ridicules, humiliates, or otherwise creates a hostile environment for an individual or group protected under this law.

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

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

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

Availability of counseling and other support services: Counseling and personal support is available to victims of hate/bias-related crime at the College’s Health & Wellness Center located in Building 17. Another source of assistance is through the Jefferson County Victim’s Assistance Center, 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.

Visit www.sunyjefferson.edu for the most current information.
Statement on Social Justice
WHEREAS, as the governing body of an institution dedicated to diversity, equity, inclusion, and anti-racism, the Jefferson Community College Board of Trustees reaffirms the College’s Institutional Values of Learning, Inclusion, Community, Integrity and Empowerment to ensure all voices are heard and valued, reflect an appreciation of diversity, a common goal of equity and inclusion, and an anti-racist community for all students and employees.

WHEREAS, in light of recent events that serve as a painful reminder of the role that systemic racism and social injustice play in our country, we denounce all acts of racism, hate, violence and injustice. The College is strongly committed to standing up for the oppressed and the marginalized due to their race, ethnicity, gender, and sexual identity and to constantly improve our practices, policies and programs so that they are deeply rooted in the guiding principles of social justice and reform.

WHEREAS, the Jefferson Community College Board of Trustees supports the College President’s recently announced actions:

- The creation of town hall sessions and educational series on social justice, antiracism, and equity for all students, faculty and staff at our College
- Data evaluation to address disproportionate outcomes and identify issues of inequity and disparate treatment;
- The enhancement of cultural competency training for all who lead our institution and deliver our courses, programs, and services

NOW, THEREFORE, BE IT RESOLVED, that the Jefferson Community College Board of Trustees does hereby adopt this statement as our commitment to the College and the community and solicits others to join us on our path toward eradication of systemic racism and social injustice.

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 Security Office, the Affirmative Action Officer, V.P. for Administration and Finance or the V.P. for Student Engagement and Retention 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

Visit www.sunyjefferson.edu for the most current information.
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, confidentiality, employee conduct, the student code of conduct, and the security of buildings, grounds, and College property.

6. College data are vital assets and should be used and released in accordance with applicable laws and for the legitimate purposes of the College. Access to data and information by faculty, staff, students, and others who have a “need to know” or “right to know” is essential to the fulfillment of the College's mission and critical to the conduct of College business.

7. Certain data, by law, are protected and may not be freely released. Other data, by College policy, are considered confidential and, likewise, may not be freely released. Further, in order to assure the integrity of College data, it must be guarded from unauthorized modification, destruction, or disclosure, whether accidental or intentional. This applies to all institutional data regardless of where it resides or in what format.

8. The College does not routinely monitor individual computer, Internet or network activities or content but users should not assume or expect any right of privacy with respect to the College's IT resources. There is an acknowledged trade-off between the right of privacy of a user and the need of system administrators to gather necessary information to ensure the continued functioning of these resources.

9. The use of College computer resources for private business or commercial activities (except where such activities are otherwise permitted or authorized under applicable College policies), fundraising, or advertising on behalf of non-College organizations, or reselling the College's name, are prohibited.

10. Each member of the campus community is responsible for the security and protection of electronic information resources over which he or she has control. Resources to be protected include networks, computers, software, and data. The physical and logical integrity of these resources must be protected against threats such as unauthorized intrusions, malicious misuse, or inadvertent compromise. Activities outsourced to off-campus entities must comply with the same security requirements as in-house activities.

11. Except as provided by applicable laws, regulations or other College policies, the content of electronic communications is not by itself a basis for disciplinary action.

12. All login accounts are for the exclusive use of the person for which the account was created. That person is responsible for all use and misuse of each account assigned to him/her.

13. All email messages are the property of Jefferson Community College.

14. Neither the faculty/staff nor student email system is a secure system. Users should reconsider when including confidential or sensitive information in an email.

15. All uses of technology which harass, annoy, intimidate or otherwise inconvenience users are prohibited.

Visit www.sunyjefferson.edu for the most current information.
Account Policy
State and federal regulations require the security of specific personal data used and stored by applications at Jefferson. In addition, Institutional Technology is responsible for ensuring that the network and standard campus applications are secure, stable and useable by the campus community. To ensure the appropriate use and security of Jefferson Community College information, equipment and applications, all Jefferson Community College faculty, staff and students shall be provided accounts to appropriate technology as determined by their job and role on campus.

Statement of Policy
1. Access to computer and electronic resources including, but not limited to, office computers, computer classrooms, smart classrooms, the campus-wide network, email and the Internet is a privilege provided at the discretion of the College and as such may be revoked.
2. At no time will generic guest accounts be created that cannot be linked back to a specific individual.
3. Accounts will be removed (or disabled) when the individual has been separated from the College.
4. All login accounts are for the exclusive use of the person for which the account was created. That person is responsible for all use and misuse of each account assigned to him/her.
5. The College provides separate access to the Internet through a wireless network. Access to this network requires a valid Jefferson Community College account. Users of the wireless network are responsible for their appropriate use and by their use agree to comply with all applicable policies, regulations and laws, as well as the acceptable use policies of affiliated networks and systems.

Information Security Policy
Jefferson Community College is required to comply with the Gramm-Leach-Bliley Act and the rules promulgated hereunder by the Federal Trade Commission. These requirements have been established to:

- Ensure the security and confidentiality of customer records and information.
- Protect against anticipated threats to the security and/or integrity of such customer records and information.
- Guard against unauthorized access to or use of customer records or information that could result in substantial harm or inconvenience to any customer.

Statement of Policy:
1. Program Coordination
   a. Institutional Technology and the Vice President for Administration shall coordinate the Information Security Program ("the Program").
   b. The Program includes input from other JCC divisions, including Institutional Technology, Students and the Academic Affairs divisions.
   c. The Program will be reviewed and evaluated annually, during the month of May. Selected aspects will be tested. Adjustments to the Program will be made as needed.

2. Risk Assessment and Safeguards
   There is inherent risk in handling and storing any information that must be protected. Identifying areas of risk and maintaining appropriate safeguards can reduce risk. Safeguards are designed to reduce the risk inherent in handling customer information. The Federal Trade Commission has identified four areas to address:
   - Employee Management & Training
   - Information Systems
   - Managing System Failures
   - Service Providers

3. Appendix
   a. Legal References – Appendix A
   c. All Jefferson Community College Institutional Technology policies, including the Acceptable Use, Internet/Email, and Network Policies incorporated by reference
   d. Jefferson Community College Student Code of Conduct incorporated by reference

Program Details
1. Designated Information Security Program Coordinators
   a. Representatives
      i. Institutional Technology
      ii. Vice President for Administration
   b. Offices Possessing Customer Information: All Campus offices have some level of access to customer information
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 Blackboard and Banner (SOAR) as well as linked third party applications such as the application for requesting transcripts.
   d. Cookies stored from JCC web applications are not used by the College to gather personal information but to assist with the appropriate functioning of the application.
5. Information collected when you email sunyjefferson.edu or complete a transaction.
   a. During a visit to sunyjefferson.edu, a user may send an email to a JCC office through an email link or an information request form. The user’s email address and the contents of the message will be collected. The information collected is not limited to text characters and may include audio, video and graphic information formats included in the message. The user’s email address and the information included in the message will be used to:
      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.

### Student Email Acceptable Use Policy

1. **Philosophy**
   Jefferson Community College encourages the use of student email as an effective and efficient way to improve communication between students, faculty members and administrative staff. The primary purpose of student email is to meet the academic, student life, administrative, and business needs of the College.

   While the College will continue to communicate through printed publications and written correspondence, it is expected that the College will increasingly use student email as an official means of communication with JCC students. Students are responsible for information
forwarded to them by the College through Cannon Mail. It is expected that students will check their email account regularly.

2. **Official Email Address**

   All students who are registered for credit-bearing courses will be assigned a JCC student email account. This account will be considered the student's official Jefferson email address until such time as the student is no longer enrolled in a credit bearing course(s) at JCC.

   Faculty members and administrative offices will address email messages to the student's assigned email account. A student may choose to redirect their email, but are held accountable for the content of any College email message sent to them.

3. **Prohibited Conduct**

   Student email may not be used in the following ways:
   - Unlawful activities
   - Commercial purposes
   - Personal financial gain
   - False identity in email communications
   - Misrepresentation of Jefferson Community College
   - Interference with JCC technology operations through
     a. electronic chain letters
     b. unsolicited electronic communications
     c. disruption of electronic communications
     d. corruption of electronic communications systems and services
     e. obstruction of electronic communications system and services

4. **Access Restriction**

   Access to and use of student email is considered a privilege accorded at the discretion of Jefferson Community College. The College maintains the right to immediately withdraw the access and use of student email when there is reason to believe that violations of law or College policies have occurred. In such cases, the alleged violation will be referred to the Chief Judicial Officer for further investigation and adjudication under the Code of Student Conduct. The range of sanctions for unacceptable use of student email includes expulsion from the College.

5. **Security**

   Jefferson Community College cannot and does not guarantee the security of electronic files on its computer systems. While steps have been taken to provide security, it is possible that the College's technology systems may be breached. Because it is impossible to filter all materials transmitted or received via electronic means, the College cannot assure that users will not be exposed to unsolicited information.

6. **Privacy**

   The general right of privacy should be extended to the extent possible in the electronic environment. Jefferson Community College and all electronic users should treat electronically stored information in individuals' files as confidential and private.

   There is an acknowledged trade-off between the right of privacy of a user and the need of system administrators to gather necessary information to ensure the continued functioning of these resources. In the normal course of system administration, system administrators may have to examine activities, files, electronic mail, and printer listings to gather sufficient information to diagnose and correct problems with system software or hardware. Whenever possible, prior notification will be provided; however, the system's administrators will subsequently notify faculty, staff, or students if it was necessary to enter or view their files, electronic mail, printer listings, or to examine activities. System administrators at all times have an obligation to maintain the confidentiality of a user's files, electronic mail, and activity logs.

   Users of student email are strictly prohibited from accessing files and information other than their own. The College reserves the right to access its computer and network systems, including current and archival files of user accounts when there is reasonable suspicion that unacceptable use has occurred.

**Network Policy**

Users of the Jefferson Community College network have a responsibility to properly use and protect the information resources and to follow all federal, state and local and other applicable law as well as all generally applicable College rules and policies and all applicable contracts and licenses including the policies of networks contracted for College use, such as Internet and distance learning networks. This policy provides guidelines for the appropriate use of the networks provided by and contracted with the College both on- and off-campus.

**Statement of Policy:**

1. Access to the campus-wide, wireless and contracted networks, is a privilege provided at the discretion of the College and as such may be revoked.

2. The general right of privacy should be extended to the extent possible in the electronic environment. Jefferson Community College and all electronic users should treat electronically stored information in individual files as confidential and private.

3. The College does not routinely monitor computer, Internet or network activities or content but users should not assume or expect any right of privacy with respect to the College's IT resources. There is an acknowledged trade-off between the right of privacy of a user and the
need of system administrators to gather necessary information to ensure the continued functioning of these resources.

4. The use of college computer resources for private business or commercial activities (except where such activities are otherwise permitted or authorized under applicable college policies), fundraising, or advertising on behalf of non-college organizations, or reselling the College’s name, are prohibited.

5. Unlawful communications, as defined by law, are prohibited.

6. The campus network is a shared resource; therefore, excessive non-academic use of network resources which inhibit usage by another person is prohibited.

7. At no time shall anyone attach an unauthorized device to the campus network. These include, but are not limited to, unauthorized access points, wireless routers, and network detection appliances. Any unauthorized equipment will be considered rogue and will be shut down immediately and removed from the network.

8. The College provides separate access to the Internet through a wireless network and users of the wireless network are responsible for their appropriate use and by their use agree to comply with all applicable policies, regulations, and laws, as well as the acceptable use policies of affiliated networks and systems.

9. Any use of the campus-wide network which results in plagiarism, copyright infringement or any other violation of academic regulations is prohibited.

10. All uses of the campus-wide network which harass, annoy, intimidate or otherwise inconvenience users are prohibited.

11. Use of the network to misrepresent or conceal one’s identity is prohibited.

12. Attempts to circumvent network access restrictions are prohibited.

13. Attempts to gain unauthorized access or to circumvent network security are prohibited.

14. The Federal Digital Millennium Copyright Act will be strictly enforced.

15. Attempts to operate any type of unauthorized servers (e.g., DHCP, web, mail, Quake, etc.) is prohibited.

Definitions

Infrastructure: The hardware and supporting software, such as cabling, routers, servers, and other equipment that makes up the physical aspect of the campus-wide network.

Campus-wide network: The interconnecting of computers and the infrastructure to provide resources such as software applications, email, Internet access, phones, shared disk space, cable television, etc. to the users.

Telecommunications: The exchange of information by electronic means.

Network Security: Protection of the network infrastructure, equipment, software and information that is sent and stored on the network, through the use of technology, procedures, and training.

Personally Identifiable Information Security Policy

Jefferson Community College will adhere to the New York State Chapter 279 of the Laws of 2008 Program Bill which restricts the use of social security numbers by State agencies and other governmental entities, effective January 1, 2010 as well as the Federal Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) requires protection of personally identifiable information (PII).

Statement of Policy:

1. Personally identifiable information (PII) is described as any data that can be used to disclose the identity of an individual. This includes but is not limited to social security number, address, phone number, College ID number, email address or name.

2. In an effort to maintain data security in all realms of data collection, JCC requires that all online data collection programs conform to the following information security regulations:
   a. Personally identifiable information will not be stored on any server accessible by the public. This includes but is not limited to web servers and email servers.
   b. Campus-wide network traffic is not secure. No guarantee of security or even arrival of transmission is made. Internet and Electronic Mail should not be used for the transmission of confidential or sensitive data.
   c. All personally identifiable information will be stored on securely controlled central database servers that conform to all access control and authentication regulations set forth by IT.
   d. All online data collection, data retrieval and application requests involving personally identifiable information will be reviewed to ensure that all security principles, programming standards, data storage, and that all data elements are being collected securely and appropriately.
   e. When programs and methods are found that do not conform to information collection and security policies, they will be removed and taken out of production until security violations are corrected.

3. Phone conversations should not include any personally identifiable information.
4. Printouts with personally identifiable information should be kept secure and disposed using the appropriate procedures for disposing of secure documents.

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.
   a. Intentionally communicating or making available to the general public an individual’s social security number.
   b. 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.
   c. Requiring an individual to transmit his or her social security number over the Internet, unless the connection is secure or the number is encrypted.
   d. 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.
   e. 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.
   f. 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.
   g. 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 and films from the Internet or another person’s computer without having paid for it (unless it has explicitly been listed as free), even for your own personal use
   - Making copies of a CD or DVD without copyright permission or purchase
   - Creating a document using the words from an Internet site
   - Downloading images, photographs, music, films or art without purchasing or permission
   - File sharing of copyrighted files (i.e. using peer to peer software such as Kazaa, Napster, LimeWire or any social media that allows file sharing and not turning file sharing off)

Downloading or distributing unauthorized copies of copyrighted music recordings and movies is breaking the law. Violators may be held legally liable for thousands of dollars in damages. Federal law provides severe penalties for the unauthorized reproduction, distribution or digital transmission of copyrighted materials.

Visit www.sunyjefferson.edu for the most current information.
Statement of Policy:
1. Procedure for Processing Infringements
   a. If there is suspicion of copyright infringement, please contact Institutional Technology (IT), as soon as possible. IT will conduct an investigation into the allegations.
   b. In the event of a notice of suspicion of copyright from off-campus, for example, an RIAA notice, the College will be notified and IT will take the appropriate steps.
   c. In the case of an allegation, the DMCA requires that all claims of infringement be in writing and include:
      i. A physical or electronic signature of the copyright owner or person designated to act on his/her behalf
      ii. Identification of the allegedly infringed copyrighted work, including:
         a. 1. identity of the copyright owner, if not the complainant
         b. 2. citation of the copyrighted works (author/creator, title/description, copyright date)
         c. 3. statement of copyright ownership
         d. 4. evidence of copyright registration
      iii. Identification of the host web site and sufficient information to locate it including:
         a. 1. URL (web address)
         b. 2. date time and time zone the web site was observed
         c. 3. contact information for the complainant or person designated to act on his/her behalf, including address, telephone number, and if available, email address
         d. A statement that the complainant has a good faith belief that the use of the material is not authorized by the copyright owner or the law
         e. A statement that the information in the notification is accurate and, under penalty of perjury, that the complainant is authorized to act on behalf of the copyright owner

2. As a part of its compliance with federal copyright law and the DMCA, Jefferson Community College will deploy the following procedure to respond to bona fide notices of copyright violation by copyright holders:
   a. The DMCA agenda for the College requests that IT block the Internet Protocol (IP) address alleged by the notice to be in violation of federal law and provide the agent with the identity of the user or party responsible for the computer (responsible party).
   b. The agent then notifies the user or responsible party of the notice by sending a copy of the Standard Notice via e-mail and requests a cease and desist statement by return e-mail.
   c. Upon receipt of that statement, the agent then requests that IT unblock the IP address.
   d. If the identified individual cited is certain that s/he is legally using the allegedly infringing material or that the copyright owner has misidentified the material, s/he may file a counter notice.
   e. In order to maintain safe harbor under the DMCA, it is necessary that the College terminate the Internet services of students, faculty, or staff who receive three DMCA notices that (a) conform to statutory requirements and (b) where not counter notification has been filed.

3. JCC will distribute information on copyright law and related campus policies to the campus community as required by the Higher Education Act of 2008 (HEOA 4137.)

4. Reporting a Copyright Violation
   To report alleged copyright infringements, please contact:
   Help Desk
   Room 5-004
   1220 Coffeen Street
   Watertown, New York 13601
   Phone: 315-786-6511
   Fax: 315-786-2511

Software Policy
Use of software on computers is protected under United States and New York State copyright laws from the time of its creation. Institutional Technology (IT) maintains all College software and computer/AV equipment licensing and the “library” of licenses and media on which the software is stored. Unless otherwise provided in the software license, duplication of copyrighted software is a violation of the local, state and federal laws and this policy.

Statement of Policy:
1. Computer software is protected by the copyright laws of the United States. The owner of a copyright holds the exclusive rights to the reproduction and distribution of his or her work. Therefore, it is illegal to duplicate software or its documentation without the express written permission of the copyright holder.

2. It is illegal for a user of the College’s computers to make a copy of any software purchased by the College for his or her personal use.
3. All software installed on Jefferson Community College computers/equipment will be licensed to Jefferson Community College (Institutional Technology).

4. The College explicitly prohibits the illegal copying of copyrighted computer software. Violators will be held personally liable.

5. The College assumes no responsibility for software that has not been approved and inventoried. The Board of Trustees hereby authorizes the President, or his/her designee, to develop and establish appropriate standards and procedures to implement and enforce this policy.

Definitions:
1. Software is defined as any computer application that requires installation onto a computer and/or any application that runs on a computer and that requires purchasing. Examples of software include, but are not limited to, applications such as Microsoft Office, CD-ROM and DVD that run from a computer whether they are purchased by the College or come with a textbook, Internet based textbook supplements; Internet based applications subscribed to by the College, etc. NOTE: Although the Library databases are considered Internet-based applications, the Library maintains these licenses and contracts separately.

2. Media is defined as the physical product used to provide the software to the College.

Wireless Computer Access Agreement

Privacy:

Users of JCC Wireless resources should be aware that the College cannot guarantee security and privacy in all cases, especially for personal or unlawful use of these resources. For the purpose of satisfying any law, regulation or government request, Jefferson Community College reserves the right to monitor the use of JCC Wireless resources and disclose any information necessary and appropriate.

Troubleshooting Wireless Connections:

Jefferson Community College has implemented wireless technology in response to the overwhelming demand of students, faculty and staff members. Jefferson Community College’s technical staff are responsible for maintaining the systems required to provide wireless access. During normal operating hours technical staff are available in the IT department to provide assistance in connecting to the JCC wireless networks. ‘Best Effort’ will be provided to assist users connecting to the wireless network. Please be aware, some equipment (older, miss-configured, viruses, bad software installation) will not be capable of connecting.

User Responsibilities:
In consideration of the privilege of accessing and using JCC Wireless resources, all persons are expected to comply fully with the standards and responsibilities of acceptable use as outlined in:

- All applicable provisions of the JCC ELECTRONIC COMMUNICATIONS POLICIES, employee handbooks and agreements, student handbooks and other policies and procedures established by Jefferson Community College.
- All local, state, federal, and international laws, including but not limited to, copyright and intellectual property.
- All software license agreements acquired by the College and its authorized units.
- All applicable College policies and procedures, including but not limited to, sexual harassment, academic dishonesty, scientific misconduct, non-discrimination, copyright, intellectual property, and internet usage.
- The legal and educational standards of software use as published in the EDUCOM Code.

Other individual responsibilities include:

- Self-policing of passwords and access codes.
- Changing passwords and access codes on an as-needed basis.
- Respecting authorial integrity and the intellectual property rights of others.
- Preventing and reporting viruses that infect computer systems.
- Properly backing up appropriate systems, software and data.

Statement of Prohibited Uses:

- Initiating or participating in unauthorized or personal mass mailings to news groups, mailing lists, or individuals (including but not limited to chain letters, spam, floods and bombs).
- Giving others by password or other means unauthorized access to any user or network account.
- Using or attempting to use an unauthorized user or network account.
- Disguising or attempting to disguise the identity of the account or machine being used. This includes but is not limited to spoofing IP addresses, impersonating any other person or entity, or misrepresenting affiliation with any other person or entity.
- Using the College network to gain or attempt to gain unauthorized access to remote networks, including remote computer systems.
- Conduct constituting wasteful use of IT (Information Technology), resources or which unfairly monopolizes them to the exclusion of others.
- Interference or degradation of controls and system security.
- Engaging in computer crimes or other prohibited acts.
- Knowingly or negligently running or installing or giving to another user, a program which damages, exposes to unauthorized access, or places excessive load on any computer system, network, or other IT resource. These programs include, but are not limited to, computer viruses, Trojan Horses, and worms.
- Using any IT resource or communication services, including e-mail or other means to intimidate, insult, embarrass and harass others; to interfere unreasonably with an individual’s work, research or educational performance; or to create a hostile or offensive working or learning environment.
Jefferson Community College has installed wireless Internet throughout the campus. Currently, there is wireless access in every building on campus. There is limited access outside the buildings. The college is continuing expansion of wireless services for faculty, staff, and students. If you find an area on campus that does not have access where it is needed please report this to the IT Department.

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 Dewey 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 (Dewey 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 Vice President for Academic Affairs. The Vice President for Academic Affairs will take such steps as deemed appropriate to gather all of the evidence pertaining to the grievance and render a decision. This decision will be communicated to the student, the instructor involved, and the AVP. The decision of the Vice President for Academic Affairs will be final and binding.

All teaching faculty are required to submit the objectives of the course and an outline of the material to be covered to the Vice President for Academic Affairs’s Office. This document will also be distributed to each student enrolled in the course.

C. Protection Against Improper Disclosure

The student-faculty relationship is a private one. Information about student views, beliefs, and political associations acquired in the course of an instructor’s work as teacher or advisor will be considered private. Judgments of a student’s ability and character may be provided when required by law or authorized by the student.

A student who feels that the private teacher-student relationship has been violated may present a grievance to the Compliance Officer for Students Dr. Corey Campbell, 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 his/her records, in order to insure that these records are accurate, and are not in violation of the student’s privacy or other rights. Correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data contained there in is possible at this time. A written explanation by the student (parents) respecting the content of such records is added to the file.

B. Disclosure to Students

1. Students are entitled to a transcript of their academic record, labeled “Student Copy.” With limited exceptions, students are also entitled to inspect, review, and copy the education records which are maintained about them by the College. Copies of these records will be provided at a fee of 25 cents per page.

2. Requests by students for access to their education records will be granted within 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.

Visit www.sunyjefferson.edu for the most current information.
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 Vice President for Student Engagement and Retention. If a violation of the Code of Student Conduct is alleged the Chief Judicial Officer will follow Procedural Standards found in section one of the Code.

As members of this College community students retain national citizenship, but also acquire additional obligation as defined in the Student Handbook and the College Catalog including but not limited to fiscal responsibility.

Definitions of freedoms within the academic community are described below:

5.1 Assembly/Protest
Students have the right to assemble in an orderly manner and engage in peaceful protest, demonstration and picketing, providing that it does not disrupt the function of the College, threaten the health or safety of any person, or violate the Code of Student Conduct. In order to have a protest or assembly on campus, other than at the grassy area surrounding the clock tower, a student must complete a project registration form with the office for Vice President for Student Engagement and Retention.

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 Student Activities & Inclusion Office 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 Vice President for Student Engagement and Retention 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.
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, you can contact Student Activities & Inclusion at 315-786-2431, studentactivities@sunyjefferson.edu.

Voter Registration Forms
https://www.sunyjefferson.edu/about/consumer-info/voter-registration.php

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 also available at:
• Student Activities & Inclusion, McVean Student Center, building 4, room 4-104
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 stalking 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 responsibility 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 disciplinary 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 Residency 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 2.16) is not a court of law but rather a body whose mission is to educate students about, and to reinforce, proper conduct and behavior. The judicial body or 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 reenrolls 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.

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

Blackboard / myJCC Portal
Information may be posted on Blackboard and/or myJCC Portal notifying students and faculty of appropriate actions to take. If for some reason the website is not available, information will be posted in Blackboard and myJCC. Please bookmark Blackboard online at www.sunyjefferson.edu and myJCC Portal 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 Blackboard for further instructions.

Visit www.sunyjefferson.edu for the most current information.
Building Evacuation:
If you are advised to evacuate your building or if you determine that an emergent situation exists which necessitates evacuation of the building-

- Follow the evacuation routes posted in the classrooms and throughout the building.
- DO NOT use the elevators.
- Ensure that you stay together and are accounted for at the assembly point.
- Follow the directions of the Building Emergency Coordinator / Floor Marshal.
- If time permits, pick up personal 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 devices.
- Exit by the nearest available evacuation route and assemble at designated assembly points away from the buildings (500 feet minimum).
- Students, faculty and staff should remain with the group so that all individuals can be accounted for.
- DO NOT re-enter the building until instructed by authorized personnel that it is safe to do so.

Fire Emergency:
- Immediately sound fire alarm.
- Evacuate the building – DO NOT stop for personal possessions and DO NOT use elevators.
- Call the Office of Campus Safety and Security at 2222 from a campus phone or 315-786-2222 from a non campus phone.
- If trained in use of fire extinguisher and if the fire is small and confined, direct the charge at the base of the flame.
- If trapped, DO NOT panic. Exit by window if possible or place an article of clothing out the window serving as a marker for rescue crews.
- Stay low, closest to the floor.
- Evacuate to designated assembly points and out of the way of emergency personnel.
- DO NOT return to the building until instructed to do so by authorized personnel.
About SUNY

The State University of New York (SUNY) is the nation’s largest comprehensive system of higher education comprised of community colleges, four-year colleges, graduate and doctoral research centers, medical schools, hospitals, a law school, and a national lab. The SUNY system is comprised of 64 total campuses, 30 community college campuses, that bring educational opportunity within commuting distance to virtually all New York residents. More than 3 million SUNY alumni are located around the globe. SUNY is committed to bringing its students the very best and brightest scholars, scientists, artists and professionals. For more information visit the SUNY web site at: www.suny.edu.

SUNY Chancellor
Deborah F. Stanley

State University of New York
Board of Trustees

Dr. Merryl H. Tisch
Chairman

Cesar Perales
Vice Chairman

Joseph Belluck
Courtney Eagles Burke
Eric Corngold
Marcos Crespo
Robert J. Duffy
James Haddon
Keith Landa
Eunice A. Lewin
Stanley S. Litow
Edward Spiro
Cary F. Staller
Camille J. Varlack
Christy Woods

Fall 2021 SUNY Factoids:

- Total enrollment by headcount: 370,114
- Undergraduate enrollment: 326,010
- Graduate enrollment: 44,104
- Community College Enrollment: 160,516
- Enrollment: 56% Female 44% Male
# College Directory

<table>
<thead>
<tr>
<th>Accommodative Services</th>
<th>Fort Drum Office</th>
<th>Safety &amp; Security</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:studentsuccess@sunyjefferson.edu">studentsuccess@sunyjefferson.edu</a></td>
<td><a href="mailto:ftdrum@sunyjefferson.edu">ftdrum@sunyjefferson.edu</a></td>
<td>Emergency calling from- campus phone: 2222</td>
</tr>
<tr>
<td>(315) 786-2288</td>
<td>(315) 786-6566</td>
<td>non campus phone: (315) 786-2222</td>
</tr>
<tr>
<td><strong>Affirmative Action Officer</strong></td>
<td>Foundation/College Development</td>
<td>Chief’s Desk: (315) 786-6517</td>
</tr>
<tr>
<td>(315) 786-2279</td>
<td><a href="mailto:foundation@sunyjefferson.edu">foundation@sunyjefferson.edu</a></td>
<td>Chief’s Cell: (315) 323-7830</td>
</tr>
<tr>
<td><strong>Alumni Office</strong></td>
<td>Health &amp; Wellness Center</td>
<td><strong>School of</strong></td>
</tr>
<tr>
<td><a href="mailto:alumni@sunyjefferson.edu">alumni@sunyjefferson.edu</a></td>
<td><a href="mailto:healthoffice@sunyjefferson.edu">healthoffice@sunyjefferson.edu</a></td>
<td>Arts &amp; Humanities</td>
</tr>
<tr>
<td>(315) 786-2327</td>
<td>(315) 786-1042</td>
<td>(315) 786-2414</td>
</tr>
<tr>
<td><strong>Assessment and Accreditation</strong></td>
<td>Health Office</td>
<td>Business and Hospitality &amp; Tourism</td>
</tr>
<tr>
<td>(315) 786-2235</td>
<td><a href="mailto:healthoffice@sunyjefferson.edu">healthoffice@sunyjefferson.edu</a></td>
<td>(315) 786-2287</td>
</tr>
<tr>
<td><strong>Athletics Department</strong></td>
<td><a href="mailto:vaccine@sunyjefferson.edu">vaccine@sunyjefferson.edu</a></td>
<td>Education, Behavioral Sciences &amp; Public Services</td>
</tr>
<tr>
<td>(315) 786-2232</td>
<td>(315) 786-1042</td>
<td>(315) 786-2414</td>
</tr>
<tr>
<td><strong>Auxiliary Operations</strong></td>
<td>Higher Education Center</td>
<td>STEM &amp; Health Professions</td>
</tr>
<tr>
<td>(315) 786-2401</td>
<td><a href="mailto:jhec@sunyjefferson.edu">jhec@sunyjefferson.edu</a></td>
<td>(315) 786-2320</td>
</tr>
<tr>
<td><strong>Bookstore</strong></td>
<td><strong>Student Activities &amp; Inclusion</strong></td>
<td>Small Business Development Center (SBDC)</td>
</tr>
<tr>
<td>(315) 786-2260</td>
<td><a href="mailto:studentactivities@sunyjefferson.edu">studentactivities@sunyjefferson.edu</a></td>
<td>(315) 786-0385</td>
</tr>
<tr>
<td><strong>Career Planning/Job Placement</strong></td>
<td><strong>Student Compliance Officer</strong></td>
<td>Student Activities &amp; Inclusion</td>
</tr>
<tr>
<td>(315) 786-2288</td>
<td>Academics: (315) 786-2235</td>
<td><a href="mailto:studentactivities@sunyjefferson.edu">studentactivities@sunyjefferson.edu</a></td>
</tr>
<tr>
<td><strong>Child Care Center</strong></td>
<td>Non-Academics: (315) 786-6561</td>
<td>(315) 786-2431</td>
</tr>
<tr>
<td>(315) 786-2357</td>
<td><strong>Student Employment &amp; Internships</strong></td>
<td><strong>Student Compliance Officer</strong></td>
</tr>
<tr>
<td><strong>College Placement Testing Center</strong></td>
<td>(315) 786-2288</td>
<td>Academics: (315) 786-2235</td>
</tr>
<tr>
<td><a href="mailto:thetestingcenter@sunyjefferson.edu">thetestingcenter@sunyjefferson.edu</a></td>
<td><strong>Student Compliance Officer</strong></td>
<td>Non-Academics: (315) 786-6561</td>
</tr>
<tr>
<td>(315) 786-2288</td>
<td><strong>Student Compliance Officer</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Computer Center</strong></td>
<td><strong>Student Compliance Officer</strong></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:helpdesk@sunyjefferson.edu">helpdesk@sunyjefferson.edu</a></td>
<td><strong>Student Compliance Officer</strong></td>
<td></td>
</tr>
<tr>
<td>(315) 786-6511</td>
<td><strong>Student Compliance Officer</strong></td>
<td></td>
</tr>
<tr>
<td><strong>CSTEP Office</strong></td>
<td><strong>Student Compliance Officer</strong></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:studentsuccess@sunyjefferson.edu">studentsuccess@sunyjefferson.edu</a></td>
<td><strong>Student Compliance Officer</strong></td>
<td></td>
</tr>
<tr>
<td>(315) 786-2396</td>
<td><strong>Student Compliance Officer</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Diversity Officer</strong></td>
<td><strong>Student Compliance Officer</strong></td>
<td></td>
</tr>
<tr>
<td>(315) 786-6561</td>
<td><strong>Student Compliance Officer</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Enrollment Services</strong></td>
<td><strong>Student Compliance Officer</strong></td>
<td></td>
</tr>
<tr>
<td>(315) 786-2437</td>
<td><strong>Student Compliance Officer</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Admissions Office</strong></td>
<td><strong>Student Compliance Officer</strong></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:admissions@sunyjefferson.edu">admissions@sunyjefferson.edu</a></td>
<td><strong>Student Compliance Officer</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Educational Planning (Advising)</strong></td>
<td><strong>Student Compliance Officer</strong></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:advising@sunyjefferson.edu">advising@sunyjefferson.edu</a></td>
<td><strong>Student Compliance Officer</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Financial Services</strong></td>
<td><strong>Student Compliance Officer</strong></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:financialservices@sunyjefferson.edu">financialservices@sunyjefferson.edu</a></td>
<td><strong>Student Compliance Officer</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Student Records/Registrar</strong></td>
<td><strong>Student Compliance Officer</strong></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:studentrecords@sunyjefferson.edu">studentrecords@sunyjefferson.edu</a></td>
<td><strong>Student Compliance Officer</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Educational Opportunity Program</strong></td>
<td><strong>Student Compliance Officer</strong></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:studentsuccess@sunyjefferson.edu">studentsuccess@sunyjefferson.edu</a></td>
<td><strong>Student Compliance Officer</strong></td>
<td></td>
</tr>
<tr>
<td>(315) 786-6573</td>
<td><strong>Student Compliance Officer</strong></td>
<td></td>
</tr>
<tr>
<td><strong>EDGE Concurrent Enrollment</strong></td>
<td><strong>Student Compliance Officer</strong></td>
<td></td>
</tr>
<tr>
<td>(315) 786-2309</td>
<td><strong>Student Compliance Officer</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fitness Center</strong></td>
<td><strong>Student Compliance Officer</strong></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:fitness@sunyjefferson.edu">fitness@sunyjefferson.edu</a></td>
<td><strong>Student Compliance Officer</strong></td>
<td></td>
</tr>
<tr>
<td>(315) 786-2468</td>
<td><strong>Student Compliance Officer</strong></td>
<td></td>
</tr>
</tbody>
</table>

Office of the President..............................................................................(315) 786-2404
Vice President for Administration and Finance....................................(315) 786-2401
Interim Vice President for Academic Affairs........................................(315) 786-2235
Vice President for Student Engagement & Retention..........................(315) 786-6561
Interim Associate Vice President for Liberal Arts.................................(315) 786-6542
Associate Vice President for STEM & Health Professions...............(315) 786-2323
Associate Vice President of Strategic Initiatives..............................(315) 786-6500
Associate Vice President for Human Resources....................................(315) 786-2279